UNIVERSITY OF CAPE COAST

ASSESSING TEACHING EFFECTIVENESS OF THE ENGLISH GRAMMAR TEACHER IN

PUBLIC SENIOR HIGH SCHOOLS WITHIN THE CAPE COAST METROPOLIS USING

THE QUALITY TEACHING MODEL

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Project Work Submitted to the Department of Arts and Social Sciences Education (DASSE) of

the Faculty of Education, University of Cape Coast, in Partial Fulfilment of the Requirements for

the Award of the Bachelor of Education (Arts) Degree.

May 2014

DECLARATIONS

Candidates' Declaration

We hereby declare that this project work is the result of our own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidates' Name   **Signature**   **Date**

OBED ATTA-ASAMOAH   .....……………..   ………………

JENNIFER EMEFA DOE   ……………………   ………………

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Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work were supervised in accordance with the guidelines on supervision of project work laid down by the University of Cape Coast.

Supervisor's Signature: …………………….   Date: …………………………

Name: Dr. Ekua Tekyiwa Amua-Sekyi

ABSTRACT

The focus of this study was to assess the teaching effectiveness of English Grammar teachers in public Senior High Schools within the Cape Coast Metropolis using the Quality Teaching Model. It sought to ascertain how appropriately the three dimensions of the Quality Teaching Model are addressed in the teaching and assessment practices of the teachers.

45 English Grammar teachers were selected using the census method. The descriptive research design was used to analyse data collected on teachers. The mean, frequencies and percentages were thoroughly discussed.

It came to light that to a very large extent, English Grammar teachers appropriately teach to produce deep understanding of important concepts and ideas. It was also realized that they create a supportive learning environment for their students. Largely, learning is made more meaningful and important to students. It was recommended that teachers be motivated to maintain a balance and consistency in the use of the three dimensions of the Quality Teaching Model.

ACKNOWLEDGEMENTS

DEDICATION

To our families, relatives and friends.

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CHAPTER ONE

INTRODUCTION

Introduction

This section sought to look at the background of the study, statement of the problem, purpose of the study, research questions, significance, limitations and delimitations of the study.

Background to the Study

Ghana is a heterogeneous society with a wide variety of languages. Undisputedly, English is the official language of the country. The emergence of the language dates back to the early 16th century, with the arrival of the European traders on the shores of Ghana and the establishment of missionary schools. For over five centuries, English language has been the dominant lingua franca in Ghana. It is the medium of instruction in our educational setting and a pre-requisite course for entry into any higher level of education. It ensures full participation in the economic, political and even social lives of the people. It is the language of government, administration, business, medicine, law and other professional careers. The increasing importance of the language is largely recognized in Ghana. It is for these reasons that all stakeholders of education are bent on ensuring that all aspects of the language

are taught and learnt at school. It is therefore necessary that teachers are trained purposively for this task. Some people think there is no such thing as language teaching. Even if true, there are still things that can be done to help learners acquaint themselves with the basic rules that form the basis or foundations of a language. Teachers are therefore charged with the duty to expose students enough to the language. Arends (1988) stated that the base line for effective teaching are individuals who are academically able, have command of the subjects they are required to teach and those who can help students to attain high level of academic achievement and social learning. Even though the language has become a widely acclaimed medium of communication and one would have expected a high level of the language usage in our societies, however, there has been a general view that there is a decline in the standard of the English language. This has resulted in the poor use of the language which is evident in the performance in the language at examinations. The external examination body, West African Examinations Council (WAEC), stated in their 2006 chief examiner's report that English language was one of the subject areas that saw a decline in the performance of their students. Out of the 120,486 students who sat for the English language paper, only 7.25% had a pass mark. Similarly the 2007, 2008 and 2009 chief examiner's report of the WAEC states that students recurring weakness of poor grammar has been a worry to them. The WAEC stated together with other recommendations that the surest way of solving this persistent problem is for the teachers to teach grammar.

Most people have attributed the decline in the standard of the English language to several factors. While others find fault with the teacher's inability to handle the subject well, others talk about the insufficient teaching and learning materials at the teacher's disposal; others also attribute it to the low motivation given to the teachers. If any of these perceptions are true, it will be appropriate that the current state of the art of teaching the language, especially grammar, be assessed to determine the extent of the effectiveness of the language teaching in our classrooms. Since Senior High Schools (SHS) in the Cape Coast metropolis also offer English Language and partake in examinations of the WAEC, it will not be out of place to say that Senior High Schools within the Cape Coast metropolis also face this same fate. It should be noted that it is pedagogy that most directly and most powerfully affects the quality of learning outcomes. It is therefore appropriate that the teaching of English grammar in Senior High Schools within the Cape Coast metropolis be assessed to ascertain its level of effectiveness.

Statement of the Problem

Statistics and reports based on the performance of students in Senior Secondary School Certificate Examinations (SSSCE) and the West African Senior Secondary Certificate Examinations (WASSCE) over the years have indicated that the academic performance of students in the second cycle institutions in the English language is on a decline. There has been a continuous outcry about the students' recurring weakness in the grammar aspect of the language, which in turn affects their general performance in the language and other subject areas. Pedagogy which affects the quality of

learning out comes, is the core business of the classroom teacher. Various techniques that teachers use in the learning situation have a high impact in the decline in the performance of students. Based on the concern raised, it has become very necessary to assess the effectiveness of teaching the English grammar in S.H.S. within the Cape Coast Metropolis using the Quality Teaching Model (Q.T.M.).

Purpose of the Study

This research assesses the effectiveness of English grammar teachers in four public Senior High Schools within the Cape Coast Metropolis using the Quality Teaching Model. The study specifically looked at:

1. The appropriateness of Senior High School English grammar teachers within the Cape Coast Metropolis teaching in ensuring intellectual quality.

2. How Senior High School English grammar teachers within the Cape Coast Metropolis establish quality learning environment for their students.

3. How English grammar teachers in the Senior High Schools within the Cape Coast Metropolis make grammar lessons significant to their students.

Research Questions

In order to assess the teaching effectiveness of English grammar teachers in four public Senior High Schools within the Cape Coast Metropolis, the following research questions guided the study.

1. How appropriate do Senior High School English grammar teachers within the Cape Coast Metropolis teach to produce deep understanding of important concepts?

2. How do Senior High School English grammar teachers within the Cape Coast Metropolis create supportive learning environments for students?

3. How do English grammar teachers within the Cape Coast Metropolis make learning meaningful and important to students?

Significance of the Study

The outcome of this study is of immense importance to teachers by bringing to the fore any weaknesses in their teaching methodologies and encourage them to build on their strengths. For educational administrators and curriculum planners, the findings of this study will give them feedback on the English grammar teacher's effectiveness and the appropriate policies and programmes that could be designed to train them improve their teaching effectiveness. Improve teaching of the English grammar will help in the general performance of students in the language and other subject areas.

Delimitation

The study was delimited to English teachers in four public Senior High Schools within the Cape Coast Metropolis. It employed the use of only the questionnaire. Items on the questionnaire did not cater for elements like engagement, social support, students' self-regulation and inclusivity under the quality learning environment since observation was not be part of our instruments for data collection.

Limitation

A limitation on this study would be lack of co-operation on the part of some senior high school authorities, which will result in the researchers wasting so much time at certain schools in collecting that data.

Organization of the study

The study has been organized into five chapters. The first chapter of this project deals with the general introduction to the study. It looked at the background to the study, statement of the problem, purpose of the study, the research questions, and significance of the study, limitations and the delimitations of the study. Chapter two will look at the review of related literature. It covers the theoretical framework of the study, (which dealt with the conceptions of teaching and models of effective teaching) as well as models of assessing teacher effectiveness. Chapter three will look at the methodology that was adopted in the undertaking of the project; which includes: research design; population; sample and sampling technique; instrumentation; validity and reliability of instrument; data collection; as well

as data analysis. Chapter four will present and discus the result of the study. Chapter five will summarize, conclude and give recommendations based on the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This section deals with review of related literature related to the topic under study. Theoretical review will be under the following headings; conceptions of teaching, relevance of teaching grammar, effective teaching and models of teaching; which will include direct teaching model, co-operative learning model, mastery learning model and the quality teaching model.

The Concept of Teaching

Teaching is a process of imparting knowledge, skills, and attitudes to peoples. It can be in a formal way or an informal way. Teaching involves various procedures through which teachers guide students through. Tamakloe, Amedahe and Atta (as cited in Sekyi Acquah, 2009) also explain teaching as an activity of imparting knowledge, skills, attitudes and values to learners. The teacher is the one who is charged with the duty of imparting knowledge to the students. The whole process of teaching involves creating a suitable environment which will favor learning and the teaching process.

