UNIVERSITY OF CAPE COAST

ASSESSMENT OF PEDAGOGICAL AND CONTENT COMPETENCES

AMONG SENIOR HIGH SCHOOL TEACHERS OF TWI LANGUAGE IN THE

KWABRE EAST DISTRICT OF ASHANTI REGION, GHANA

ALEXIS ADDAE AGYEMAN

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BY

ALEXIS ADDAE AGYEMAN

Thesis submitted to the Department of Arts and Social Sciences Education of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Philosophy Degree in Curriculum Studies

JULY 2011

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

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

Name: Alexis Addae Agyeman

Supervisors' Declaration

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

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

Name: Dr. Fiifi Mensah

Co-supervisor's Signature………………………………. Date: …………………

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ABSTRACT

The study aimed at assessing the pedagogical and content competences among Senior High School teachers of Twi in the Kwabre East District of Ashanti Region. All the senior high school teachers of Twi and students offering Twi language as an elective subject for the West African Secondary School Certificate Examinations (WASSCE) constituted the population for the study. The total sample size selected for the study was 252, made up of all the 12 teachers, the 6 headmasters/headmistresses, and 234 students. The design adopted for the study was the descriptive survey. Observation checklist was used for assessing the teachers' classroom performance, questionnaire was answered by the teachers and students, and a semi-structured interview guide was used for eliciting information from the heads of the schools.

It was found that the teachers exhibited proficiency in the use of the Twi language, and demonstrated the expected teaching skills and methods in ensuring that students use the language appropriately. However, lapses were observed in areas like ensuring that students use correct orthography and appropriate vocabulary, and work output. The study further brought to the fore that teachers and students of Twi language were not making the best use of resources like cultural artefacts, and resources from the community.

Based on the findings, it was recommended that teachers of Twi language must create awareness of career opportunities in the subject so as to motivate the students to be more serious with the Twi language as a subject. Government must also ensure that approved textbooks are supplied to students of Twi language.

DEDICATION

Dedicated to the A. A. Agyeman family of Asante Mampong, and the Yaw A.

Ankomah family of University of Cape Coast.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Language is generally accepted as a social tool with which humans communicate and interact with each other, by means of habitually used oral-auditory arbitrary symbols. It is also regarded as a shared code that enables users to interact or transmit ideas and desires to one another. Hall (1983) therefore saw language as a temple in which is enshrined the soul of the people who speak it. That is, it is language that enables people interact and communicate as humans. Language exists, and that all languages are equal, thus they are equally complex and equally capable of expressing any idea.

Language is the same, no matter what system of writing may be used to present it, for sounds are used to speak it (Lyons, 1981). Thus the importance of language to any human society cannot be overemphasised. Awoniyi (1982) asserted that "languages transmit knowledge and education from one individual, one generation and one era to another" (p.15). Language, therefore, is the purest manifestation and the most important factor for the preservation and transmission of a society's culture from one generation to another. It is a tool through which people share with others and transmit their ideas, knowledge, feelings and fears of society.

People's view of life and death, and their beliefs and prejudices are all associated with their language. Complex human relationships are based on

language which regulates, modifies and enhances human behaviour in society. Language mirrors people's culture and it is therefore important to develop and sustain our languages as a matter of obligation (Denteh, 1990). Thus, it is the medium through which culture is transmitted from generation to generation.

As language is closely related to culture, an indigenous language conveys and transmits culture, and it in turn is subject to culturally conditioned attitudes and beliefs. As humanity is the cause, transmitter and recipient of culture, so his first language reflects his culture, personality, and the cultural group to which he belongs. A person's native language is therefore a compendium of what society regards as important, and this language provides the means by which he can study and understand the values and concerns of society. Since the fundamental assumption in educational theory and practice is the adjustment of the child to the life and culture of his society, it is hardly possible to take away a child's first language without adverse consequences.

The indigenous language of a person is an important ingredient in his/her education so as to make him/her identify himself/herself with his/her roots and cultural heritage. The indigenous language thus affects the child's thought and culture and determines his way of life. To Hall (1983), this is embodied in the notion of linguistic relativity and cultural determinism. The training of a child in the process of concept formation can best be achieved in the native language rather than in a foreign language. The native language is the language through which a person perceives the surrounding world. For a Ghanaian to appreciate the culture of his people, he must be well-versed in his language. The loss of the mother tongue results in the loss of roots of the

traditions and the mythology of the speech community, and leads to intellectual defect and emotional disturbance (Asamoah, 2002).

Ghanaians, like all other Africans, are taught their roles and responsibilities in the context of the society through languages. The norms and taboos of the society are all entrenched in the language. Any deviation by an individual is frowned upon and is sometimes punishable by sanctions or even death (Awoniyi, 1982).

Societies and individuals are usually identified by their culture, and language, thus the mother tongue, is an integral part of that culture. It is the mother tongue that shapes how we think about the world and ourselves. It is packed with values. In the process of learning the mother tongue, we learn our cultural beliefs, values and norms, and it reflects the cultural view of personal identity. It is one of the cultural couriers that carry a way of life forward from day to day and generation to generation. The mother tongue strengthens children's mental capacity, making them competent in the use of their language and hence building the foundation for studying other languages.

The acquisition of a child's mother tongue is something the child should not be deprived of. It is the medium through which the child internalises and socialises himself with the norms, values and attitudes of the society and culture. Through the mother tongue the child establishes himself with the kinship labels and the cultural group to which he belongs. A mother tongue is the expression of the primary identity of a human being.

There is ample evidence that the importance of the mother tongue goes beyond the classroom, and covers a wide scope of human life. Among the Akan, the effective use of the mother tongue is one of the guarantees of a

successful life. This is seen in the effective use of the mother tongue at the Akan palace, festivals, funerals, and other important social gatherings. In fact, there are certain Akan scholars with higher degrees who now feel that they have lost much for not mastering a lot of literacy in their own language.

The right to use one's mother tongue is a fundamental socially expressed human right which every child must not be denied. Language enthusiasts believe that no greater injustice can be committed against a people than to deprive them of their language. Adverse consequences of child and personality development, socialisation and acculturation would crop up if the child is denied his first language. The mother tongue of a child is closely associated with that child's growth and development. As the child matures, his language develops, and, through language, personality and experiences are expressed.

Ghanaian language is a mother tongue, and as such its importance cannot be over emphasised. The Language Policy of Ghana states that Ghanaian languages should be used as the medium of instruction at the lower primary level in public schools. It is obvious that a good knowledge and proficiency in the mother tongue facilitates the study of other languages and subjects.

According to Andoh-Kumi (2000), people who embrace the Language Policy hold the view that once the teacher uses the mother tongue, the child will understand the basic concepts and subject matter from the lower primary level, and by the time he gets to the upper classes, he will stand in a better position to understand the subject matter and therefore perform well. Thus, a

good foundation in the mother tongue of the child could facilitate the teaching and learning of foreign languages.

The study of the mother tongue is also expected to equip students with effective communication skills and provide them with an understanding and appreciation of the values and skills embodied in their language and culture. This is to help them attain competence in speaking, reading and writing their languages and equip them with knowledge to ensure proper integration into their speech and language communities. The study of the mother tongue helps develop in students knowledge and skills to appreciate and develop a more positive attitude to local languages and cultures that will encourage a review of some customs and institutions in the light of present day developments, and to help them realise that much of their socio-cultural values are stored in the oral literatures of their languages.

Communication is the means by which we pass on from one person to another our ideas, our feelings, our knowledge, our requests – indeed, every aspect of human life. Without communication there would be chaos, and human existence and civilization as we know it today would disappear (Awoniyi, 1982).

If students learn to read, speak, write and listen, and view things critically, and if they learn to use these arts individually and in groups, they will have the literacy skills they need to discover and share meaning throughout their lives. Skills taught in language lessons are those needed by students to facilitate learning in other subject areas. The development of these language skills is contingent on the language policy of any nation.

The implication for the language teacher, therefore, is that the primary function of language is to communicate effectively. In their functions all languages are equal. The responsibility of the language teacher is to ensure that language works, and works well for its purpose. To develop this important tool of communication, the language teacher must understand though, that language is just one of the tools or media of communication. It is not communication itself. However, efficient language helps to effect good communication.

The major role of a teacher is to facilitate learning and to act as agent of change. It is therefore necessary that the teacher is equipped with some competences that will enable him to perform these necessary roles effectively. MacCarthy (1973) asserted that for teacher training to be most useful to the students whom the teacher will ultimately serve, the programme must prepare the teacher to facilitate learning.

Ghanaian Language teachers are therefore expected to exhibit enthusiasm, dedication and energy that show that they believe that what they teach is worth time and effort. They are expected to teach so that students are intrinsically motivated to learn. Under the teaching skills related to student motivation, language teachers should be able to reinforce desirable student behaviour using varied methods, and give stimulating introduction to lessons. They should be able to encourage students' participation during instructional period, display much enthusiasm, and recognise students' needs.

Ghanaian Language teachers are also expected to use explanation, demonstration, and guided practices so that students can comprehend what is done, observe how it is done correctly, and aim at doing it well themselves.

They are to foster inquiry learning, guide discovery and stimulate creativity. They should encourage independence in learning and use games, simulation and role play to stimulate thought. They should develop problem-solving and critical thinking skills with their students.

Like other teachers, language teachers are expected to exhibit management skills involving planning the programme of teaching and learning for their students. They should involve themselves in decision-making concerning resources, teaching strategies and discipline, and organising routine matters and students learning activities. They are expected to co-ordinate learning in the classroom with learning from other sources as well as communicate with students and parents, and influence other teachers who share in the education of their students (Farrant, 1980).

However, during a work inspection visit to some senior high schools in the Kwabre East District by the researcher, it was observed that many senior high school graduates could not express themselves well in their mother tongue without mixing it with English and pidgin language. It was further observed that the impact of foreign cultures, especially English, on the study of Ghanaian Languages is so great that if appropriate steps are not taken, local languages will be in danger of losing their richness. This is reflected in numerous errors these school graduates make on radio stations when speaking the local language, specifically Twi. And when this happens, we the native Twi speakers will lose our cultural identity which is our most cherished value.

Statement of the Problem

Teachers who teach Ghanaian Languages in Senior High Schools are expected to be graduates, mostly professionals from the University of

Education, Winneba, and the University of Cape Coast. There are also a few others from the University of Ghana, Legon, the Kwame Nkrumah University of Science and Technology, Kumasi, and some private universities. On teacher preparation, Ashton and Crocker (1987) found significant positive relationships between professional preparation and teacher performance. In support, Rebore (1982) opined that academic and professional qualifications of a teacher indicate the teacher's quality. Monk (1994) also asserted that teachers' academic preparation is positively related to students' achievement, and this assertion was supported by Darling-Hammond (2000).

In another dimension, Jacobson, Longsdon and Wiegaman (1973) believed that neither higher qualification necessarily makes the best of teachers nor the possession of higher certificate necessarily implies that a person is better trained. To them, what the qualification represents in terms of a teacher's attitude to education, his command of the subject matter, and his ability to interact with co-workers and students, and to teach well are what matter most. This explains why some teachers possess high qualifications but their students do not perform well academically.

The Ghanaian language teachers are therefore supposed to demonstrate certain proficiency and skills to make their lessons effective. It is also a fact that every subject has peculiar characteristics that call for specific skills and competences.

One cannot dispute the fact that some teachers seem to think that their essential duty is to correct mistakes so that whenever lessons are taught, there will be no errors. Some teachers also act as though their most important duty is to answer questions from their students. Some teachers are certain that

above all, they must get student through the textbooks by the end of the course. Others are less concerned with subject matter, questions and errors, and more concerned with helping their students to become more capable and independent in dealing with the language on their own. Ghanaian Language teachers, like all other language teachers, are therefore expected to demonstrate general professional competences in teaching. They are as well, expected to demonstrate other skills that relate specifically to the Ghanaian Language. The main Ghanaian Language taught in Ashanti Region is Akan, specifically Asante Twi.

However, it is not clear the competences the Twi teachers in the Senior High Schools in Ashanti Region have. For instance, one may like to know how proficient the teachers are in handling the Twi Language, what skills the teachers demonstrate to ensure that students construct appropriate sentences in the language, as well as what teaching methods Twi teachers use during their lessons. These issues call for in-depth investigation.

Purpose of the Study

The main purpose of the study was to assess the pedagogical and content competences among teachers of Twi language in selected Senior High Schools in the Ashanti Region of Ghana, specifically, Kwabre East District. The specific objectives of this study were to find out:

1. The level of teacher proficiency in Twi language lessons

2. Skills teachers of Twi language demonstrate to ensure that students construct appropriate sentences in the language

3. The types of teaching methodology teachers of Twi language use.

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Research Questions

The study was guided by the following research questions:

1. How proficient are the teachers of Twi language in the Kwabre East District with regard to the language use?

2. What skills do the teachers of Twi language demonstrate to ensure that students construct appropriate sentences in Twi?

3. What teaching methods do teachers of Twi language in the Kwabre East District use in their lesson?

4. What resources are available for teachers of Twi language in the Kwabre East District?

5. How do the teachers of Twi language in the Kwabre East District utilize the resources, if available?

6. What challenges do the teachers of Twi language in the Kwabre East District face in teaching and learning of the language?

Significance of the Study

This study will be useful in a number of ways: It will help to identify the good practices in some Senior High schools in the Kwabre East District that could be recommended for adoption in other schools to improve Twi language teaching and learning. It will also unearth the weaknesses or shortcomings teachers of Twi language in the district have in order for appropriate remedies to be adopted, and address them. Finally, it could be a guide for policy makers for planning In-service Education and Training Programmes in Ghanaian Language Teaching and Learning in the district and even beyond.

Delimitation of the Study

Pedagogical and content competence of teachers of Twi language is being researched into because research has indicated that teacher competence has a great impact on students' performance. The research could have covered a wider scope, but is delimited to mainly teaching and learning in the classroom, taking into consideration variables like teacher proficiency, demonstration of language skills, teaching methodologies, teaching and learning resources available, and their utilization. Delimiting the study to Kwabre East District, however, does not necessary imply that the problem is unique to the district. Many of the problems may be general. Though generalisations would not be made for other districts in the region, the findings of the study could be helpful to the other districts in the region and even beyond.

Limitations of the Study

Observation checklist was used as one of the instruments for collecting data for the study. Since teachers were informed before the exercise, their performance was likely to be affected positively or negatively, depending on the teachers' attitude to observations.

Questionnaires also have their weaknesses which include bias and ambiguities. The experience of filling questionnaire might be new to the students, and thus could lead to anxiety on the part of the students. The interview might also show some weaknesses on the part of the heads. They could be biased, depending on how they relate to the teachers. All these might negatively influence the results of the study.

Organization of the Rest of the Study

The study comprises five chapters. The first chapter dealt with such aspects as the background to the study, the statement of the problem, the purpose of the study, and the research questions. In the remainder of the report, readers' attention is drawn to the review of related literature concerning pedagogical competencies among language teachers, specifically those teaching Twi language, in Chapter Two. The third chapter deals with the Methodology of the study, comprising the research design, population, sample and sampling technique, instruments for data collection, validity and reliability of instruments, data collection procedure, and data analysis plan. Chapter 4 presents the analysis and discussion of the data collected, while the last chapter gives the summary, conclusions and recommendations.

Definitions of Terms

The operational definitions for the following terms and abbreviations are given as follows:

Skills: The ability to do something well. Skills are the competencies that people possess that enable them to perform in certain ways. They require more than just knowing. They require doing with some degree of proficiency, they are part of what students need to learn and what teachers must teach.

Knowledge: The information, understanding and skills that one gains through education or experience.

Competence: The skill that one needs in a particular job or for a particular task. It implies having enough skill or knowledge to do something well or to the necessary standard. In Language, it is the knowledge of a language that enables somebody to speak and understand it well.

Proficiency: It is the ability to do something well because of training and practice.

List of Acronyms Used

KED : Kwabre East District

WASSCE : West African Secondary School Certificate Examinations

SHS : Senior High School

EFL : English as a Foreign Language

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature that is related to the study. Summaries of what other researchers and authors have done about the study will be presented. The review is in two parts: the theoretical perspectives and empirical review.

Theoretical Perspectives

This covers issues such as relevant theories or models linked to the research problem, key concepts or definitions on the key variables. Relevant theories reviewed include general teacher competences, skills and knowledge, teaching methodologies and strategies, teaching and learning resources, and the challenges of language teaching and learning.

General Teacher Competences

According to Rao (2004), teacher competence is any single knowledge, skill, or professional value which a teacher may be said to possess, and the possession of which is believed to be relevant to the successful practice of teaching. Varvel (2007) also sees competence as appropriate prior knowledge, skills, attitudes and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task.

Cheredichenko, Hooley, Kruger and Mulrancy (1997) also asserted that competence involves both the ability to perform in a given context, and the capacity to transfer knowledge and skills to new tasks and situations. In

supporting this view, Melton (1994) stated that competence relates specifically to expected performance in the place of work. He defines competence as adequate for the purpose, suitable, sufficient, legally qualified, admissible and capable. In a sense, then, he indicates that competence in education refers to adequate preparation of the teacher as a professional to teach and to effect change in his students.

Competence is therefore a generic term for the knowledge, skills and attitudes required for adequate functioning in the profession and can be captured from different perspective depending on the person using them (Browne, 2009).Competences may be classified as interpersonal, pedagogical and psychological, subject content and methodological, organizational, communicative and linguistic.

Interpersonal competence deals with the ability to communicate, perform, and interact in teacher's work. With this competence the teacher understands the means of educational communication at school and in the classroom, and is willing and able to communicate clearly, making skilful use of variety of media, and interact productively with students individually and collectively.

Pedagogical and psychological competence deals with providing psychologically oriented support for children's growth. Here, the teacher must understand the processes and conditions of education at both theoretical and practical levels, must have a deep knowledge of psychological, social and multicultural aspects of education, and must be willing and be able to motivate students to engage in learning and working tasks, and challenge them to do their best and help them accomplish their tasks successfully.

Subject content and methodological competence also focuses on knowledge of a subject as well as how it is taught. Here, the teacher is a master of the content of his discipline, and is able to establish learning objectives emerging from them and is willing and able to plan, conduct and evaluate teaching and studying through the teacher's pedagogical thinking.

Organizational competence, on the other hand, is connected to organizing things in the teacher's work. Here the teacher is aware of the classroom environment and its mechanisms, and is willing and able to engage students, parents and colleagues in planning studies by adjusting plans and activities according to the changes in the learning environment.

Intercultural competence also states that the teacher must be aware of the global context of education and is willing and be able to help students acquire democratic social values, distinctive national traditions and global human values.

Communicative competence is another competence worth mentioning. It deals with knowing what to do with grammatically correct sentences in larger contexts. Communicative meaning depends on a much wider range of factors than linguistic meaning does. It cannot come out of mechanical drills. In helping students to develop communicative competence, therefore, at least two things must happen: they must be provided with samples of language in use – samples which are long enough to bring in the full range of factors, whether the length of a paragraph or a novel; they must take part imaginatively in what is happening in the sample; and there must be discussion with them the parts that various words and sentences play in the whole.

Linguistic competence however, touches on how the teacher is conversant with the scientific study of both the spoken and the written language. For many years, linguistic competence seemed to be the only kind of competence to which language teachers gave serious attention. It was limited pretty much to the relationships between individual words and meanings, and to the relationships among words and parts of words within single sentences. The performance to which this kind of competence led was the production of correct sentences (Stevick, 1982).

Teacher competences therefore involve subject knowledge as well as pedagogical knowledge and skills which enable teachers to work with individuals and groups, with colleagues and other professionals that are responsible for students. In other words, a competent individual is the one who effectively and efficiently accomplishes a task in a given context using appropriate knowledge, skills, attitudes and abilities that have adjusted and developed with time and needs (Varvel, 2007). A teacher should be certified as competent not on the basis of knowledge or experience, rather emphasis should be placed on the teacher's skills, behaviour, and his ability to facilitate learning in students (Browne, 2009).

Brophy and Everton (1976) interestingly reported how relatively effective and ineffective teachers see themselves. To them, successful teachers see teaching as an interesting and worthwhile challenge which they approach by assuming personal responsibility for their students' learning. Less successful teachers, on the other hand, see teaching merely as a dull job; they respond to problems by giving up, they do not assume personal responsibility for their students' learning, and discuss problems as if they are too big to be

solved. Effective teachers, however, see themselves as diagnosticians and problem solvers rather than as parent substitutes or disciplinarians. Their basic task is to help their students learn, and not to accept classroom problems and students' limitations as unchangeable. They therefore face problems and work towards resolving them.

Under the domain of teaching and learning, teacher competence according to the Overview of Generic Teacher Competency Framework (2005), has to do with the dimensions of subject matter knowledge, curriculum and pedagogical content knowledge, teaching strategies and skills, and assessment and evaluation.

Subject matter knowledge dimension shows that a competent teacher is said to have command of subject matter knowledge. This implies that such a teacher displays adequate command of subject matter knowledge and shows no gap or misconception in basic subject content, and is aware of the trends and in the key learning areas in which he teaches. He also frequently updates and searches for new subject matter knowledge in relation to current curriculum development as well as emerging educational initiatives and priorities.

Curriculum and pedagogical content knowledge dimension explains that competence entails command and application of pedagogical content knowledge. A competent teacher demonstrates secure knowledge and understanding of the current curriculum objectives, pedagogy and subject content. He usually anticipates students' misconceptions when imparting subject content to students.

With regards to **teaching strategies and skills:** A teacher is said to be competent when:

1. He/She exhibits knowledge and applies teaching strategies and skills; shows adequate knowledge of basic teaching strategies and skills, and is able to give clear and systematic explanations, instructions and demonstrations to students. He/She makes use of verbal and nonverbal communication skills to promote teacher-student interactions.

2. He/She shows rich knowledge and understanding of basic teaching strategies and skills; displays appropriate presentation skills and teaching aids. He/She effectively uses verbal and nonverbal communication skills as well as good questioning techniques to focus students' attention and help building confidence.

3. He/She exhibits language proficiency and displays an adequate command of the language in question; makes clear presentation of content using appropriate subject-specific vocabulary. He/She displays a sound command of the language, and uses the appropriate language medium for instruction during lessons.

4. He/She motivates student learning through different teaching methods and multimedia, and makes conscientious efforts to motivate and engage students with a variety of teaching methods and technologies while going on with a planned lesson.

5. He/She is concerned with research and dissemination on teaching strategies and skills, shows interest in other's research in teaching

and learning, and occasionally tries to incorporate their results into his/her teachings.