All the definitions of teaching suggest that teaching is a complex process which encompasses various components. These are the teacher, students and the subject matter; which is the knowledge, skills, attitudes and values that are being imparted. These components play very important roles as they interact continuously, making it possible for an effective teaching and learning process. These components in teaching are closely inter-related that each work hand-in-hand.

The Teaching and Learning Process

Teaching is a process which encompasses various stages and components. This process is carried out in a context where the principal agents are the subject matter, the teacher and the students. According to Tamakloe et al (as cited in Sekyi Acquah, 2009), these three components or focal points form a triadic relationship which has been depicted in figure 1.
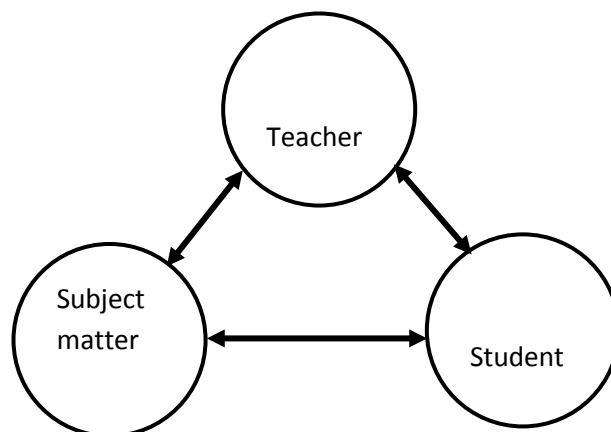
Figure 1: The Triadic Relationship of Teaching

Source: Sekyi Acquah (2009)

The triadic relationship of teaching as opined by Tamakloe et al gives a pictorial representation of the various components in teaching and how each relates to bring about effective teaching and learning. At the top is the teacher, whose core business is teaching. The teacher must always be abreast with the subject matter he is teaching. This, Arends (1988) together with others points out as the baseline for an effective teaching. The subject matter is the knowledge and skills that is being imparted to the students. There is also the student, the final consumer in the teaching process. The student receives the knowledge and skills; subject matter, which the teacher is imparting.

As indicated by Tamakloe et al (as cited in Sekyi Acquah, 2009), "A mastery of the subject matter and its methodology instill confidence in the teacher and this reflects on the learner". The teacher is thus supposed to be abreast with his subject matter. Arends (1988) emphatically states that the baseline for effective teaching is one who has mastery over the subject matter. He must have prior knowledge of what he is about to teach. This requires a vigorous and an extensive preparation towards teaching. When a teacher is adequately prepared and has mastery of the subject matter, he demonstrates confidence in teaching. This gives the learners some sort of trust in what the teacher is teaching and makes learning understandable. The teacher employs numerous teaching methodologies in the process of imparting the subject matter to students. Apart from the teacher being abreast with his content, he must employ various teaching methodologies to ensure that what he is teaching has been perfectly absorbed in by the learner.

The learner or student acquires knowledge after being taught. The learner is expected to exhibit a change in attitude after the teacher has taken him through the teaching and learning process. The only means that the teacher will know that the learner has acquired a change in attitude is through evaluation. The teacher organizes various evaluations to ascertain whether students have understood what they were taught. If student demonstrates low level of subject matter acquisition, teacher must then reconstruct the manner in which that subject matter was taught for better understanding to students.

Tamakloe et al (as cited in Sekyi Acquah, 2009), summarize the teaching and learning interaction thus: The teacher exerts some influence on the taught (learner) and the taught in turn exerts some influence on the teacher. So it is with the teacher and the discipline as well as the taught and the discipline. The influence that the teacher and the taught exert on the discipline may eventually lead to its transformation. The influence that the discipline exerts on the teacher and the taught may help to transform their behaviour or their total life-style; and so will the relationship between the teacher and the taught.

Effective Teaching

Teacher effectiveness is a concept, which is very broad and defies a clear-cut definition. This is because different researchers approach the subject from their own perspectives. For instance, Goe, Bell and Little (2008) posit that the evaluation of teachers in general can be approached from three different but related angles: measurements of inputs, processes and outputs.

Inputs, which are also known as "teacher quality", are explained by Goe et al (2008) as what teachers bring to their positions, generally measured as teacher background, beliefs, expectations, experience, pedagogical content knowledge, certification and licensure, and educational attainment. The broad nature of the concept with its characteristic absence of a clear cut definition is likely to make a study related to it very difficult to conceptualize. Goe, et al (2008), however, are of the view that there is the need to clarify the way teacher effectiveness is defined for two main reasons:

First what is measured is a reflection of what is valued, and as a corollary, what is measured is valued. Definitions nominate and shape what needs to be measured….when policy conversations concern the interactions between teachers and students, the focus shifts to classrooms and documenting effective interactions among teachers and their students…. In addition, different definitions lead to different policy solutions…. When classroom processes are discussed, particular practices or approaches to teaching become the focus (p. 7)

It is therefore very important to define teacher effectiveness to limit the scope and also to provide direction for the study.

Some scholars have attempted to give various definitions of teacher effectiveness depending on the context within which the concept is being used. For instance, Anderson (2004) is of the view that effective teachers are those who achieve goals which they set for themselves or which others have set for them. This definition limits teacher effectiveness to only the output or product conception. This conception, places more emphasis on product variables,

which Kyriacou (1995) has described as "all those educational outcomes which are desired by teachers and which have formed the basis of either teacher's planning of the learning activities and/or of objectives or criteria which can be used to consider and monitor effectiveness" (p.11). Thus, an effective teacher is measured by the educational achievements of his or her learners (usually attainments on standardized tests).

It is most likely that most people, especially, parents and other stakeholders in education may readily agree to the idea that an effective teacher should help students learn more than expected. It is also agreeable that students' achievement on standardized tests can easily be measured and used as a criterion for measuring teacher effectiveness. Thus, it is important to note that this definition of teacher effectiveness has a serious limitation.

The cause and effect relationship implied between teacher effectiveness and student attainment requires the establishment of what part of effectiveness to attribute solely to the teacher. This may be difficult to determine for both practical and logical reasons. Fenstermacher & Richardson (2005) explain this problem by pointing out the fact that "success at learning requires a combination of circumstances well beyond the actions of a teacher" (p. 191). This is because learning does not arise solely on the basis of teacher activity, but also from other sources such as other teachers, peers, school resources, school climate, etc. They also explain that learners are not passive receptors of information directed at them but rather active participant in the teaching and learning process.

There is however, more to the concept - "teacher effectiveness" than only the product of teaching. Perhaps, a look at the following two definitions will give us a better idea of teacher effectiveness:

The first definition is that given by Campbell, Kyriakides, Muijs & Robinson (2005) which states: "Teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisations and use of classroom resources, have on students' performance" (p.3). The second definition of teacher effectiveness is that implied by Kyriacou (1995) in his definition of effective teaching. According to him, "effective teaching is essentially concerned with how best to bring about the desired pupil learning through some educational activity" (p. 9).

Both definitions stretch teacher effectiveness to include what Kyriacou (1995) describes as "all those characteristics of teacher and pupil behaviour and of the learning task and activities which take place in the classroom and which may have some bearing on the success of the learning activity" (p. 11). It is refreshing to note that whatever desired and observed change in the behaviour of the learner is achieved at the end of the teaching and learning process, is as a result of certain input and process variables employed by the teacher in the teaching and learning process (Sekye-Acquah, 2009). It is these input and process variables that make it possible for a teacher to be effective in the execution of his or her duties. These variables which constitute attributes of teacher effectiveness will be considered in the discussion of the models of teacher effectiveness.

Relevance of Teaching Grammar

Grammar is an aspect of the English language. The Oxford Advanced English Dictionary of current English (1974) defines grammar as the rules in a language for changing the form of words and joining them into sentences. Grammar, to others, is a theory that embodies the formation of words, phrases and clauses or sentences. It goes beyond the learning of grammatical terminologies. Harmer (1987) asserts that, grammar is the nerve centre and the central area of every language system. For one to get to grips with a language, to Harmer, the rules governing the formation and basis of that language cannot be overlooked. The component of the English language and all the other aspects of the language are related to each other through grammar. Cook (1994) puts it that no matter how important the components of a language, they are related to each other through grammar.

Without the knowledge of grammar, which is how the units and basic components of language are combined, one will find it difficult with the correct usage of the language. Since English language has become a world market language and the official language of Ghana, it is necessary that the foundations for the language usage be made firm. If grammar is made solid in the learning of the English language, students as well as language users will be able to develop all their four language skills; reading, listening, writing and speaking. When this is ensured, a positive impact will be realized in the performance of students in other subject areas as they will be able to effectively communicate their ideas in the language in writing.

In view of the relevance of the grammar of a language, teachers are therefore charged with an effective teaching and learning of it. Teachers are to adequately expose learners to the basic rules of the English language and ensure a positive attitude both on the part of teachers and students towards the teaching and learning of English grammar. Wiredu (1998) asserts that though grammar studies have excited very little enthusiasm, teachers can make it enjoyable. The teaching of English grammar in our senior high schools, thus, cannot be overlooked.

Models of Teacher Effectiveness

There are various models which pertain to teacher effectiveness. Some of the models this study briefly discuses are Direct Teaching Model, Co-operative Learning Model, Mastery Learning Model and the New South Wales quality teaching model (NSW QT model). Since the study focuses more on the pedagogical content knowledge of the teacher, it adapts the NSW QT model.

In the direct teaching model, the teacher plays a role of a strong leader, who structures the classroom and sequences subjects matter to reflect a clear academic focus. This model emphasizes the importance of a structured lesson in which presentation of new information is followed by students' practice and teachers' feedback. The direct teaching model is best used in teaching skill subjects such as grammar and mathematics. This is also effective in covering factual materials. Similarly, this model is most helpful in teaching young children, slow learners and during the first stages of learning new and complex information. Subjects which comprise inherent structures, like History and Science, and must be taught through step by step progression, use this model.

Although co-operative learning model is considered a new model in effective teaching, it has its roots in the 1920s. With this model, students are required to work on activities in small groups and thus receive rewards or recognition based on the overall group performance. The co-operative approach provides a competitive environment where there are clear winners and losers. In this case, most students work by themselves to reach learning goals that have no relationship with those of other students. According to researchers, co-operative groups work best when they meet the following criteria; when groups are heterogeneous consisting of two to six members, when there is a genuine feeling of positive interdependence among group members. With this model, students tutor one another so that everyone can succeed since each member is accountable for learning.

Mastery learning model has also been identified as a means of assessing effective teaching. Based on Bloom's learning for mastery model, developed in 1968, most mastery learning programs are committed to the credo that all students can learn on their own. To achieve this, the learning objective in the lesson is defined and students taught the skill or material to be used in achieving the lesson objective. A test is then given to assess if the objectives have been met. Students who successfully complete the test go for enrichment or acceleration whereas students who fail undertake corrective instruction for retesting. The success of mastery learning rests on instructional alignment where there is a close link between what is taught and what is to be tested. Research has shown that this model is used from early childhood all the way through to the tertiary level since teachers play the major role of

providing assistance to students hence mastery learning programs highlight the role of the teacher as an instructional leader

The New South Wales Quality Teaching Model

The New South Wales Quality Teaching Model (NSW QT model) was designed to focus and support the work of the school leaders and teachers in addressing teaching and learning in New South Wales (NSW), Australia, public schools. It presents a model for pedagogy that can be applied across all learning levels and areas. It was derived basically from the productive pedagogy model which was based on Newman's Authentic Pedagogy Model.

Newman's Authentic Productive Pedagogy Model was developed as an attempt to describe classroom learning environment and teaching strategies that contribute to effective learning. It is seen as the art of teaching recognized as being productive in the realization of student learning outcomes. This model has four dimensions; intellectual quality, relevance, supportive classroom environment and recognition of difference. This pedagogical model has been used to research pedagogical practices of teachers in the Queensland School system. However, until recently there was little consensus about quality pedagogy because of the difficulty in isolating the independent effects of a specific teaching technique on student learning. More recently, researchers have tried to identify more general qualities or characteristics of pedagogy. Dr. James Ledwig and Professor Jennifer Gore of the University of Newcastle were commissioned by the NSW Department of Education and Training to develop a model for the pedagogy that could be applied in NSW

public schools from Kindergarten to year twelve (12) across all learning areas. The Commission came out with a document;

'Quality Teaching in New South Wales Public Schools: Discussion Paper'

This idea of effective teaching was built around three 'dimensions'; intellectual quality (IQ), quality learning environment (QLE) and significance (SIG). Each dimension has six (6) 'elements'. This document became known as the QTM. The sections below provide further details about the dimensions of the model and their elements.

Intellectual Quality

Research has demonstrated that pedagogy focusing on high levels of intellectual quality (IQ) benefits students, whether they are high or low achievers, from disadvantaged background or students identified with special needs in mainstream classes. IQ in teaching and assessment refers to the extent to which students are consciously involved in learning activities that require that teachers encourage and teach the kinds of thinking used by successful adults in the world beyond the school.

Teaching basically is to assist students learn vital things by exuding knowledge and understanding from numerous information they encounter in course of learning new ideas. The positive effects of high level of IQ have been found to influence individual student outcomes. For students to translate information into knowledge and understanding, teachers need to have a very clear idea of what they want students to learn. The model further suggests that

pedagogy to ensure intellectual quality is focused on deep understanding of important substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher order thinking and to communicate substantively about what they are learning. These ideas form the elements of intellectual quality of the NSW QT model. The elements shall now be described in more details.

The first element of the IQ is deep knowledge. Deep knowledge as explained in the model available online from *http://www.curriculumsupport.nsw.edu.au.quality teaching/index.cfm.* It focuses on the central ideas of the topic or concept, judged to be crucial to the topic. It demands relatively complex connections to the central ideas and allows students to complete tasks that are dependent on them having a thorough knowledge of the topic. This implies that for students to understand a field of study such as English Grammar, the teacher must give them the opportunity to investigate the deep knowledge of that field. The learners ought to understand the key ideas, basic concepts and principles of grammar, how those ideas and concepts are connected into systematic structures, as well as allowing students to understand important ideas in other areas of discipline. A teacher may be failing if he presents fragmented ideas or large quantities of trivial information.

Deep understanding is the second element of the IQ. Deep understanding occurs when learners develop holistic integrated and well structured understandings of the ways in which the central ideas they are

studying are related to one another and to other knowledge. Brooks & Brooks (1999) put it that "Deep understanding occurs when the presence of the new information prompts the emergence or enhancement of cognitive structures that enable us to rethink our prior ideas" (p.15).

Learners who have deep understanding can use deep knowledge of a subject to solve complex problems and arrive at reasonable conclusions, as well as explore the problematic nature of knowledge and explain things in ways that would be classified as relational or extended abstract on the Solo taxonomy (Biggs & Collis, 1982). Killen (2005) also adds that learners, who have deep understanding, are aware of the boundaries of their knowledge and the limits of its applicability. With deep understanding, knowledge is robust. That is, it endures rather than disappear after a brief period.

In order for a teacher to help students develop deep understanding, teaching must focus on understanding rather than memorization; give vivid explanations, encourage students to rethink about what they are learning and create room for learners to experiment their understanding and get feedback. This is what Killen (2005, p.13) states as "… teachers must emphasize the development of conceptual frameworks, sets of ideas that students can use to organize information".

Higher-Order thinking is the third element under the IQ. This requires students to manipulate information and ideas that transform the meaning and implications of whatever they have learned. Transformation occurs when students synthesize, generalize, explain, hypothesize, conclude and interpret

new ideas. Manipulating ideas and information through these processes allows students to solve problems and discover new meanings and understandings.

To promote higher-order thinking within the quality teaching mode, teachers must put in learning tasks that will require learners to do more than just follow routine procedures and manipulate pre-specific knowledge. Higher-order thinking would be enhanced only if teachers engage learners in activities that deliberately promote higher-order thinking and guide learners to engage in these complex thinking tasks (Arends, 2001). It is important to note that teachers believe that "…stimulating higher order thinking is appropriate only for high achieving students" (Zohar & Dori, 2003, p.145) .This view of Zohar and Dori is not supported by any empirical evidence. The point here is that encouraging students to use high order thinking process is important to all academic abilities.

The fourth element of the IQ is problematic knowledge. The element of the intellectual quality is seen as knowledge that is treated as a set of understanding that are socially and personally constructed. By this we mean knowledge is not a fixed body of information. Rather, it is something people construct. With this, multiple contrasting and potentially conflicting forms of knowledge are represented and the ideas presented in the classroom are open to questions and debates. According to Murphy (1997, p.1), "how we perceive knowledge and the process of coming to know provide the basis for educational practices". When learners are exposed to multiple contrasting and potentially conflicting forms of knowledge and perspective of knowledge, we

can encourage them to investigate the political, social and cultural influences to consider and question the implications of these influences.