Assessment and evaluation dimension: Competence under this dimension has to do with:

1. *Student assessment methods and procedures:* A competent teacher uses established assessment methods and procedures proficiently, and occasionally adapts them to match the nature of the teaching and learning assessed, provides students with positive feedback that reinforces student achievement and focuses on improvement.

2. *Use of students' assessment results:* A competent teacher accepts that assessment results measure effectiveness of teaching and learning, but rarely refers to assessment results when planning a lesson, to plan for the class as a whole, and occasionally plan for individuals and groups of students.

3. *Evaluation and review of teaching and learning programmes:* A competent teacher is said to be aware of evaluation tools for teaching and learning, and he shows interest in evaluation of own subjects. He/She is able to relate the evaluation results of different learning programmes in school to own teaching, and uses evaluation data effectively to inform school-based curriculum dimensions.

Teachers' success in helping students to acquire language in a classroom will depend not only on the techniques they use, but also on how they themselves, and what they do affect their students attitudes towards the language and the people who use it. They therefore need to modify their basic technique just enough so that their students will feel they are moving ahead to

a new challenge. At the same time, they must keep the content of the activity pretty much the same so as not to overload those who are still having trouble with it. Teachers are expected to help students to build up the competence from which their future performance must flow.

Awoniyi (1982) stressed that being trained to be a teacher does not just entail knowing the school curriculum in detail; he/she also ought to know how to teach languages to students at various levels. He went further to say that it is not satisfactory for a teacher to have only a superficial knowledge of the language he/she is teaching; he/she should be conversant with all aspects of that particular language and should keep up with its latest developments. Awoniyi opined further that the teacher must be able to speak and write the language he/she is teaching efficiently; he/she must set a good example to his /her students so that they develop correct speech and writing patterns.

When teachers give corrections by writing words or by pointing to words that have already been written, they are demanding a very shallow kind of competence from their students. When students, on the other hand, come up with the right performance on the basis of some bit of competence, the experience of having succeeded will strengthen that competence. In itself however, according to Stevick (1982), this experience of success will not very much deepen or expand the competence. Deepening and expansion of competence will come only if the student has, and takes time to think about what he has done and why.

Though content knowledge is important, what matters, most to students is the style in which such knowledge and wisdom is imparted. Zehm and Kottler (1993) affirmed that "the best teachers are those who are able to

translate their knowledge, wisdom and experience into a form of communication that is compelling and interesting" (p. vii). The most important thing to do in language education and teaching is to evoke interest, desire and positive attitude in the student towards the target language. The viewpoint that is to be given to the students on the importance of the language learning will directly affect the efficiency of the teachers in the language teaching activities. The teachers who have taught their students the importance of learning a language will be more advantageous than the other teachers in terms of continuing their activities in accordance with the objectives.

The continuance of the learning and teaching process in accordance with the objectives is dependent on the outlook, knowledge accumulation and occupational experience of the teacher. The teachers who make a good communication with their students; prepare their materials to be used before hand; and act more professionally in determining the strategies, methods and techniques to be used, are the ones who can perform their occupations consciously.

Zehm and Kottler (1993) further put the attributes of a great teacher under four characteristics namely charisma, compassion, egalitarianism, and sense of humour. To them charisma in teachers occurs when teachers allow their personalities to shine through their subject matter. On compassion they asserted that teachers, who flourish, those who are loved by their students and revered by their colleagues, are those who feel tremendous dedication and concern for others. They believed also that students generally complain about teachers who they perceive as biased or inequitable in the ways they enforce rules. Finally, teachers should have some sense of humour because when

students are bored or disinterested, when their attention is diverted towards internal fantasies or external distractions, very little learning takes place.

Jones (1987) believed that learning most easily takes place within the context of a safe environment in which people feel secure enough to experiment, to take risks, to venture beyond their capabilities into the great unknown. Teachers who consistently respond with genuine warmth will, in the long run, be able to salvage rocky relationships with most belligerent students.

Some teachers have significant impact on their students than others. What distinguishes the teachers who have powerful influence over students from those who do not is important to improving teaching effectiveness. Psychological and sociological theories suggest that influential teachers are those who are seen by students as having control over resources that they desire; power to reward or punish; expertise in a particular area of knowledge; and status and power in a general sense.

However, the critical characteristics seem to be the teacher's attitudes towards teaching, toward the subject matter, and reward student success in learning. Influential teachers exhibit enthusiasm, dedication and energy that show that they believe that what they teach is worth time and effort. They are the ones who, in addition to being entertaining and caring and in addition to using the most effective techniques, also make what they teach meaningful and enable students so see its inherent worth to their own lives.

Influential teachers teach so that students are intrinsically motivated to learn. Students attend classes because they want to learn specific subjects. They enjoy those subjects and believe they are valuable to them personally. Teachers who have these effects on students do not just entertain and care

about students in addition to their teaching, and they are not just effective or efficient in a technical way. These are teachers whose strengths are tied directly to what they teach. They may use extrinsic gimmicks to motivate students, and probably use efficient teaching techniques; but most importantly, they make students love to learn what they teach. In a sense, they infect students with their enthusiasm for learning (Myers & Myers, 1995).

Awoniyi (1982) outlined the competences of African language teachers as follows:

i.   Teachers must know how to incorporate the curriculum into scheme of work, as the scheme of work details the units of each lesson the teacher proposes to teach within a certain period.

ii.   Teachers must prepare lesson plans, taking into accounts the time factor, students' previous knowledge, students' interest and motivations.

iii.   Teachers must know the ability of their students: noting the continuing competence in the language for personal and official purposes; increase in their students' vocabulary; clearer and more creative writing among their students; growing enthusiasm for the oral and written literature of the language among their students; and their students' continuous improvement in all aspects of language usage.

Awoniyi (1982) stressed further that African language teachers must be interested in the particular language, its people, culture and history. They must be efficient speakers of the language, and be up to date in the development of the language. They must also be active in any association that is formed to

foster the growth of the language, and participate in seminars, workshops, and public lectures as regards the language or the culture.

African language teachers must be resourceful, adaptable, and be prepared to work very hard in the interest of the language, their students and their society; they must be prepared for frustrations, setbacks, and unsavoury comments from those who frown upon African languages, disparage African culture, and dismiss with a wave of hand scholarly endeavours in African languages. Such teachers must show in words and deeds that they live what they preach, and believe in themselves.

Skills and Knowledge

Skills require more than just knowing. They require doing with some degree of proficiency. They are part of what students need to learn and part of what teachers must teach. When teachers teach skills, they supply basic knowledge so that students know what they are doing, and they provide experiences so that students can practise. Teachers arrange information and experiences in sequences of increasing difficulty and present them one step at a time in a developmental pattern appropriate to the student's level of understanding and ability. Teachers use explanation, demonstration, and guided practices so that students can comprehend what is done, observe how it is done correctly, and work at doing it well themselves.

According to Myers and Myers (1995), the first skill to be considered is the skill of thinking. Thinking involves intellectual processes, mental activities and cognitive strategies. It is therefore believed that teaching skill of thinking accelerates mental development, and makes students more autonomous, creative and productive people. Thus when students develop skill

of thinking, they are more likely to conceptualise well and solve problems independently.

Another skill that needs consideration is the skill in questioning. Farrant (1980) saw questioning as an important means of teaching. When questioning is rightly used, it provides a ladder upon which a student climbs towards fuller and deeper understanding. The teacher's skill in questioning lies not only in his/her ability to use the right kind of questioning for specific tasks, but in his/her ability to probe or use further questions to get from his/her students what he/she is after. It also lies in his/her ability to redirect questions to other students to widen participation without making the students whose answers have been inadequate feel their contributions are of little importance.

Tamakloe, Amedahe and Atta (2005) emphasise the importance of questioning and questioning skills. To them, "it is very imperative that every trained teacher should be skilful in formulating and using different levels of questioning in teaching" (p. 43). Questions can serve as tools for investigation, they can lead to knowledge discovery and development, and they can call for justification of knowledge and beliefs. The kind of relationship that exists between a teacher and his/her students could reflect in the questions students ask. Student's questions serve as an instrument to satisfy their curiosity; they provide a clue to a teacher-student relationship; they reveal students' level of intellectual functioning and their misconceptions; and enable the teacher to know whether he/she is on the right path (Tamakloe, et al, 2005).

Teachers on the other hand ask their students questions to find out among other things, what students know about a subject or topic; to revise previous work done; to pose problems which will lead to the subject of the

new lesson; to motivate students; to maintain interest and alertness; to develop a line of thought; to discover if students understand; to lead students to make observations and to draw inferences for themselves; to get students involved in the lesson; to revise the main points of a lesson; and to test the results of the lesson (Tamakloe, et al, 2005).Questioning can lead students to understand, apply, analyse, synthesise and evaluate ideas in the lesson learnt.

Good questions are usually those that are carefully thought of in advance. According to Nacino-Brown et al (1982), good questions should be clear, brief, concise and direct: "They should ask something that is definite, in simple, clear and straight forward language" (p. 114). Such questions should be free from any ambiguities that are caused by complex and confusing constructions or by use of vocabularies above the level of understanding of the students. Teachers should therefore avoid double-barrelled or tricky questions.

Good questions should be thought provoking. They should encourage students to manipulate or apply knowledge learned, rather than those only requiring either 'yes' or 'no' answers. It is believed that when words like why, how, explain, describe, compare, or justify are used to begin a question, they often tend to encourage thinking on the part of students, as well as triggering a higher level discussion. Such questions do not give much opportunity for students to guess the right answer or to bluff their way out. They should be suited to the age, abilities and interests of the students to whom they are addressed. Questions intended for more advanced students should therefore be more challenging than those for the slower ones. It is also not proper for a teacher to formulate a question and call a student whom he knows very well cannot answer it, such practices can do more damage than good, especially to

slow learners. To students there are no more difficult questions than those they could not understand.

The most widely accepted procedure for asking questions that has proved very satisfactory to teachers consist of the following ordered steps: the teacher should state the question, and then pause to allow time for every student to consider the question and think about the answer, then he/she can call on the name of a student and listen to the answer, and finally comment on or evaluate the answer. Such a procedure offers every student the opportunity to consider the question before anyone attempts to answer it, as nobody knows who would be called to answer it, thus discouraging inattention.

For the improvement of the techniques of questioning, some guidelines must be followed: Questions should be asked in a natural, friendly and conversational manner, as students tend to feel nervous if a teacher sounds like an interrogator. The teacher should address questions to the whole class but most often he/she should formulate his/her questions with a definite group or individual in mind to ensure that the right questions are designated to the right students.

Teachers should also refrain from repeating questions unless there are legitimate reasons for doing so, as unnecessary repetitions encourage inattention on the part of the students; if they realise that questions are usually asked just once, students tend to make every effort to listen and understand them. Teachers should also refrain from concentrating their attention on the more clever students to the neglect of the less clever ones, such a situation may be challenging for the brighter students and satisfying for the teachers, but it may be depressing for the slow learners. Teachers should not feel

offended or threatened or challenged every time students ask questions. They should rather encourage students to ask questions.

Ornstein and Lasley (2000) supported this view. To them good teaching involves good questioning, especially when teaching large groups of students: "Skilful questioning can arouse the students' curiosity, stimulate their imagination, and motivate them to search out new knowledge" (p. 179). Good questioning can challenge the students, make them think, and help clarify concepts and problems related to the lesson. Ornstein and Lasley (2000) further categorized questions in many ways: according to the thinking process involved, from low level to high level or from knowledge to evaluation; according to the answer required, convergent or divergent; and according to the degree of personal exploration.