The fifth element of IQ is metalanguage. It is basically using language to explain language. Craig, Everitt, Lansdown, Mulholland & Tremain (2004, p.8) put it as "high level of talk about talking and writing, about how written and spoken text work, about specific technical vocabulary, words and convention by which scientific and technical concepts are represented" within the context of the task, time is given to explicitly discuss particular word and word usage. Teachers are responsible for learners' understanding of how syntax and grammar affect meaning and how meaning is conveyed. "The deliberate attempt to define and describe how language shape and manipulates the ways people think about and understand a subject is referred to as metalanguage" (Killen, 2005, p.15). This requires explaining the technical aspect of language in a subject area. At a higher level, it involves sustained discussion and commentary on ways in which the fundamental ideas of the subject are shaped by language and symbolic representation of ideas.

Substantive Communication is the last element under the IQ of the NSW QT model. Craig et al. (2004, p.9) say that substantive communication occurs when there is "sustained teacher-students and student-student interaction, communication can be oral, written or symbolic, interaction is reciprocal, interaction promotes coherent, shared understanding and communication is about talking to learn and to understand". This indicates that teaching should not be a one-way communication process. A reciprocal interaction helps students develop deep understanding of deep knowledge.

Communication could be oral; however, it could be written or symbolic. Dialogue should be driven by quality thinking aimed at furthering students' understanding.

In summary, the intellectual quality dimension of the NSW QT model is based on the idea that "high quality student outcome result if learning is focused on intellectual work that is challenging, centered on significant concepts and ideas, and requires substantial cognitive and academic engagement with deep knowledge" (Department of Education and training, 2003, p.10). With teaching based on intellectual quality, learners are not expected to just repeat facts, voice unsubstantiated opinions or describing their experiences uncritically; rather, learners are expected to "interpret and synthesize information, show relationships between various kinds of information, explain why some are better than others and solve unfamiliar problems that might have more plausible solution" (Newman, Bryk & Nagaoka, 2001, p.10).

The Quality Learning Environment

The quality learning environment (QLE) dimension provides more than just a physical space in which learning occurs. It refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. This includes interactions and relationship between and among students and teachers as well as sharing expectations, norms and behavior. The quality learning environment is important in assessing teaching effectiveness because it provides positive classroom environment which motivates students and create favorable

conditions in which they can achieve their full potentials. The QLE dimension has various elements which include; explicit quality criteria, high expectations, academic engagement, social support, students' self regulation and students' directions.

The first element under the QLE dimension is the explicit quality criteria. It refers to frequent detailed and specific statements about the quality of work required. For example, discussing, refining and clarifying the task to the students. In terms of the explicit quality criteria, there is the need for the students to be aware of the various criteria to use in order to achieve a desired outcome. In this case the criteria become a reference point used by both the teacher and student without which students may lack direction in their bid to demonstrate those outcomes. The teacher must explain to students in explicit and clear terms the reasons for using these criteria. There is also the need for the teacher to make frequent reference to the criteria when teaching for students to appreciate how the criteria reflect deep understanding and high level of skills in relation to the things they are learning.

High expectations is another element. With high expectations, there is the need for students to be engaged in challenging tasks that will encourage them to achieve the best of their ability. To achieve this, the teacher should know that in teaching, not all students will achieve the same depth of understanding and skill; however, all students should be expected to achieve the significant learning outcomes to appreciate high standards. The teacher in this case is however expected to give equal attention to all students as well as encourage students to take up risks in learning. Quite clearly, however, there

will be very few tasks that present the same level of challenge to all students. According to Ayers, Sawyer & Dinham (2004), teachers who have high expectation set challenging task for students, try to build on students' strength, abilities and interest, and establish relationships that convey interest in the student and their learning.

Academic engagement has also been identified as an element of the QLE dimension under the NSW QT model. As the name depicts, there is the need for students to be actively engaged in learning in order to gain a deep understanding of what is being taught. Active engagement, meant to produce deep understanding, involves more than overt involvement which result from sustained interest and deliberate application of specific cognitive strategies.

Academic engagement is known to be higher when other elements are present. Such elements include positive learning environment, when students see the purpose and meaning of tasks and when students are self directed.

Social support is another element under the QLE dimension. This element focuses on how teachers should create a learning environment that will enhance participation, collaboration and success. Participation also depends on learners feeling that their efforts are valued and that it is right to make mistakes.

Social support starts with teachers when they are able to model learning language and behavior which demonstrate respect for alternative views, opinions and work. Teachers also need to teach skills as team work, consensus-building, active listening and positive feedback.

The fifth element under the quality learning environment is student's self-regulation. Self-regulation refers to the strategies that learners use to direct their behavior and their attempt to learn. Such strategies include setting goals, deliberating about appropriate learning strategies, and monitoring progress (Zimmerman, 1989).

Killen (2005) also argues that students who use self-regulating strategies in their learning are able to act autonomously and take initiations and they tend to perform better than those who do not apply self-regulation to their learning. Teachers are therefore urged to encourage students to regulate their own learning and behavior.

The last element captured under the QLE dimension of the NSW QT model is student direction. Rushton, Eitelgeorge & Zickafoose (cited in Killen, 2005) believe that providing choice and giving responsibility to the student is a vital aspect of the overall learning process. This is because each learner has unique needs and abilities. Teachers must provide opportunities for students to exercise control over the choice of activities, the time spent on the activities, the place of the lesson and criteria by which they will be assessed.

Teaching strategies such as cooperative learning and research projects can help to develop students' self-regulation (Killen 2005). Barrel (1995) adds that such strategies can help students build their self confidence, prompt them to engage more deeply with their learning and encourage them to become more reflective about their learning processes. It must however be pointed out that it is not about withdrawing all support where students do it 'on their own' but about giving them the opportunities to make choices (Craig, et al., 2004).

Significance

This dimension refers to the pedagogy that helps to make learning meaningful and important to the students. Such pedagogy draws clear connection with students' prior knowledge and relates to the context outside the classroom. To achieve high quality learning outcomes for each student, students need to see why and to understand that, their learning matters. The significance of students' learning lies in the connections between and among the student as an individual and social being, the nature of the work at hand , and the contexts in which such work matters. Teachers can link lessons to: the prior knowledge of students, the social, demographic and cultural backgrounds of students, families and local community; the future contexts in which school learning will be applied; and the differing fields of knowledge with which teachers and students interact.

To build effective connections, teachers will need to work from a combination of their knowledge of the specific subject matter they are teaching and their knowledge of the cognitive, social and cultural backgrounds of their students. The best teaching connects new lesson with what students already know. This is what Newmann, Marks & Gamoran (1995, p.3) put as "students' assimilation of new information depends heavily on whether that information helps them explain, or meaningfully extend, helps past experience". The main way to enhance relevance is to "link new knowledge to students' background knowledge" (Killen, 2005, p.16). The following describes how the six element of the significance (SIG) dimension of the NSW QT model can be incorporated into English grammar teaching.

The first element of the SIG dimension is background knowledge. The background knowledge has lessons that provide students with opportunities to make connections between their knowledge and experience and the substance of the knowledge. It may also include prior school knowledge, families, and communities, experience of work, personal experience and popular culture. The background knowledge is valued and linked with the substance of the lesson. The things that students already understand have a very significant influence on what they can learn in the future (Bennet et al., 2004). Having appreciated the fact that learning is essentially a process of utilizing new information to re-configure and re-organize what is already known, and then the understanding that learners bring along to any new learning situation can either promote or hinder the learning of new concepts and information.

To provide a foundation for further learning, student's background knowledge and previous learning experiences must have a strong influence on their beliefs, preferences, learning styles and self-efficacy. The teacher of English and for that matter the one teaching grammar must acknowledge students' background knowledge, as well as consciously and consistently use the background knowledge to enhance their new learning.

Gaining information about students' prior knowledge could be formal such as through classroom discussion. Having culturally diverse group of students will help the teacher find out that students differ in their beliefs, values and the ways of relating to the world which might have important influences on how they learn.

The second element under the SIG dimension is knowledge integration. According to Killen (2005, p.17), "knowledge integration refers to the process of building meaningful connections between pieces of knowledge gained from different sources both within and across subjects". This element is incorporated into this dimension of the NSW QT model to help learners build a cohesive account of all the things they are studying. For instance if a teacher links learning in a subject to their deep understanding of what they are learning in another subject, it will aid learners to appreciate the fact that substantial real-world problems are not confined by traditional academic subject boundaries.