Low-level questions emphasize memory and recall of information. They are usually used to assess readiness for complex and abstract thinking to see whether students can deal with high-level questions that involve analysis, synthesis, and problem solving. High-level questions on the other hand go beyond memory and factual information and call for complex and abstract thinking. Bloom (1981) called the low-level questioning and knowledge the simplest form of learning, while the high-level questioning correspond to the next five categories of his taxonomy, comprising comprehension, application, analysis, synthesis and evaluation.

Convergent questions tend to have one correct or best answer. They are therefore mistakenly identified as low-level and knowledge questions. However, research has shown that convergent questions can be formulated in ways that require students to select relevant concepts and work out problems

dealing with steps and structure; thus convergent questions can deal with logic and complex data, abstract ideas, analogies and multiple relationships. Divergent questions are usually open-ended with many appropriate answers. They are associated with high-level thinking processes and tend to encourage creative thinking and discovery learning.

Skills related to questioning include fluency in speech, ability to use effective basic questions to test knowledge, ability to use questions to stimulate thought, ability to rephrase question well when students misunderstand the question or its purpose, responsiveness to students' questions, ability to use questions to guide discussion, and the ability to use questions to stimulate students' initiative (Myers & Myers, 1995). Questioning, therefore, is a highly complex skill requiring an understanding of people and group psychology as well as thorough knowledge of what is being taught.

Other skills worth considering are learning or study skills and communication skills, (Myers & Myers, 1995). Learning or study skills involve reading, listening, analysing, synthesising and evaluating data, taking notes, outlining, skimming and scanning and writing whilst communication skills involve speaking, listening, writing, observing, giving directions and signing (or hand signal). Langan (2003) asserts that writing and reading are skills that a person can learn with practice. To him, some people hold the view that skills are natural gifts which some have and others do not.

Farrant (1980) outlined other teaching skills a teacher should exhibit. Under the teaching skills related to student motivation, a teacher should be able to reinforce desirable student behaviour using varied methods, and give

stimulating introduction to lessons. He/She should be able to encourage students' participation during instructional period, display much enthusiasm, and recognise students' needs.

Under the teaching skills related to students learning, a teacher should foster inquiry learning, guide discovery and stimulate creativity. He/She should also encourage independence in learning and use games, simulation and role play to stimulate thought. He/She should develop problem-solving and critical thinking skills with his/her students.

According to Farrant (1980), the teacher needs management skills, that is;

1. involving planning the programme of learning and teaching for his/her students;

2. involving himself/herself in decision-making concerning resources, teaching strategies and discipline;

3. organising routine matters and students' learning activities;

4. co-ordinating learning in the classroom with learning from other sources; communicating with students and parents;

5. influencing other teachers who share in the education of his/her students;

6. evaluating the effectiveness of his/her work.

Farrant further summed up the professional skills of a good teacher: A good teacher establishes a productive classroom atmosphere from the start by means of good organisation and carefully planned teaching structures and creates specific kinds of climate settings for different lessons. He/She uses friendly humour and creates excellent teacher-student relations. He/She uses student's ideas as much as possible and gives praise generously to students. He

/She teaches in a relaxed manner with no sign of nervous strain and exercises good class control and discipline. A good teacher explains things to students very clearly and includes a variety of students' activities in his/her lessons. He / She also deals with problems promptly before they escalate or get out of hand, and uses efficient systems for dealing with routine administrative matters such as registration, giving out books and tidying up after practical lessons, and does not over-react to students' misbehaviour but uses appropriate punishments.

Research in reading comprehension and study skills for example, shows that good readers employ a wide variety of thinking strategies or skills including adapting one's reading behaviour in a particular situation to one's purpose; predicting and identifying main ideas of the text; monitoring ongoing reading to make certain that comprehension is occurring; and changing one's strategy when comprehension is not occurring. It is a fact that poor readers often continue their reading when they do not comprehend, and this can be a waste of time. They do not monitor the results of their efforts and change strategies to fit their purposes. Poor performers do not plan the strategies they employ and do not assess the effects such strategies have on their comprehension. Instructions in metacognitive skills, therefore, can help these students improve their reading and studying techniques.

Knowledge on the other hand may be defined as the information, understanding and skills that one gains through education or experience. Myers and Myers (1995) stated that knowledge consists of different layers. One way of looking at it places specific facts, things, actions and events at the lowest level. These are often referred to as the basic facts of a subject; the

fundamentals that many traditional educators say should be covered for an elementary understanding of a topic. Although individual items at this level of knowledge are less significant than those at higher levels, facts are important. They are the building blocks for the development of ideas. Before people can learn they have to know at least some of these facts.

The next higher layer of knowledge is concepts. They are mental categories or groupings into which facts can be placed. They are general ideas instead of specific items. Although concepts as groups constitute one layer of knowledge, the range of difference among them is great. At one extreme are concepts that are narrow and precise, and at the other extreme are general and abstract concepts. The range begins just one step above specific facts and continues to the most general and abstract ideas people can think of. The third and final higher layer of knowledge is generalisations or general principles. These are valid statements that describe relationships among concepts. They are statements that people use to organise concepts and facts into an intellectual system that makes sense. They look and sound like sentences that explain things.

Bruner (1960) believed that the learning of the fundamental of knowledge will produce greater student understanding, encourage students to inquire into issues and solve problems independently, thereby enabling them to transfer ideas learned in one situation to another and helping them learn how to learn. Good teachers make students problem solvers by putting them into situations in which they may use fundamental ideas to find meaning in the data they studied, so that they engage in a process of discovery. Students who are taught in this way could learn relatively complex concepts, first at the

beginning level and later with more sophistication. Students who possess an initial understanding of concepts could turn to them again and again in their studies, each time learning more at advanced levels.

The idea of teaching the fundamental structure of knowledge has provided teachers with ways of selecting content that stress big ideas rather than simple facts. It has therefore freed them from the compulsion to cover everything, and has enabled them to choose content based on how intellectually useful it is for students. Idea of structure means that teachers can organise knowledge to introduce facts, concepts, and generalisations in the same lesson, and can build on those ideas in future lessons. This implies that they can arrange ideas to be learned according to their complexity and degree of abstraction. They can therefore teach information and the skill of thinking at the same time.

When students are taught the structure of knowledge, they are not restricted to studying subjects just to find out what is already known. They can learn a process of investigation, learn the methods of inquiry of the disciplines and ask questions, and engage in beginning levels of research, becoming great scholars. In the process they can learn ways of thinking that will help them understand new ideas and solve intellectual problems throughout their lives. Knowledge dimension of content is not simply a mass of facts to be pushed into students brains (Myers & Myers, 1995). Some facts are more important than others, and some are more useful to student understanding.

Vocabulary knowledge plays a vital role in a successful reading and speech programmes. It is generally believed that an individual with a well developed stock of vocabulary can use his stock of knowledge for several

purposes. Students use vocabulary to boost their language skills, both in conversation and in writing forms of different types of academic or social purposes with friends or families. It enhances fluency and enriches usage of words correctly in speaking.

Because skills are learned through practice, much skills instruction concentrates on having the students use the skills under the guidance of, and with explanations from the teacher. This practice makes it possible for the learner to become sophisticated at the task and to perform with greater competence, ease, and confidence. In summary, knowledge contains a number of levels; people use those different levels in their thinking; and teachers can teach students best if they select different levels of knowledge when they select the subject matter they teach.

It therefore behoves local language teachers to be conversant with the standard orthography of the language, and keep up to date with changes. They should encourage their students to develop correct spelling habits and perfect automatic spellings of words taught. They should engage their students in dictation passages and reading tests to help them overcome wrong spellings.

Local language teachers must be dedicated to and interested in the culture of their own people. They should encourage their students in areas of correct and acceptable language appropriate to the situation and people; simple greeting etiquettes, and regulatory behaviour in human relationships; dressing habits and personal hygiene; table manners; rudiments of the virtues of honesty, courage, respect, humility, and non-violence; and social norms of the society.

Teaching Methodologies and Strategies

Teaching methodologies and strategies here refers to the systematic and effective way in which lessons are handled to achieve the desired objectives. They involve the planning and preparation of lesson notes, demonstration of teaching styles, and evaluation of lessons taught. "One of the most paramount issues which readily comes to the fore in any teaching-learning interaction is how to effect learning" (Tamakloe, et al, 2005, p. 323). There are teachers and students in the interaction, and that each of the two groups engage in some type of activity or the other. There is therefore interplay of teacher activity and student activity.

The two types of activity, namely, the teacher activity and the student activity can be placed along a continuum where at one end teacher activity dominates through to the other end where student activity is dominant. The lecture method is placed at the end of the continuum where teacher activity is dominant. In the middle of the continuum where teacher activity is about equal to student activity, the discussion method can be placed. After the discussion method are series of methods which are characterised by the dominance of student activity. It is equally necessary to have a distinction between methods which are related solely to teaching and those that are linked with only learning, since it is an irrefutable fact that learning can take place without teaching.

The strategies which determine the methods and techniques to be used by the teachers in the class activities affect the success of the language teaching activities and accordingly the efficiency in education. There are basic principles which can assist strategy developments, methods and techniques

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application studies in language teaching. Listening, speaking, reading and writing skills must be taught together when teaching to use the language as a communication tool. The visual and auditory tools make the teaching more effective in language teaching. They attract the attention of the students to the lesson; create dialog environments for the students to use the learned language more effectively; and assist in forming the natural environment in the classroom. How the information taught in the classroom is used in the daily communication must be showed to the students. In order for the class learning to become permanent, the examples must be given from daily life, and students must be given the opportunity to use what they learned. Individual differences must also be taken into account (Demirel, 1993). Before starting each lesson, the students must be informed on the objectives about what will be learned in that lesson, and they must be motivated for learning.

The learning patterns formed by using the methods and the techniques which are appropriate to the preferred strategy create an environment for the learning of different student masses. Forming skill earning environment for the acquisitions by using different approaches, methods and techniques, and presenting different learning styles for the students who have different features is also important for the equal opportunity in education. Applying different learning styles for the students who have different learning features is dependent on the strategies to be followed.

Nacino-Brown, et al (1982) also put the methods of teaching under five categories with a label "the Traditional Time-Tested" methods of teaching. These five methods are the lecture, the discussion, the demonstration, the project, and the study trip. These methods have been used for many years and

have stood the test of time, hence the label. Ornstein and Lasley (2000) however classified the teaching and learning processes into five instructional approaches, namely, presenting complex and conceptual ideas; checking for student understanding; teaching and reinforcing a specific skill or process; fostering critical or creative thinking; and focusing on student construction of knowledge. Appropriate strategies have been mapped out for each of the instructional approaches.

Some strategies and the methods, techniques and learning styles which are appropriate to these strategies are applied in language education and teaching which will be given from the first day in which the students step into the school. There are some basic principles which can shed a light upon the determination of strategy, method and technique to be followed in the language teaching studies. Demirel arranged these principles in the following order: developing the four basic skills, teaching from the simple to the complex, using the audio-visual tools, presenting a single structure at a time, enabling students to participate in the lesson more actively, taking into account of individual differences (Demirel, 1993). In accordance with these principles, language teaching is actualized in the framework of structural, functional and interactive language theories (Richards & Rodgers, 1986).

The aforementioned principles and language theories require the implementation of the cognitive, communicational, social, social-emotional, auditory-lingual, auditory-visual, functional-conceptual, natural approach and some techniques coherent to these approaches (Chamot & Kupper, 1989). There are three types of strategies namely metacognitive, cognitive and affective. Cognitive strategies are steps or operations used in learning or

problem solving that require direct analysis, transformation, or synthesis of learning materials. Communicative-experiential strategies, such as circumlocution, gesturing, paraphrasing or asking questions for repetition or explanation are techniques used by learners so as to keep a conversation going. Interpersonal strategies are those strategies leaner use to monitor their own development and evaluate their own performance.

Among Oxford's (1990) taxonomy of language learning strategies were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Within the metacognitive category were those strategies which involve knowing about learning and controlling learning through planning, monitoring and evaluating learning activity cognitive strategies include those strategies involving manipulation or transformation of the material to be learned, while social-affective strategies mainly involve the learner in communicative interaction with another person, for example, collaboration with peers and teachers in the learning process (Wong, 2005). Learning styles embody unconscious individual learner traits while learning strategies are specific behaviours selected by the learner to make learning more efficient. Learning styles are internally based traits, often not perceived or consciously used by students to facilitate their learning (Jie & Xiaoqing, 2006)

In the language teaching studies, the ability of the teachers to prepare an environment for the functional learning by acting with the strategies which will make the learners effective is important. The teacher must not only direct the students to the information source, but also forms the environment in which the students transform the information reached by themselves into the

skill which means using this information in real life. Such a functional learning environment enables the process to advance dynamically with the students embracing the role of an active learner. Conducting the activities of acquiring and developing language skills in an environment in which the students who interact with each other are active is more beneficial than conducting these activities in environments enriched with very different materials but in which the individuals who are in learner positions are not active.

It is certain that the students who participate in the activities will gain significant advantages in taking responsibility, acquiring knowledge, sharing the acquired knowledge and transforming this knowledge into skill. In this respect, language teaching must be implemented in a process which continues with the learning styles that put the students into the centre and enable them to become more active in the interactive social environments.

In the language earning and developing studies, language teachers can apply many methods, techniques or learning styles which may be beneficial to the students. Among these methods and techniques, we can list translation method, unprepared talking, listening and writing activities, free reading activity, group discussion, dialog activities, pair work, dictation, game, songs, gap fillings and vocabulary drills. These methods and techniques are important in terms of both increasing the vocabulary of the students and for the functional grammar learning by constantly making the learned subjects and rules dynamic so as to form a basis for the new learning by using these methods and techniques effectively. Shaping the learning environment by

implementing such different methods and techniques is among the applications required by the constructivist learning strategy**.**

<div align="center">**Some models of Instruction**</div>

Models of instruction are designs or plans for teaching and learning. They are based on particular assumptions and theories about students, learning, content, and teachers; and they are intended to accomplish specific learning goals. There are many models of teaching. However, the concentration of this study would be on mastery learning, cooperative learning and whole-language instruction.

*Mastery learning***:** It has historical names like competency-based education and outcome-based education. It provides a relative easy-to-understand illustration of how all the elements about teaching and learning that can be fitted together into a self-contained approach to teaching that cuts across grade levels and subject matter. Researchers in the 1970s came out with the following ideas:

1. educational processes should not restrict or limit students

2. both kind and quality of instruction should be appropriate to the needs of the student

3. time available for learning should vary according to the needs of the student

4. the teacher should make clear the goals and objectives at the beginning of the instructional process

5. formative evaluation should be a major and integral part of the learning process

6. when needed, reteaching and corrective measures should be used with a student

7. when appropriate, a summative or final evaluation should be given.

Proponents of this model maintain that it is a way to meet the needs of all students regardless of their home environment, ethnicity, economic status, or possible disabling condition. They also claim that teaching oriented towards outcomes creates a clearer curricular focus for instructional methods, and provides for more precise and more valid assessment of student achievement.

Motivation for learning is an important element in this mastery learning. Advocates claim that some students come to new units of study with low motivation because of previous failure and inadequate background information (Bloom, 1981; Guskey, 1985; Block, 1979). Such students fall further and further behind in achievement, and their attitudes become more negative. They believe the solution to the problem is to provide prerequisite skills and time needed for all students to master the content of each lesson.

Cooperative learning: This model, on the other hand, works towards its goals through arrangements that require student cooperation. Students in a given class team cooperate with one another in academic games and tournaments in order to compete effectively with other teams. Teams, whose members do not cooperate, rarely win. This model is presumed to encourage truly cooperative learning and peer tutoring. Tasks for students can be divided, and group members work independently, seeking help as needed (Cohen, 1994; Graves & Graves, 1987; Kagan, 1990; Sharan, 1994).

Proponents of cooperative learning believe that important life skills such as speaking, listening, arriving at consensus, and problem solving can be

taught through cooperative learning experiences. They also suggest that students who have opportunities to work with students different from themselves, and to experience one another as teammates will reduce some of their stereotypical attitudes regarding racial groups, low achievers, and mainstream disabled students, males and females. In the process of working together, they are assumed by the proponents to learn to appreciate one another's strengths and to develop friendship that transcend ethnic, racial, gender, and other group divisions. They also presume that it encourages students to help and support peers in other groups, rather than compete against all their classmates.

Cooperative learning theorists also believe that when students learn from one another, both high ability and low ability children benefit. They see cooperative learning as more motivational than the individual competitive models characteristic of most classrooms because the competitive models are motivational only for those children who perceive they have a chance of winning. Generally, students who participate in cooperative learning seem to develop improved self-esteem academically and socially.

Whole language instruction: Bergeron (1990) defined whole language as student-centred, communication-oriented and integrated language arts that include both reading and writing. It is an approach to teaching reading, writing and other subjects that teaches students literacy with a focus on meaning and understanding before they have developed conventional reading and writing skills. Smith (1991) and Goodman (1986) opined that it was psycholinguistically naive to attempt to divide language into so many discrete

and isolated components in teaching students to read and write. Students must therefore be taught to read and write in a more integrated, holistic fashion.

Rather than teaching by means of mastery of separate and isolated units, whole language approach emphasizes the close interrelationship of language components. Whole language teachers therefore focus on the meaning that students find in what they read and write by having them read selected pieces of literature as their text. When they follow the reading by asking the students to discuss what they have read, the students actually supply their own meaning. Student-supplied meaning comes from the students ideas, which are based not only on what the students think of the author's intention, but also on the experiences interests that the students bring to their reading (Calkins,1994; Cambourne, 1988; Goodman, 1986). Because the meaning supplied by the students, it is at their ability level. In the process of reading, discussing, and writing about what the literature means to them, the students develop their ideas and skills.

Teaching and Learning Resources

Ornstein and Lasely (2000) referred to teaching and learning resources as "pedagogical aids" or "instrumental aids" and describe them as materials "designed to enhance understanding of the content and to facilitate learning" (p. 235). They are materials provided as supplements to the textbook. Calhoun, Light and Keller (1994), contributing to factors that influence teaching and learning stated that teaching and learning resources are used by teachers to enhance effective teaching and learning, and that students usually perform better when they have books or study aids to help them in their learning.

Adding to this view, Huebner (2007) states that materials have been the dominant force in the teaching of reading. To him, materials are important because they provide the vehicle by which students are taught to read. Comprehension skills become more advanced as they delve into a wide range of reading materials. Teachers therefore need to have a wide variety of reading materials available, so that students set a broad background of experience in reading for information, enrichment, and enjoyment.

Sekyere (2002) also sees teaching and learning resources as materials the teacher uses to make students easily understand the lesson taught. Madeus & Stufflebeam (1989) believed that teaching and learning resources like syllabus and textbooks give opportunities to both students and teachers to read ahead and prepare adequately for the lesson. Blake (1981) added that if the number of students in the homes increase without corresponding increase of resources in the schools, the quality of learning in the schools will be lowered.

Both Strevens (1983) and Mackey (1985) saw materials as an element which can affect language learning positively or negatively. Teaching and learning resources, therefore, are the materials teachers and learners use to supplement or complement their teaching and learning tasks and thereby enhance effective teaching and learning. Students usually perform better when they have books or study aids to help them in their learning.

Teachers on the other hand use the resources to make students easily understand the lesson taught. They vary from "very simple and inexpensive ones such as the chalkboard, flat pictures, diagrams, illustrations and maps to more complicated and expensive ones like the television, movie projectors, slides and filmstrip projectors" (Nacino-Brown et al, p. 166). Taba (1962)

advocated the use of teaching and learning resources such as audiotapes and videotapes, and other methods such as excursions and study trips, to stimulate critical thinking through inductive reasoning.

However, the mere use of these materials does not guarantee effective communication or effective teaching. It is rather their careful selection and skilful handling by the teachers that renders them useful in facilitating learning. It therefore behoves teachers to become familiar with the various types of the resources as well as the values that can be derived from their proper use. They must also have a working knowledge of the criteria to be used in selecting and evaluating them and the principles underlying their effective use.

Teaching and learning resources are usually classified under four broad categories namely; visual materials, audio aids, audio-visual aids and community resources. Under the visual materials are real objects, models, specimens, printed materials, pictures, chalkboards, textbooks, graphics, and the like. Radios, record players and tape recorders fall under audio aids while television and motion pictures fall under audio-visual aids. Under community resources are materials and resource persons from the community.

For effective use of these resources, teachers need to make sure that every student can see the object being presented. If it is a model, students should be made to realise the actual size of the object being represented to prevent any misconception students may form as a result of the necessary enlargement or reduction in size. If possible, students should be given the opportunity to handle and examine the resources being studied (Nacino-Brown et al, 1982).

Research has shown that teaching and learning resources prove effective only when they suit the teaching objectives and unique characteristics of the special group of learners. Aggarwal (1995) summed up some points about the selection of such materials. To him, the materials should suit the age-level, grade-level and other characteristics of the learners. The materials should also have specific educational value besides being interesting and motivating; they should be the true representatives of the real things, and should help in realisation of desired learning objectives.

Besides selection, Aggarwal (1995) touched on the other principles in the use of teaching and learning resources, namely the principle of preparation which requires that locally available material should be used; that teachers should receive some training in its preparation. The principle of physical control relates to the arrangement of keeping materials safely. The principle of proper presentation implies that teachers should carefully visualise the use of materials before their actual presentation; that they should fully acquaint themselves with the use and manipulation of the materials to be shown in the classroom; that adequate care should be taken to handle the material in such a way as no damage is done to it; and that the material should be displayed properly so that all the students are able to see it, observe it, and derive maximum benefit out of it.

Awoniyi (1982) however put the principles in a form of questions like: Is the aid relevant to the lesson? Is it appropriate? Can I handle it? Can the students also handle it? Does it contribute to the students' understanding of the lesson? How expensive is it in relation to its advantages? Can it be used again? Who looks after it? Where can it be stored?

Awoniyi (1982) further outlined some teaching and learning resources for African languages. These may include: visits and excursions, invitations to well-known persons, textbooks, the chalkboard, the library, visual aids, broadcasts, and exhibitions. He further opines that, such resources enhance effective teaching, and do not replace the teacher. It is, therefore, the quality of the teaching that largely determines the quality of African language education that students receive.

The Chalkboard: It is often described as the oldest of all teaching aids. It is very valuable and can be used for multifarious purposes for teaching African languages – for recording new words, proverbs, sentence patterns, outline of compositions, questions to be answered orally or in written form, important points in a lesson, passages to be read by students, and making pictures diagrams, charts etc. to illustrate lessons on poems, literature, cultures, etc.