Integration of knowledge also requires teachers to aid learners to make deliberate meaningful links that lead students to develop an integrated understanding of the various subjects they are studying. Ellis, Worthington & Larkin (cited in Killen, 2005) emphasize that teaching sameness across subject matter and curricular helps students to recognize patterns both within and across content areas, thus helping them to organize their knowledge. Students will therefore be able to connect apparently separate concepts to one another and the world outside the classroom if they are able to develop an integrated understanding of all the things they are studying.

The third element under the SIG dimension is connectedness. This element focuses on learning which has value beyond the classroom and school. Also, students are confronted with either a public problem or actual experiences or situations. It also has to do with students attempt to interact with an audience beyond the classroom by communicating knowledge to

others, advocating solutions, providing assistance, creating performances or products and exploring their value.

The extent to which learning connects to the real world of the students determines the extent to which it will be valued by them and have meaning for them beyond the instructional setting. According to Killen (2005), three of the most direct ways to make these connections are: To base learning around the learner's personal experiences, to base it around real world problems that interest the students and to give students opportunities to share their work with audiences beyond their classroom. Each of the above approaches creates for the teacher an opportunity to try help students realize the useful purpose of what they learn. It is important to state here that connections are made in minds of the students. By this, what the teacher sees as important connection may not be relevant to some students because students' background and experiences permit them to view the world and the things they learn quite differently from the way the teacher will view them.

Cultural knowledge is the fourth element under the SIG dimension. There is an understanding, valuing and acceptance of the traditions, beliefs, skills, knowledge, languages, practices and protocols of diverse social groups. Lessons also recognize and value claims to knowledge from multiple social groups in a detailed authentic and profound manner. The inclusion of cultural knowledge strengthens the understanding that social groups represent knowledge in a different rather than a lesser way (Craig et al., 2004). Teachers appreciating the legitimacy of the beliefs, languages, cultural practices and ways of knowing of students from all cultural groups suggest that, culturally,

responsive approaches to teaching help to create learning experiences that make the content meaningful for all students.

Inclusivity is another element. The focus of this element is on the extent and degree of participation of students in a class, particularly those from social and cultural backgrounds recognized as being educationally or socially disadvantaged. These include groups based on class, gender, ethnicity, race, age, sexuality, disability and language. The English grammar teacher must make all students feel that they are involved in classroom activities because their backgrounds, interest, insights and intelligences are appreciated and acknowledged. Again, the teacher devises inclusive teaching pedagogies that clearly recognizes and value students from various social groups and encourages the participation of all learners. As Clarks (1997) suggests, you have to let students know that "…each one has unique capacities which are worthy of nature, or our children will learn that it is much better to suppress uniqueness so as to conform to some societal norms" (p.1).

The last element under the SIG dimension of the NSW QT model is narrative. According to The Department of Education and Training (2003), "narrative refers broadly to the use of stories to bring alive the substance of a lesson" (p. 51) and it is often seen by students as helping them to learn. To ensure its effectiveness, the stories must be seen by learners to be relevant to the objective of the lesson. To build students understanding, narrative can be used. Also, as a way of assessing students understanding, narrative may be used. When narrative is used effectively in teaching, learners will begin to feel that "their personal stories, cultural history and cultural literature are

important" (Killen, 2005, p.19). Others suggest that narrative can be used to build empathy between the teacher and students. To make learning useful and significant for learners, the teacher must start with simple things such as developing concept maps to show how the things he is teaching are interrelated.

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures by which data required for the study was collected and analyzed. It specifically takes a critical look at the research design, population, sample and sampling procedure, instrumentation, validity and reliability of the instrument(s), data collection procedure, and data analysis.

Research Design

The researchers intended to assess the teaching effectiveness of English teachers within the Cape Coast Metropolis. It was a descriptive survey. According to Gay (1992), descriptive research is a research which specifies the nature of a given phenomena. It determines and reports the way things are without manipulating the data. This is exactly what this study did, hence the choice of the design.

The descriptive research design was chosen because it elicits a very good amount of responses from a wide range of people. It also aids to completely and accurately describe variables in a research work. Aside these few merits, there are some limitations of this design. One disadvantage of this design is that it may produce untrustworthy result. The researchers may

develop into private matters that people may not be completely truthful about. Also, this design is easily influenced by distortions through the introduction of biases in the measuring of instruments. Errors within the questionnaires for instance might distort the research findings (Amadahe & Asamoah, 2003).

This research design was found most suitable for the current study largely because it aided the researchers to draw meaningful conclusion from the data obtained.

Profile of Cape Coast Metropolis

It will be prudent that the background of Cape Coast Metropolitan area be looked at to fully understand the basis of this research. So far as this study focuses on the effectiveness of English Grammar teaching within the Cape Coast Metropolis, it is essential that the educational background of the metropolis be brought to bare.

Central Region occupies a total land area of 9,826 square kilometers, which is 4.1% of Ghana's total land area (Ghana Statistical Service, 2005). Cape Coast Metropolitan Assembly is one of the seventeen (17) districts of the Central Region of south Ghana. It is the capital of the region. Popularly referred to as the ancient capital of Ghana, Cape Coast houses forty-five (45) pre-schools, seventy-two (72) primary schools, sixty-eight (68) junior high schools and twelve (12) public senior high schools. There is one polytechnic, one university and three training colleges (www.ghanadistricts.com/districts/capecoastmetro). There is an impressive

impact on the part of the private sector in improving education within the metropolis.

The first contact of the white man with the African on the Gold Coast was with the introduction of schools. The British were the first Europeans to have started formal education in Cape Coast. In 1694, John Chiltman was the first teacher to have started school in the Cape Coast castle. Due to the relationship that the Europeans had with the people of Cape Coast, they established many schools to educate the citizens of the coast. Most of the senior high schools within the metropolis like Adisadel College, St. Augustine's College, Holy Child School, Mfantsipim School and Wesley Girls High School were established by missionaries.

The earliest introduction of formal education in Cape Coast has gone a long way in affecting the educational life and colour of the area. It is often said that both the young and old, educated and uneducated natives of Cape Coast are able to express themselves to some extent with the use of English Language. The people of Cape Coast are noted for their ability in the blend of Fanti and English Language. Cape Coast Metropolis is a place where most people seek to have their education; especially in the second cycle training.

Population

The target population for the study comprised teachers in public senior high schools within the Cape Coast metropolis in the Central Region of Ghana. English teachers in four public S. H. S; specifically St. Augustine's College, Holy Child School, Ghana National College and Academy of Christ

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the King; all in the Cape Coast metropolis formed the accessible population of the research. In sum, 45 English teachers were used.

Sample and Sampling Procedure

The sample size of the study was 45. The census method of collecting data was used. This approach of data collection was adopted because there are a few English teachers within the chosen schools. This will not give a larger number of English teachers to serve as respondents (Amedahe & Asamoah, 2003). It is for this justification that we used all the available units of respondents to make our study more credible.

Instrumentation

The instrument that was used to collect data was the questionnaire. The questionnaire was the best instrument of the literate population being targeted and was selected for this kind of study because it is a self-report measure which guarantees confidentiality and therefore more likely to elicit more truthfulness in response. This questionnaire was an adaptation of the Quality Teaching Action Learning (A classroom and Assessment Practices Reflective Journal, 2007 – 2008). It is a five point Likert Scale. This was adopted because the study seeks to specify the level of agreement of respondents to series of statements. It was in four sections. Items in section A dealt with the background information on respondents. The section B focused on collecting data on respondents' view on teaching and assessment practices that produce deep understanding of important concepts. Section C elicited from respondents their views on teaching and assessment practices that creates supportive

learning environment for students. Items in section D collected views of respondent on teaching practices that help make learning meaningful and important to students. Sections B, C and D were made up of items that represented all the dimensions of the NSW QT model with respect to teaching; namely intellectual quality, quality learning environment, and significance. Under these dimensions were items that were specifically put in the questionnaire to cater for.

Validity and Reliability

The instrument for the study was thoroughly vetted by experts in teacher education and the field of research to establish its validity before its final approval. The questionnaire was given to our supervisor in the University of Cape Coast; specifically Department of Arts and Social Sciences Education to ascertain its credibility. It was then pilot-tested to ensure its reliability. English teachers in two (2) public senior high schools within the Sekondi-Takoradi Metro were selected. This area was deemed appropriate because public schools in both central and western regions share the same characteristics in terms of teacher background and teacher qualification, facilities available and educational performance.

Data Collection

The questionnaire was administered by the researchers themselves. An introductory letter was taken from the Department of Arts and Social Sciences Education (DASSE) which aided the researchers in having access to the selected schools and respondents. The letters of introduction were taken to the

various schools to introduce them as the true researchers of the topic. Because researchers were on their Teaching Practice program, they gave out the questionnaires to the English teachers in their various schools of practice. Those schools that they do not practice, they went with the introductory letter. The retrieval of the answered questionnaire took a period of two weeks. This was because not every respondent was available on the same day of collection.