Textbooks: Good textbooks for both teachers and students are very essential. Apart from their value in classroom activities and assignments, they are very good sources of reference for ideas, opinions, facts, language styles, and so on. Supplementary readers are essential to extend the reading of students. The book is therefore a companion to the student, and a powerful aid to the teacher.

The Library: Thorndike and Barnhart (1974) defined library as a collection of books, periodicals, manuscripts, films, and other items. Stressing on the importance of library, Amoako (1996) opined that the scope of knowledge has become too vast to be covered extensively within the boundaries of the classroom instruction. To him, therefore, library is the means

provided to meet and stimulate the many interests, appreciation, and curiosities of students. Touching on the limitations of textbook, Bergeron (1990) explained that instead of reading copies of the same textbook, students must be encouraged to read materials that reflect their individual interests. Libraries, therefore, are not extras, but essentials for education.

Visits and excursions: According to Awoniyi (1982), when thoroughly planned, and with adequate follow-up lessons, visits and excursions are very useful in the teaching of African culture. A visit to local sages, leaders of traditional festivals, and community leaders can be very rewarding. Students must be encouraged to visit local exhibitions, attend traditional festivals and ceremonies, visit museums and historical centres.

Visual aids: These include pictures, wall charts, time charts, maps, atlases and globes, projected pictures, filmstrips and motion pictures. Each of the items enhances the teaching and learning of African languages in their own way. Usually, they are recommended for the lower classes.

Radio and TV Broadcasts: There is an upsurge of Frequency Modulation (FM) radio stations across the country, and there are varieties of inexpensive and portable radio sets for people to buy. Many of these radio stations project the language and culture of the communities in which they are situated. News items are relayed in local languages. This presupposes that the newscasters, writers, editors, language translators, and reporters are all fluent in the language. The news, thus, becomes an example of the standard language that learners want to emulate. Similar things are done on the television.

Other educative programmes on radio and television include indigenous music sessions, local drama, and discussions on topics ranging

from culture to contemporary issues. However, Ghana is yet to have a school broadcast in the local languages.

Informal Materials: These materials are that often overlooked but can have a positive or negative impact on language learners. They include inscriptions on buildings and vehicles, signposts and billboards, and other non-standard printed materials.

<center>**Empirical Review**</center>

The empirical review of literature for this study presents various research studies on the topic. It covers issues such as the purposes of previous studies, the methodologies the researchers used, their findings, conclusions and recommendations.

Many educators have proposed or supposed the relationship between what teachers believe about how reading takes place and how they develop reading skills in their classrooms. To Kagan (1992), much of a teachers' professional knowledge could be more accurately regarded as belief. Richards and Lockhart (1994) also maintained that beliefs are built up gradually over time.

Khonamri and Salimi (2010) researched into the Interplay between High School Teachers' Beliefs and their Instructional Practices regarding Reading Strategies. The purpose of the study was to investigate the construct of teachers' belief systems about reading strategies among EFL high school teachers, and explore the degree of discrepancies or consistencies between teachers' beliefs about reading strategies and their practical teaching activities in the context of English teaching as a foreign language in high schools in Iran, Mazandaran. Based on questionnaire data from 57 teachers, teachers'

<center>50</center>

beliefs and their self-reported classroom employment of reading strategies were explored.

Findings indicated that teachers believe that reading strategies play an important role in reading comprehension, and that it is necessary to teach reading strategies in reading classes. The results also revealed that there is inconsistency between teachers' beliefs and their self-reported classroom practice. It was concluded that contextual factors, like too little weekly time, big classes, students with multiple levels of motivation and English competence, final assessments, teachers' workload, teachers' motivation, and parents' demands also have acted as barriers that prevented teachers from enacting their beliefs.

In his review of research on language teacher belief, Borg (2003) notes that between 1976 and 2002, 64 studies had been published in that field. Most of the research did not examine teacher belief in relation to a specific curricular area, but focuses on more general processes such as knowledge growth and change or planning and decision making. Gatbonton's (1999) study, relating to the patterns of pedagogical knowledge of seven experienced ESL teachers in the USA, revealed that teachers' thoughts and decisions related largely to language concerns (such as explaining new vocabulary and creating contexts for meaningful language use). In contrast, Nunan's (1992) study of the interactive decisions of nine ESL teachers in Australia found that teachers' decisions related little to language concerns. A study by Breen et al (2001) also illuminated the complex relationship between beliefs and practices.

Chou (2008) conducted a study based on the assumption that teachers are highly influenced by their beliefs. He investigated the construct of teachers' belief systems about reading approaches among 42 university instructors and explored the degree of discrepancies or consistencies between teachers' beliefs about reading theories and their practical teaching activities in the EFL setting of Taiwan. The findings showed that there were no significant differences between the participants' beliefs and their use of each reading approach.

Another study, conducted in 2008 by Gocer, aimed to determine the language teaching strategies and class applications of the teachers who teach English as a foreign language in Turkey. Interview and observation methods were used in the scope of qualitative approach. The interview form had 11 questions while the observation had five dimensions. In all, 26 teachers were sampled for the study.

Some of the findings were that, variables such as weekly lesson hours, professional and pedagogical competence of teachers, their conversation with students, the approaches and perceptions of the students towards the foreign language determine the students' eagerness for learning English. Also rather than becoming specialised towards one language skill in language teaching, all of the lessons related to the reading, listening, speaking, and writing language skills along with grammar learning field are given by one teacher. It was also found that teachers determine the language skill acquisition levels of the students with different measurement and assessment methods.

In Ghana, Mensah, Sarpong and Boateng in the year 2005 conducted a study on Techniques for effective teaching of reading comprehension at the

SHS level. The purpose of the study was to find out the effectiveness of designed techniques. It was basically an experimental research which, made use of 2 groups – control and experimental. Through the use of random sampling procedure, 44 Senior High School students were selected to participate in the study. Main instrument for data collection was test -questions were composed to measure literal inferential and critical comprehension. It was found out at the end of the study that 'Communicative Technique' for teaching Reading Comprehension was more effective than the traditional method. It was also found out that visual resources like textbooks were very important resources for teaching reading comprehension. For teachers to be very effective in teaching "Reading Comprehension" it was recommended that appropriate and suitable reading materials should be provided and teachers should be trained to use modern methods of teaching.

Gyasi, Sam and Amponsah (2002) also conducted a case study research into the problems of teaching and learning of grammar in Senior Secondary Schools in Aburaman. In all, 8 teachers and 420 students were involved in the study through the use of simple random sampling. Two sets of instruments: questionnaire for teachers and students were used. The following were the findings of the study. According to the researchers the teaching of Akan Grammar is saddled with a variety of problems. Among these was the problem of lack of good reading materials, specifically, textbooks on the subject. Here, the books were not comprehensive enough to be used as a good source of reference and much more as a single textbook used by students.

Closely related to the above problem was the lack of other teaching and learning materials like journals, magazines and other periodicals on the

language. The school library itself had no Akan reading books. It was therefore difficult for both teachers and students to access books for teaching and learning of the subject.

It was also found out that some of the methods through which Grammar lessons were delivered left much to be desired. The chalkboard which was but only one of the aids was extensively used. Instability of Akan Grammar teachers was also identified as a problem. This generally did not allow for much continuity of learning. Just as the students were adapting to a particular teacher's way of instructional delivery he/she leaves for another one to come in later. It was also observed that another factor that contributed to the problem of teaching and learning of Akan Grammar was in the area of in-service training. Here, teachers of this subject were not updated with new methods of teaching Akan Grammar. It was recommended that In-service training, stable teachers' accommodation, teaching materials should be provided for teachers. Also students should be motivated to speak the Akan language.

In another study worth reviewing, Dogbey, Dorwu and Arthur (2003) researched into some problems associated with teaching and learning of Ghanaian Languages. It was a case study of Imam Khomeni JSS and Duakro JSS in Cape Coast Metropolis. The purpose was to identify the sources of the problems of teaching and learning of Ghanaian languages and know how to deal with them. Instruments for data collection were interview schedule and observation. Target population included Fante and Ewe students in Cape Coast Metropolis. In all 30 pupils and 5 teachers served as respondent. Interview

guide and non-participant observation guide were used to gather the requisite data.

The study showed that lack of appropriate teaching and learning materials, inappropriate methods of teaching, negative attitude of some pupils and teachers, and inability to master the subject matter were the problems associated with the teaching of Ghanaian languages. It was recommended that Ghanaian language teachers must be professionally trained, that effective teaching and learning demands provision of adequate supply of appropriate teaching and learning material, that government should be consisted with her policy towards the teaching and learning of Ghanaian languages and that, enough time should be allocated to the teaching of Ghanaian languages.

One cannot talk about the proficiency of a Twi teacher without touching on his demonstration of oral skills and his use of proverbs and idiomatic expressions. Akrofi (1964) asserted that:

> Twi proverbs and idiomatic expressions are a reflection of the philosophy of the Akan – of their outlook on life, their religious beliefs, their ideas on the Creator and creation, and of life and death, and life after death. Through the proverbs, we also see mirrored Akan customs concerning men, women, and children, and traditional ideas of the Akan concerning moral behaviour and ethical standards (p. i).

Proverbs and idiomatic expressions, therefore, play a very important role in the everyday language of Twi speaking people. They adorn the speech and make it rich and flavoured. They point up the crux of an idea with vivid

clarity. In fact, among Twi speaking people, skills in the use of proverbs and idiomatic expressions is a hallmark of good breeding.

Stressing on the need to appreciate culture, Asiamah and Lugogye (2002) emphasise that:

> As Ghanaians, our traditional beliefs and concepts form a great chunk of our background as a people….If education and foreign religion have influenced some of us, and we do not subscribe to the Ghanaian cultural and philosophical practices and ideas….We believe that a good number of Ghanaians with little or no formal education still hold on to their traditional beliefs and practices. We need to appreciate this, and help to sustain those aspects of our culture that are still relevant in the contemporary situation (p.v).

The implication here is that culture cannot be downplayed, no matter our level of education. When we lose our culture we lose our identity. It therefore behoves every Ghanaian language teacher to appreciate those aspects of our culture that are still relevant and encourage students to emulate.

On correct orthography and appropriate vocabulary, the then Education Department of Ghana, under the Director of Education, in the 1930s, approved of a Twi spelling book "Τωι Νσζμ Νκορζνκορζ Κψερζωβεα". Among other things, this book contains some basic spelling rules and word-list, and has served as the basis for the Twi language spellings ever since.

In his research into the fundamentals of Ghanaian language teaching, Andoh-Kumi (2000) summarised the challenges facing the teaching and

learning of Ghanaian languages under six broad headings, namely: attitudes, teaching and learning materials, institutional policies, training of Ghanaian language teachers, posting of teachers, and multi-lingual classrooms. However, this study is related to the first four.

On attitudes, Andoh-Kumi (2000) asserted that attitudes toward the study and use of Ghanaian language in our schools and colleges are generally very unfavourable. Parents often seem disappointed when their wards selected a Ghanaian language as an elective subject for WASSCE. Both teachers and students of Ghanaian languages are looked down upon in our schools. Heads of our institutions generally refuse to release the necessary funds for the purchase of books and other teaching and learning materials, and for sponsoring Ghanaian language teachers to attend workshops and conferences. There is also the general belief that serious academic discipline cannot be taught in the Ghanaian languages.