Data Analysis

Data collected was analyzed by using the Statistical Programming for Social Sciences (SPSS). The items were grouped into various Categories corresponding with the research questions. Average mean was calculated for each category and this was used for the interpretations.

The mean scores were interpreted as follows:

1.00 – 1.90   Element agreed on to a very large extent

2.00 – 2.90   Element agreed on to a large extent

3.00 – 3.90   Element agreed on to a fairly large extent

4.00 – 4.90   Element agreed on to some extent

5.00 – 5.90   Element agreed on to a very small extent

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the data collected and its discussions. The first section deals with the presentation of data about the respondents. The second section presents results gathered from the respondents based on the questionnaires administered to assess the teaching effectiveness of the English Grammar teacher using the various dimensions of the Quality Teaching Model. The third section discusses the findings which emerged from the data.

Demographic Background of the respondents

Table 1: Gender of Respondents

Sex	No.	%
Male	18	40.0
Female	27	60.0
Total	**45**	**100.0**

Source: Field Work, 2014.

Table 1 shows the gender categories of the respondents. 60.0% were females whereas 40.0% were males. More females answered the questionnaires than males.

Table 2: Highest Professional Qualification

Professional Qualifications	No.	%
Teachers Certificate 'A'	3	6.7
DIP. ED.	4	8.9
PGCE/PGDE	3	6.7
B.ED.	27	60.0
M.ED./M.Phil	8	17.8
Total	**45**	**100.0**

Source: Field Work, 2014.

Table 2 shows that 60.0% of the respondents hold a B.ED. certificate. 17.8% of the respondents have an M.ED/M.PHIL certificate. 8.9% of the respondents hold a DIP. ED. Certificate. The researchers found out that few of the respondents hold a Teachers Certificate 'A'. It is clear that majority of English teachers in the Senior High Schools hold a B.ED. certificate.

Table 3: Age Range

Age Range	No.	%
21-30	8	17.8
31-40	18	40.0
41-50	10	22.2
51-60	9	20.0
Total	**45**	**100.0**

Source: Field Work, 2014.

Table 3 shows that majority of the respondents fall within the 31-40 age brackets (40.0%). 22.2% of the respondents also fall within the age brackets of 41-50. Only 20.0% fall within the age brackets 51-60. Minority of the respondents forming a 17.8% fall within the age brackets 21-30.

Table 4: Number of Years Taught in Senior High School

Number of Years Taught	No.	%
Less than a year	2	4.4
1-5 years	15	33.3
6-10 years	15	33.3
Over 10 years	13	29.0
Total	**45**	**100.0**

Source: Field Work, 2014.

Table 4 shows the number of years respondents have been teaching in the Senior High Schools. 33.3% have been teaching within 6-10 years. It can be seen that respondents who have been teaching for 1-5 years also form a percentage of 33.3%. 29.0% of the respondents have been teaching for over 10 years. The minority of the respondents representing 4.4% have been teaching for less than a year. The demographic data of the respondents is to provide a fair knowledge as to who really formed the respondents of the study.

Main Results

This section discusses the findings which emerged from the data. The presentation and discussion are done in relation to the following research questions:

1. How appropriate do Senior High School English grammar teachers within the Cape Coast Metropolis teach to produce deep understanding of important concepts?

2. How do Senior High School English grammar teachers within the Cape Coast Metropolis create supportive learning environments for students?

3. How do English grammar teachers within the Cape Coast Metropolis make learning meaningful and important to students?

Research Question One:

How appropriate do Senior High School English grammar teachers within the Cape Coast Metropolis teach to produce deep understanding of important concepts?

This research question was aimed at finding out how English Grammar teachers address the elements of intellectual quality as a dimension of the QTM in their teaching and assessment of learning outcomes. Various statements were presented to the respondents and required them to indicate their agreement or disagreement to each statement. Table 5 presents the results.

Table 5: How appropriate English Grammar teachers address the elements of intellectual quality

Statement	SA		A		UD		D		SD		MEAN
	No	%	No	%	No	%	No	%	No	%	
I regularly engage my students in thinking that requires them to produce new ideas and information.	17	37.8	28	62.2	0	0	0	0	0	0	1.6
I regularly engage my students in thinking that require them to evaluate knowledge and information.	18	40.0	27	60.0	0	0	0	0	0	0	1.6
The assessment tasks I gave to students focus on a small number of key concepts and ideas within a topic, and require clear articulation of the relationship between and among concepts.	9	20.0	34	75.6	0	0	2	4.4	0	0	1.9

Table 5 (continued)

Statement											
The assessment tasks I give to students require them to demonstrate deep rather than shallow understanding of what they have learnt.	12	26.7	31	68.9	2	4.4	0	0	0	0	1.8
My assessment tasks require students to present or analyze concept based on their understanding.	18	40.0	27	60.0	0	0	0	0	0	0	1.6
The assessment tasks I give to students require them to organize knowledge and information.	14	31.1	31	68.9	0	0	0	0	0	0	1.7
The assessment tasks I give to students require them to synthesize new ideas and information.	13	28.9	30	66.7	2	4.4	0	0	0	0	1.8
My assessment tasks require students to evaluate knowledge and information.	18	40.0	27	60.0	0.	0	0	0	0	0	1.6
The assessment tasks I give to students require	17	37.8	27	60.0	1	2.2	0	0	0	0	1.6

Table 5 (continued)

them to comment on the language use and the reason for its use in the context in which it is discussed.											
I give assessment tasks that provide students the opportunities to engage in communication for a long period of time.	10	22.2	32	71.1	3	6.7	0	0	0	0	1.8
I give students assessment tasks that require them to build from an understanding of the links between and within subjects and key learning areas.	19	42.2	26	57.8	0	0	0	0	0	0	1.6
TOTAL MEAN											**1.7**

The mean scores are interpreted as follows:

1.00 – 1.90   Element agreed on to a very large extent

2.00 – 2.90   Element agreed on to a large extent

3.00 – 3.90   Element agreed on to a fairly large extent

4.00 – 4.90   Element agreed on to some extent

5.00 – 5.90   Element agreed on to a very small extent

From Table 5, it is realized that, 62.2% of the teachers agreed and 37.8% strongly agreed on engaging their students in thinking that requires them to produce new ideas and information. None of the teachers disagreed on this statement. With regards to engaging students in thinking to evaluate knowledge and information, 60.0% agreed to have been practicing this. 40.0% strongly agreed on this statement. With regards to giving assessment tasks which focus on a small number of key concepts and ideas which require students to articulate the relationship between concepts, 75.6% agreed and 20.0% strongly agreed on this. 4.4% disagreed to this statement. A mean of 1.9 was obtained which points that teachers to a very large extent are addressing this element in their teaching.

From our findings, we realized that 60.0% of the teachers agreed and 40.0% of the teachers also strongly agreed that their assessment tasks require students to present concept based on their understanding, giving a mean of 1.6. It is interesting to note that no teacher disagreed or strongly disagreed that their assessment tasks required students to comment on the language use in the context discussed or provided students with the opportunity to engage in

communication for a long period of time. 4.4% of the teachers were undecided as to giving assessment tasks which require students to synthesize new ideas and information. Yet, 66.7% of the teachers agreed on this element and 28.9% of the teachers strongly agreed to this. This gave a mean of 1.8. In terms of teachers presenting assessment tasks that require students to build from an understanding of the links between subjects, our findings brought to bare that 57.8% of the teachers agreed to this statement. Likewise, 42.2% of our population strongly agreed to be engaging in this practice. This gave us a mean of 1.6, indicating that to very large extent, teachers appropriately are adhering to this element. The total mean calculated for Table 5 was 1.7.

Research Question Two:

How do Senior High School English grammar teachers within the Cape Coast Metropolis create supportive learning environments for students?

To find out how appropriate English Grammar teachers create supportive learning environments for students through their teaching practices, the following items in Table 6 catered for this question and these are the findings.