Touching on teaching and learning resources, Andoh-Kumi (2000) observed that in our senior high schools, there are no textbooks in or for the Ghanaian languages. Rather, very few books on poetry, drama and novels are recommended for reading. Materials like audio-visual aids for the teaching and learning of Ghanaian languages do not exist.

Another challenge Andoh-Kumi (2000) identified was institutional policies and practices. Language policies that are made at various institutional levels do not help the study and use of Ghanaian languages. It is not uncommon to find in schools notices that prohibit the use of Ghanaian languages as means of communication among students. Even during those periods allotted to Ghanaian language instructions, more communication

occurs in the classroom in English. Those who have high degrees of proficiency in Ghanaian languages tend to utilise more English in the classroom.

The last point of interest here is the training of Ghanaian language teachers. The effective teaching of any subject largely depends on the teachers who teach it. Teachers ought to be strong in the subject content as well as in the methodology of teaching the content. The universities that offer training of Ghanaian language teachers for our senior high schools have their challenges; the most serious being lack of suitably qualified lecturers, textbooks and other teaching and learning resources. The graduates of these universities, therefore, are not well-equipped to handle the kinds of problems that confront Ghanaian language teaching and learning at the pre-university level.

Some Language Teaching Methods

Andoh-Kumi (2000) researched into language teaching methods and approaches and came out with seven, namely; grammar-translation, the direct, reading approach, audio-lingualism, cognitive code, and affective/humanistic and functional/specific purpose approaches. These methods and approaches are appropriate for effective teaching and learning of Ghanaian language skills. Other methods that can be used specifically for customs and institutions are the lecture, the discussion, and the fieldwork.

The Lecture Method: According to Tamakloe et al (2005), it is one of the oldest methods of teaching. The teacher makes his own research, writes down the summary of the important points, and dictates for students to write at a reasonable pace. For a teacher to achieve a good delivery of a lecture, he must prepare well to enable him to manipulate with ease situations which are

difficult. In the lesson delivery, he must endeavour to arrest the curiosity and interest of his students to avoid boredom among the students. Good lecture delivery is ensured by eliminating misplaced and multiple pauses. The teacher must have good speed, use appropriate language, and be good at dictating literary pieces.

The Discussion Method: It is a type of classroom interaction in which the teacher raises a number of pertinent issues for the students to wrestle with (Tamakloe et al, 2005). This presupposes that the teacher has taken into consideration the fact that the students will be able to cope with the issue at stake. Generally, for effective discussion to take place, the assumption is that the students have assimilated data from experience gained on a field trip, through experience from a film, or from a reading assignment. Under this method, problems are identified or recognised, analysed and generalised.

The Fieldwork Method: It is a type of teaching and learning process that takes place outside the classroom. It can take place within the school compound, the community in which the school is situated, or outside the community or the town of the school. The duration of a fieldwork depends on the objective and the amount of the work entailed. The phenomenon selected for the study can be of historical, geographical, economical, or cultural importance. Though fieldwork is time consuming and costly among other things, it enables students to think critically and discover new ideas.

Summary of Review

The review of related literature covered relevant theories linked to the study. It included general teacher competences which involved interpersonal, pedagogical and psychological, subject matter and methodological, organizational, intercultural, communicative and linguistic competences. From

another domain, it involved subject matter knowledge dimension, curriculum and pedagogical content knowledge dimension, teaching strategies and skills, and assessment and evaluation dimensions.

Skills and knowledge a competent teacher should have, as well as teaching methodologies and strategies were also reviewed. Some models of instruction like mastery learning, cooperative learning, and whole language learning were highlighted. Teaching and learning resources comprising the chalkboard, textbooks, the library, visits and excursions, visual aids, radio and television broadcasts, and informal materials were also discussed.

The empirical review presented some research studies on the topic. Gocer (2008) conducted a study aimed to determine the language teaching strategies and class applications of teachers who taught English as a foreign language in Turkey. Some of the findings were that teachers determine the language skill acquisition levels of the students with different measurement and assessment methods, and that professional and pedagogical competences of teachers determine the students' eagerness for learning a language.

Chou (2008) also conducted another study in Taiwan, based on the assumption that teachers are highly influenced by their beliefs. No significant differences were found between teachers' beliefs and their use of reading approaches.

In 2010, Khonamiri and Salimi researched into the interplay between High School teachers' beliefs and their instructional practices regarding reading strategies in Mazandaran, Iran. The conclusion they drew from the study was that, contextual factors like too little weekly time, big classes, students with multiple levels of motivation and language competence,

teachers' workloads, and teachers' motivation acted as barriers that presented teachers from enacting their beliefs.

In Ghana, Gyasi, Sam and Amponsah (2002) conducted a case study research into the problems of teaching and learning of Akan grammar in senior high schools in Aburaman. Among the findings were lack of good reading materials, instability of teachers of Akan grammar, and lack of in-service training programmes.

Dogbey, Dorwu and Arthur (2003) also conducted a study on some problems associated with teaching and learning of Ghanaian languages in the Imam Khomeni Junior High School in Cape Coast Metropolis. The problems identified were lack of teaching and learning resources, inappropriate methods of teaching, negative attitudes of students and teachers, and their inability to master the subject matter.

Another research was carried by Mensah, Sarpong and Boateng (2005) on techniques for effective teaching of reading comprehension at the senior high school level. The conclusion was that "Communicative Technique" for teaching reading comprehension was more effective than the traditional method.

The various studies outlined above show that several attempts have been made to find solutions to problems associated with teaching and learning of languages. Whereas researchers outside Ghana focused mainly on teachers and their practices, those in Ghana have focused on problems on the teaching and learning of Ghanaian languages and their solutions. However, since the teacher is an undisputable agent for change in education, it behoves on Ghanaian researchers to turn attention to teachers' levels of pedagogical

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competences in the handling of Ghanaian languages. It is based on this fact that the topic for this study was chosen to assess the competences of the teachers of Ghanaian languages, specifically, Twi.

CHAPTER THREE

METHODOLOGY

This chapter takes a critical look at the research methods and techniques that were used to carry out this research. It thus comprises the research design, the population from which sample was selected, sample and sampling technique, instrument for data collection, validity and reliability of instrument, and data analysis procedure.

Research Design

The descriptive survey was the main design for the study. According to Gay (1992), the descriptive survey design involves the collection of data in order to test hypothesis or answer research questions concerning the current status of the subject under investigation. Best and Khan (1998) emphasised that a descriptive research is concerned with the prevailing conditions or relationships that exist, such as determining the nature of the prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. Amedahe (2002) also maintains that in descriptive research, accurate description of activities, objects, processes and persons is objective. The descriptive survey design therefore offered me the opportunity to observe, assess and describe the extent to which Twi language teachers in senior high schools in KED exhibit the required competences in the teaching and learning of the language.

Population

According to Polit and Hungler (1996), population is the entire aggregation of cases that meet a designated set of criteria. In this case, whatever the basic unit, the population always comprises the entire aggregation of elements in which the researcher is interested. The population for this study comprised all the 12 teachers who were teaching Twi language in the one private and five public senior high schools in the Kwabre East District of Ashanti Region in the 2010/2011 academic year. It also involved all the 2,472 students in the six senior high schools who were offering Twi language as an elective subject for the West African Secondary School Certificate Examinations (WASSCE). The six headmasters/headmistresses of the selected senior high schools were also involved. However, the targeted population was the 598 third year students, as the final year students were taking their mock examinations and the first and second year students were yet to confirm or withdraw their selection of Twi language as an elective subject.

Table 1 gives the respective population of the schools and the number of teachers of Twi language each school has. The teachers were put under four categories: teachers who teach Twi only; teachers who teach Twi and other subjects; interns from University of Education, Winneba; and teachers who are on part-time basis. It can be deduced from the table that even if all the teachers were full-time teachers teaching only Twi, the ratio would be one teacher to 206 students.

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Table 1: Population of Study

School	No. of Twi students	Teachers for Twi only	Teachers for Twi and others	Interns	Part time teachers	Total
Adanwomase SHS	573	1	0	1	0	2
Adventist Girls	200	1	1	0	0	2
Gyamaah-Pensang	580	1	0	1	0	2
Simms SHS	185	1	1	0	0	2
Antoa SHS	482	2	0	0	0	2
Kenyase SDA	452	0	0	1	1	2
Total	**2472**	**6**	**2**	**3**	**1**	**12**

Sample and Sampling Procedure

Sidhu (1984) saw sample as a small proportion of a population selected for observation and analysis. One can make certain inferences about the characteristics of the population from which it is drawn by observing the characteristics of a sample. Sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain a representation of the whole target population. According to Sarantakos (1997), "samples are expected to be representative, for that reason, samples are expected to be chosen by means of sound methodological principles" (p. 140).

All 12 teachers, 6 headmasters/headmistresses and 234 students made up the sample size. The total sample size for the study was 252. Purposive sampling was used in selecting the schools that offer Twi in the Kwabre East District (KED). Purposive sampling is about selecting people or elements to suit a study. It is a non-probability sampling based on the researcher's purpose and thus, the researcher does not simply study whoever is available, but uses his judgement to select his sampling size (Sarantakos, 1997). In this case, all teachers of Twi language in those selected schools were purposively selected since the population was relatively small and no further sampling was necessary. All the 6 headmasters/headmistresses were also purposively selected.

On the part of the students, after the total sample size was proportionally distributed among the selected schools, simple random sampling procedure was used to select students to respond to the questionnaire. Simple random sampling is a probability sampling used when

the size of the population is relatively small and every member has equal chance of being selected. The students were asked to pick numbered cards, and those who picked odd numbered cards were selected to respond to the questionnaire. All the students of Twi language were however involved in the teaching and learning activities.

Table 2 shows the selected schools, their population, and their sample sizes. The questionnaire was distributed according to the sample sizes.

Table 2: Sample Size

School	Number of students	Sample size
Adanwomase	136	53
Adventist Girls	72	28
Gyaamah-Pensang	160	62
Simms	50	20
Antoa	58	23
Kenyase SDA	122	48
Total	**598**	**234**

Instruments

The range of approaches adopted for the data gathering was used as bases for making inferences, interpretations, descriptions and explanations. According to Gay (1992), all research studies involve data collection. The current study made use of three data collection instruments including observation checklist, questionnaire and interview guide. According to Adentwi (2005), observation is a method of data collection that employs the sense of vision as its main source. It requires that an observer devote all his

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attention to the behaviour of an individual group within a natural setting and for a certain time period. Sarantakos (1997) saw observation as "one of the oldest methods of data collection . . . that employs vision as its main means of data collection" (p. 208).

A structured semi-participant observation was employed. The observation checklist was structured by the use of a five point Likert scale. The use of observation was due to the fact that it would help the researcher to make up for the deficiencies that might occur with the use of only a questionnaire. Again, the use of observation was relatively inexpensive, not time consuming and first-hand information was gathered with that. This was used to observe the classroom performance of Twi language teachers in the selected schools.

Questionnaire was also used to elicit information from the students as well as headmasters on their views on the teachers' competences in Twi language teaching. To Sidhu (1984), a questionnaire is a form prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sampling population from which information is desired. Questionnaire seems advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005). The questionnaire had two sections.

Interview, on the other hand, involves face-to-face or by phone interaction between the interviewer and the interviewee. It represents a direct attempt of the researcher to obtain information in the form of verbal responses from one or more respondents. It can be structured, involving open-ended

questions and interview schedules; or unstructured, dealing with broader issues where the interviewer has the discretion to form questions on the spot to probe issues further (Adentwi, 2005).