Table 6:   How appropriate English Grammar Teachers Create Supportive Learning Environment for Students

Statement	SA		A		UD		D		SD		MEAN
	No	%	No	%	No	%	No	%	No	%	
The criteria I provide serves as regular reference point for the development and assessment of student's work.	13	28.9	31	68.9	1	2.2	0	0	0	0	1.7
I design my assessment tasks in a way that students are able to exercise some direction over the selection of methods in addressing them.	12	26.7	31	68.9	0	0	2	4.4	0	0	1.9
The assessment tasks I give are challenging and I encourage and reward students to try to form an idea about how some things should work.	16	35.6	28	62.2	1	2.2	0	0	0	0	1.7

Table 6 (continued)

Item											Mean
I choose the type of assessment tasks my students should do.	12	26.7	33	73.3	0	0	0	0	0	0	1.7
I give assessment tasks that require the active participation of the students.	22	48.9	23	51.1	0	0	0	0	0	0	1.5
My assessment tasks clearly spell out what students are expected to do.	21	46.7	24	53.3	0	0	0	0	0	0	1.5
I give room to my students to present their academic problems; pertaining to English, outside the classroom hours.	17	37.8	20	44.4	1	2.2	3	6.7	4	8.9	2.0
I give students some room to make choices on teaching learning activities pertaining to some English Grammar concept.	13	28.9	19	42.2	4	8.9	2	4.4	7	15.6	2.2
TOTAL MEAN											**1.8**

The mean scores are interpreted as follows:

1.00 – 1.90   Element agreed on to a very large extent

2.00 – 2.90   Element agreed on to a large extent

3.00 – 3.90   Element agreed on to a fairly large extent

4.00 – 4.90   Element agreed on to some extent

5.00 – 5.90   Element agreed on to a very small extent

From the data in Table 6, a total mean of 1.8 was obtained. This indicates that to a very large extent, English Grammar teachers create a supportive learning environment for their students. 68.9% of the teachers agreed that the criteria they provide serves as a regular reference point for the development and assessment of student's work. It was only 1 teacher who was undecided on this element. A mean of 1.9 was obtained on the statement which sought to find out how teachers' assessment tasks are presented in a way that students are able to exercise some direction over the selection of methods in addressing them. This indicates that to a very large extent, teachers address this element in their teaching practices. 4.4% disagreed to this element. 62.6% of the teachers agreed that their assessment tasks are challenging and they reward students to try and form idea about how to do them. 35.6% of the teachers strongly agreed to this element and 2.2% was undecided to this element. This gave a mean of 1.7 indicating that to a very large extent, teachers present assessment tasks which are challenging and in turn encourage and reward students to form ideas about how to do them.

It is worth noting that no teacher either disagreed or strongly disagreed that they chose the type of assessment tasks their students did. Similarly, all the teachers agreed that their assessment tasks required the active participation of students. From the data in Table 6, it was observed that 8.9% strongly disagreed to giving room to students to present their academic problems pertaining to English outside the classroom hours. 6.7% of the teachers also disagreed to this statement. Meanwhile, 44.4% agreed to this very statement. This gave a mean of 2.0 indicating that to a large extent, teachers give room to students outside the classroom hours to present their academic problems. The findings indicated that 15.6% of our respondents strongly disagreed that they give room to students to make choices on teaching learning activities in some English Grammar concept. Yet, 42.2% agreed and 28.9% also strongly agreed that they allow students to make choices on teaching learning activities pertaining to some English Grammar concept. These findings brought a mean of 2.2 depicting that to a large extent, teachers give some room to students to make choices on teaching learning activities in some English Grammar concept.

An attempt by the researchers to find the total mean of the elements that address how appropriately English Grammar teachers create a supportive learning environment gave a value of 1.8.

Research Question Three:

How do English grammar teachers within the Cape Coast Metropolis make learning meaningful and important to students?

The researchers tried to find out how appropriate English Grammar teachers make English learning meaningful and important to students. The results obtained have been presented in Table 7.

Table 7: How Appropriate English Grammar Teachers make Learning Meaningful to Students

Statement	SA		A		UD		D		SD		MEAN
	No	%	No	%	No	%	No	%	No	%	
My lessons regularly explicitly relate to students' background knowledge, in terms of prior school knowledge as well as other aspects of their personal lives.	19	42.2	24	53.3	2	4.4	0	0	0	0	1.6
My English (Grammar) lessons regularly demonstrate links between and within subjects and key learning areas.	21	46.7	23	51.1	1	2.2	0	0	0	0	1.6
In my lessons, I ignore the incorporation of cultural knowledge of diverse social groupings.	10	22.2	25	55.6	1	2.2	3	6.7	6	13.3	2.3

Table 7 (continued)

Statement	f	%	f	%	f	%	f	%	f	%	Mean
I appropriate the involvement of all students across the social and cultural backgrounds represented in the classroom.	18	40.0	25	55.6	1	2.2	1	2.2	0	0	1.7
I link my lessons with relevant subjects and key issues.	20	44.4	25	55.6	0	0	0	0	0	0	1.6
My assessments tasks are clearly built from students' background knowledge and require them demonstrate links between the known and the unknown.	12	26.7	33	73.3	0	0	0	0	0	0	1.7
I give students assessment tasks that include the cultural knowledge of diverse social groupings.	12	26.7	28	62.2	3	6.7	2	4.4	0	0	1.9
TOTAL MEAN											**1.8**

The mean scores are interpreted as follows:

1.00 – 1.90   Element agreed on to a very large extent

2.00 – 2.90   Element agreed on to a large extent

3.00 – 3.90   Element agreed on to a fairly large extent

4.00 – 4.90   Element agreed on to some extent

5.00 – 5.90   Element agreed on to a very small extent

According to Table 7, teachers largely agree that their lessons relate to students' prior school knowledge as well as other aspects of their personal lives. 53.3% agreed to this statement 42.2% strongly agreed to this statement. Only 4.4% of the teachers were undecided to this statement. In connection to the statement which asked whether teachers ignored the incorporation of cultural knowledge of diverse social groupings in their lessons, 13.3% strongly disagreed and 6.7% of the teachers disagreed to it. None the less, 55.6% agreed and 22.2% of the teachers strongly agreed to this statement. A mean of 2.3 was obtained for this statement. This indicates that to a large extent, teachers ignore the incorporation of cultural knowledge of diverse social groupings in their lessons. 55.6% of the teachers agreed that they link their lessons with relevant subjects and key issues. 44.4% also strongly agreed to this statement.

Generally, all the teachers agreed that their assessment tasks are clearly built from students' background knowledge and require students to demonstrate links between the known and the unknown. 73.3% agreed to this statement and 26.7% also strongly agreed to this statement. None of the

teachers disagreed to this statement. While 4.4% disagreed that their assessment tasks include the cultural knowledge of diverse social groupings, 62.2% agreed to this statement. The total mean for Table 7 was 1.8.

Discussion

Research Question One:

How appropriate do Senior High School English grammar teachers within the Cape Coast Metropolis teach to produce deep understanding of important concepts?

The researchers administered questionnaires with elements that catered for the intellectual quality dimension of the QTM. These elements covered both classroom practices and assessment practices.

It came to light that English teachers within the Cape Coast Metropolis teach to produce deep understanding of important Grammar concept. This alludes to the fact that teachers to a very large extent engage their students in activities that require them to think and produce new ideas and information on the field being taught. This points to the fact that teachers enforce deeper understanding among students rather than rote learning. It can be said that English teachers give room to their students to rethink into Grammar concept and demonstrate their understanding through assessment tasks.

The results of the findings disclosed that teachers consciously advocate higher-order thinking among students by giving them tasks which require complex thinking. This justifies the views of Arends (2001) that higher-order thinking can be achieved by engaging students in complex thinking. It is

worth noting that our findings invalidate the claims of Zohar & Dori (2003) that higher-order thinking is appropriate for high achieving students.

Looking at the total mean calculated for elements that addressed the issue of intellectual quality, it is clear that to a very large extent, teachers of English teach to produce deep understanding of important concepts among students.

Research Question Two:

How do Senior High School English grammar teachers within the Cape Coast Metropolis create supportive learning environments for students?

Per our findings, majority of teachers provide a criteria which serves as a reference point for the development and assessment of students work. It was discovered that teachers do not give students the opportunity to choose the type of assessment tasks to do. This is in contrast to the student direction element under the QLE of the QTM which suggests that students should exercise control over the choice of activities and the criteria to be assessed (Rushton et al, cited in Killen, 2005). This insinuates that English Grammar teachers do not create conducive atmosphere which the QTM suggests. Hence, students will not be able to act autonomously and take initiatives thereby performing badly. It further implies that all aspects of students' assessment task as well as learning tasks are explicitly designed and chosen by the teacher hence a limitation on students-direction. To a large extent, teachers give room to students to present their academic problems outside the classroom hours, according to our findings.

The total mean reveals that English Grammar teachers within the Cape Coast Metropolis to a very large extent create a supportive learning environment for students.

Research Question Three:

How do English grammar teachers within the Cape Coast Metropolis make learning meaningful and important to students?

The researchers noted that majority of the teachers teach to reflect the background knowledge of students. Most of the teachers also agreed that they teach to demonstrate links between subjects and other key learning areas. Newman et al (1995) are of the view that students' assimilation of new knowledge heavily depends on whether they can relate the new information with their past experiences and knowledge. Per our findings, we can clearly say that students are able to assimilate new information largely because teachers relate new information to their past experiences. We confidently conclude that learning within the Cape Coast Metropolis is from the known to the unknown.

According to the significance dimension of the QTM, teachers were expected to have incorporated the six elements that made up this dimension. Based on the total mean obtained for research question three, it can be said that to a very large extent, English teachers within the Cape Coast Metropolis appropriately make learning meaningful to their students. Teachers are able to balance the use of all the elements of the significance dimension of the QTM in their classroom and assessment practices.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter gives a summary of the study undertaken. It brings to the fore the conclusions drawn from the study and makes some recommendations and suggestions for further studies.

Summary

The main focus of the study was to assess teaching effectiveness of the English Grammar teacher in public Senior High Schools within the Cape Coast Metropolis using the Quality Teaching Model. The researchers were mainly motivated by the general outcry of stakeholders of education concerning the fall in performance of students in the English Language.

The study sought to answer the following research questions:

1. How appropriate do Senior High School English grammar teachers within the Cape Coast Metropolis teach to produce deep understanding of important concepts?

2.	How do Senior High School English grammar teachers within the Cape Coast Metropolis create supportive learning environments for students?

3.	 How do English grammar teachers within the Cape Coast Metropolis make learning meaningful and important to students?

Data were collected from 45 English Grammar teachers selected from four Senior High Schools in the Cape Coast Metropolis. They consisted of 27 females and 18 males. Using the Likert scale, questionnaire which addressed elements within the QTM was administered to the teachers. Percentage values and frequencies were calculated. Similarly, means were computed and these were presented in a tabular form.

The researchers came to a conclusion that to a very large extent, English teachers within the Cape Coast Metropolis appropriately teach to produce deep understanding of important concepts and ideas. To a very large extent, it was realized that English teachers create a supportive learning environment for their students. It was also realized that to a very large extent teachers make learning meaningful and important to their students.

Researchers conclude that to a very large extent, English Grammar teachers appropriately teach effectively when assessed using the Quality Teaching Model.

Conclusions

In view of the findings of this study, the researchers generally assert that teaching of English Grammar in Senior High Schools within the Cape Coast Metropolis is very effective. Teachers enforce deep understanding of

important concepts and also create a supportive learning environment for students' learning. Similarly, teachers make learning very meaningful to their students.

In sum, it has been realized that the teaching practices of English Grammar teachers within the Cape Coast Metropolis is very effective. The findings of this study thus resolve the original problem of finding out the effectiveness of the teaching of English within the Cape Coast Metropolis.

Recommendations

The following recommendations have been made based upon the findings of the researchers:

a. Teachers should be motivated in order to maintain a balance in the use of the three dimensions of the Quality Teaching Model; that is, intellectual quality, quality learning environment and significance.

b. Further research should use observation and interviews to investigate the teaching effectiveness of English teachers.

c. Future research should also conceal other aspects of teaching effectiveness such as teachers' preparation and personal qualities.

d. The Ghana Education Service as well as the Curriculum Research Division should in the future try to organize in-service training for English teachers to maintain the quality of their teaching and assessment.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

PROJECT TOPIC: ASSESSING TEACHING EFFECTIVENESS OF THE ENGLISH GRAMMAR TEACHER IN FOUR PUBLIC SENIOR HIGH SCHOOLS WITHIN THE CAPE COAST METROPOLIS USING THE QUALITY TEACHING MODEL.

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

This instrument is designed to find out the teaching and assessment practices of English teachers in Senior High Schools. We would be very grateful if you would complete this questionnaire. Your participation in this study is greatly appreciated. Thank you.

Instructions: Please tick [√] the appropriate box.

SECTION A: BACKGROUND INFORMATION

1. AGE: 21 – 30years   [   ]

        31 – 40years   [   ]

        41 - 50years   [   ]

        51 – 60years   [   ]

2. SEX: MALE   [   ]

             FEMALE   [   ]

3. Number of classes handled

        1   [   ]

2   [   ]

3   [   ]

Other, specify   [   ]

4.   Average number of students in each class:

21 – 30students   [   ]

31 – 40students   [   ]

41 – 50students   [   ]

More than 50students   [   ]

5. Highest Academic Qualification:

S. S. S. C. E.   [   ]

H. N. D./D. B. S.   [   ]

B.A.   [   ]

MA/M.Phil   [   ]

PhD   [   ]

6. Highest Professional Qualification:

Teachers Certificate 'A'   [   ]

DIP. ED.   [   ]

PGCE/PGDE   [   ]

B. ED.   [   ]

M. ED/M. Phil   [   ]

PhD.   [   ]

7.   How many years have you taught Grammar in Senior High School?

Less than 1year   [   ]

1 – 5years   [   ]

6 - 10years   [   ]

More than 10years   [   ]

SECTION B: TEACHING PRACTICES THAT PRODUCE DEEP UNDERSTANDING OF IMPORTANT CONCEPTS AMONG STUDENTS

The following statements describe things the teachers might do when teaching. Please indicate the extent to which you agree or disagree with each statement.

The Keys to the Responses are as follows:

SA- Strongly Agree

A-   Agree

UN- Undecided

D-   Disagree

SD-   Strongly Disagree

No.	STATEMENTS	RESPONSES				
		SA	A	UN	D	SD
8	I regularly engage my students in thinking that requires them to produce new ideas and information.					
9	I regularly engage my students in thinking that require them to evaluate knowledge and information.					
10	The assessment tasks I give to students focus on a small number of key concepts and ideas within a topic, and require clear articulation of the					

	relationship between and among concepts.				
11	The assessment tasks I give to students require them to demonstrate deep rather than shallow understanding of what they have leant.				
12	My assessment tasks require students to present or analyze concept based on their understanding.				
13	The assessment tasks I give to students require them to organise knowledge and information				
14	The assessment tasks I give to students require them to synthesize new ideas and information.				
15	My assessment tasks require students to evaluate knowledge and information.				
16	The assessment tasks I give to students require them to comment on the language use and the reason for its use in the context in which it is discussed.				
17	I give assessment tasks that provide students the opportunities to engage in communication for a long period of time.				
18	I give students assessment tasks that require them to build from an understanding of the links between and within subjects and key learning areas.				

SECTION C: TEACHING PRACTICES THAT CREATE SUPPORTIVE LEARNING ENVIRONMENT FOR STUDENTS

The following statements describe things teachers might do when teaching students. Please indicate the extent to which you agree or disagree with each statement.

The Keys to the Responses are as follows:

SA- Strongly Agree

A-   Agree

UN - Undecided

D-   Disagree

SD- Strongly Disagree

No.	STATEMENT	RESPONSES				
		SA	A	UN	D	SD
19	The criteria I provide serves as regular reference point for the development and assessment of students' work.					
20	I design my assessment tasks in a way that students are able to exercise some direction over the selection of methods in addressing them.					
21	The assessment tasks I give are challenging and I encourage and reward students to try to form an idea about how some things should work.					
22	I choose the type of assessment tasks my students should do.					
23	I give assessment tasks that require the active participation of the students.					
24	My assessment tasks clearly spells out what students are expected to do					

25	I give room to my students to present their academic problems; pertaining to English, outside the classroom hours					
26	I give students some room to make choices on teaching learning activities pertaining to some English Grammar concept					

SECTION D : TEACHING PRACTICES THAT MAKE LEARNING MEANINGFUL TO STUDENTS

The following statements describe things teachers might do when teaching students. Please indicate the extent to which you agree or disagree with each statement.

The Keys to the Responses are as follows:

SA- Strongly Agree

A- Agree

UN - Undecided

D- Disagree

SD- Strongly Disagree

NO	STATEMENTS	RESPONSES				
		SA	A	UN	D	SD
27	My lessons regularly explicitly relate to students' background knowledge, in terms of prior school knowledge as well as other aspects of their personal lives.					
28	My English (Grammar) lessons regularly demonstrate links between and within					

	subjects and key learning areas.					
29	In my lessons, I ignore the incorporation of cultural knowledge of diverse social groupings.					
30	I appreciate the involvement of all students across the social and cultural backgrounds represented in the classroom.					
31	I link my lessons with relevant subjects and key issues.					
32	My assessment tasks are clearly built from students' background knowledge and require them demonstrate links between the known and the unknown.					
33	I give students assessment tasks that include the cultural knowledge of diverse social groupings.					