Sections A of both the questionnaire and the interview guide sought the general and demographic information including age, gender, academic and professional qualifications, experience in teaching and Ghanaian languages spoken for teachers and heads; and gender, class, age, and Ghanaian languages spoken for students. This was to make sure that respondents had sufficient knowledge about the issue. The other section contained 39 items for teachers, 36 items for students and 20 items for headmasters/headmistresses. The observation checklist, the questionnaire and the interview guide were all structured in relation to the research questions (see Appendices A, B, C & D).

Validity and Reliability of Instruments

Pilot-testing of the research instruments was done in order to have a trial run of items chosen so as to establish construct validity and reliability of the items. The pretesting exercise was conducted at the Kumasi Adventist Senior High School. This school was chosen because it has similar characteristics as the schools selected for the study: it has a high population of students offering Twi language as an elective subject at WASSCE. The headmaster, the 2 teachers of Twi language and 80 students, making a total of 83, were sampled for the pretesting.

As content validity of a research instrument is very important in any study, the research instrument was subjected to validity and reliability test. According to Sarantakos (1997), it is one of the basic principles of social research. Since one of the means of achieving content validity is by expert

judgement (Gay 1992; Borg & Gall 1989) the instruments were given to my supervisors for scrutiny. Face validity, which simply verifies whether a test "looked valid on the face" (Lehmann & Mehrens, 1991) was also examined by the expert supervisors.

The reliability of the questionnaire was tested using Cronbach's alpha, and had a co-efficient of 0.71. The questionnaire was deemed reliable because according to Fraenkel and Wallen (2000), "For research purposes, a useful rule of thumb is that a reliability should be at 0.70 and preferably higher" (p. 17). Some minor changes in both wording and format resulted in the official questionnaire which was framed to ensure that the instrument was capable of collecting quality and useful data for the study.

Data Collection Procedure

The schools were personally visited to administer the instrument in order to ensure a high return rate and also clarify the meaning of some terms to the students and teachers. Copies of an introductory letter from the head of the Department of Arts and Social Sciences Education (DASSE), University of Cape Coast, were presented to the heads of the Senior High School concerned, to solicit for their cooperation and support. After self introduction to the respective headmasters/headmistresses, the teachers of Twi language were met and arrangements were made for appropriate time schedules. The entire exercise took place between February 2011 and March 2011.

As regards the observation, each school was visited for three consecutive days, and lessons observed included all aspects, namely: reading comprehension, composition writing, grammar, customs and institutions, phonology, translation, oral and written literature. Five of the schools had six

observations each, while one school had five observations within the period. A total of 35 observations were made. In order to reduce tension among the students, contributions were offered and questions were asked in course of the lesson delivery.

The questionnaire was distributed to both teachers and students on the third day. To reduce limitations associated with answering questionnaire, both teachers and students were asked to respond to the items simultaneously. The respondents had 40 minutes for responding to the items in the questionnaire. The questionnaire was therefore collected on the same day. A semi-structured interview was conducted with each of the six headmasters/headmistresses or their deputies. Each interview lasted between 35 and 45 minutes. The open-ended items were based on the research questions. Follow-up questions were however included in the interview schedule to encourage the interviewees to give more detailed information. The interviews were personally conducted with the headmasters/headmistresses or their deputies at the end of the exercise. Two of the headmasters/headmistresses responded to the interview personally, while the remaining four asked their assistants to deputise for them. The items were read out to the headmasters/headmistresses or their deputies and their responses were written down.

Data Analysis

Since the study was a descriptive survey, both quantitative and qualitative analyses were used in analysing the data. The responses to the various items in each section at the questionnaire were edited and coded to enhance easy identification and scored before feeding them into the computer. Responses to closed-ended items were coded and data were processed and

analysed by the use of the computer software, the Statistical Product for Service Solutions (SPSS).

Frequencies and percentages were used in presenting data on respondents. Data from the three categories of respondents – headmasters/headmistresses, teachers and students were analysed separately first, and then triangulated. The responses to open-ended items were analysed manually to find general trends or themes. Finally the data analysed were organised in relation to the research questions and presented in the form of tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the findings from the study are presented and discussed in relation to the six research questions that were formulated to guide the study. The research questions are discussed based on quantitative data that compared the responses of students, teachers, and personal observations. The data gathered during interviews with the heads are used to complement and substantiate the survey findings. A total of 12 teachers and 234 students responded to the questionnaire at a return rate of 100% respectively. All the six heads or their deputies also responded to the interviews.

Demographic Information

Table 3 deals with the demographic information of the teachers and the heads. These include gender, age, Ghanaian languages spoken, highest academic qualification, highest professional qualification, and teaching experiences.

It can be seen from Table 3 that females dominated on the part of teacher respondents. Out of the 12 teachers, eight (66.7%) were females. This can be attributed to the general perception that females are good at languages. One could argue that one of the six schools selected was purely a female institution. However, when the two female teachers are taken out from the sample, the females will still dominate.

Table 3: Characteristics of Teacher Respondents

	Variable	Subscale	N	%	N	%
1	Gender	Male	4	33.3	2	33.3
		Female	8	66.7	4	66.7
2	Age for teachers	21-30	6	50	0	0
		31-40	4	33.3	0	0
		41-50	1	0	1	16.7
		51-60	1	0	4	66.7
		Above 60	0	0	1	16.7
3	Ghanaian languages Spoken	1	8	66.7	3	50
		2	4	33.3	3	50
		3	0	0	0	0
		Above 3	0	0	0	0
4	Highest academic qualification	O'/Level GCE	0	0	0	0
		A'/Level GCE	0	0	0	0
		Specialist/Diploma	0	0	0	0
		Bachelor's Degree	11	91.7	2	33.3
		Master's Degree	1	8.3	4	66.7
5	Highest Professional qualification	Specialist/Diploma	0	0	0	0
		Bachelor's Degree	11	91.7	0	0
		Master's Degree	1	8.3	0	0

Table 3 continued

	Variable	Subscale	N	%	N	%
6	Teaching experience (in Twi language)	1-5	10	83.3	0	0
		6-10	0	0	0	0
		11-20	1	8.3	0	0
		21-30	0	0	3	50
		Above 30	1	8.3	3	50
7	Teaching experience in present school	1-5	10	83.3	4	66.7
		6-10	2	16.7	2	33.3
		11-20	0	0	0	0
		21-30	0	0	0	0
		Above 30	0	0	0	0

It could be seen further that the teachers differed considerably with respect to age: six teachers were between 21-30 years, while only one teacher was above 50 years. The implication is that more youth are entering into Ghanaian language teaching. Eight (66.7%) teachers could speak only one Ghanaian Language, specifically Twi, while four (33.3%) could speak an additional Ghanaian Language. The results further showed that the percentage of the teachers with a bachelor degree, academically and professionally, was higher than that of those with a master's degree.

It is not surprising that 10 (83.3%) teachers had taught Twi between 1 – 5 years, while one teacher had taught between 11 – 20 years, and the other above 30 years. On experience in the present school, 10 (83.3%) teachers had between 1 - 5 years, while the other two (16.7%) teachers had 6 – 10 years.

Demographic information about the students with respect to gender, age and Ghanaian languages spoken was elicited. Table 4 gives the responses.

Table 4: Characteristics of Student Respondents

	Variable	Subscale	N	%
1	Gender	Male	81	34.6
		Female	153	65.4
2	Age for students	10-15	1	0.4
		16-20	206	88.0
		21-25	25	10.7
		26-30	2	0.9
3	Ghanaian languages spoken	1	173	73.9
		2	48	20.5
		3	10	4.3
		Above 3	3	1.3

On the part of the students also, the females outnumber their male counterparts. The ratio of female to male is about 2:1. The majority 0f the students, 206 (88%) aged between 16 and 20 years, while only one was below 16 years. Interestingly, 173 (73.9%) students could speak only Twi, while 48 (20.5%) and three (1.3%) could speak additional one and additional two Ghanaian languages respectively. This may be attributed to the fact that one of the selected schools is situated in a community where the majority of people are from the northern part of the country.

Proficiency of Teachers of Twi Language with Regard to Language Use

Research Question 1: How proficient are the teachers of Twi language in the KED with regard to the language use?

Research question one was formulated to find how teachers of Twi in the KED are proficient with regards to the language use. In order to answer this question, data were obtained from teachers of Twi language and students in a form of a questionnaire. In addition, personal observations were made, and interviews were conducted with the heads of the institutions concerned.

The teachers of Twi language as well as students were, first of all, asked to give their views on how the teachers frequently and effectively:

i.   Construct complete sentences

ii.   Construct meaningful sentences

iii.   Do not mix the language with English when teaching the subject

iv.   Demonstrate proficiency in oral skills

v.   Enrich the language with proverbs and idiomatic expressions

vi.   Use body language and gestures

vii.   Use correct orthography in writing.

Table 5: Proficiency of Teachers of Twi Language

	Area of Proficiency	Teachers A		U		D		Students A		U		D		Checklist AA		AV		BA	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Teacher often constructs complete Sentences	12	100	0	0	0	0	201	85.9	25	10.7	8	3.4	35	100	0	0	0	0
2	Teacher constructs meaningful Sentences	12	100	0	0	0	0	199	85	19	8.1	16	6.8	35	100	0	0	0	0
3	Teacher does not mix the language with English when teaching the subject.	8	66.7	1	8.3	3	25	150	64.1	42	17.9	42	17.9	30	85.7	5	14.3	0	0
4	Teacher demonstrates proficiency in oral skills.	12	100	0	0	0	0	192	82	28	12	14	6	15	42.9	20	57.1	0	0

Table 5continued

	Area of Proficiency	Teachers						Students						Checklist					
		A		U		D		A		U		D		AA		AV		B A	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
5	Teacher frequently enriches the language with idiomatic expressions and proverbs	12	100	0	0	0	0	183	78.2	21	9	30	12.8	4	11.4	31	88.6	0	0
6	Teacher frequently uses body language.	11	91.7	1	8.3	0	0	113	48.3	61	26.1	60	25.6	3	8.6	32	91.4	0	0
7	Teacher uses correct orthography in writing	12	100	0	0	0	0	0	0	0	0	0	0	11	28.6	24	68.6	0	0

NB: A= AGREE; U= UNCERTAIN; D= DISAGREE; AA=ABOVE AVERAGE; AV=AVERAGE; BA=BELOW AVERAGE

Table 5 shows the items and responses by both teacher and student respondents, and the grading and frequencies of the 35 lessons observed during the period of data collection. Awoniyi (1982) opined that teachers of African languages must be efficient speakers of the language and be up to date with the development of the language. From the table, it can be deduced that all the 12(100%) teachers agreed that they often construct complete and meaningful sentences and demonstrate proficiency in oral skills. They also enrich the language with proverbs and idiomatic expressions and use correct orthography in writing. This view was corroborated by the headmasters/headmistresses or their deputies. On the part of students, 201 (85.9%) and 199 (85%) respectively agreed that teachers often construct complete and meaningful sentences, while 192 (82%) and 183 (78.2%) respectively affirmed that teachers demonstrate proficiency in oral skills and frequently enriches the language with proverbs and idiomatic expressions.

It must be stressed here that, much importance is attached to the use of proverbs and idiomatic expressions in oral skills. The Overview of Generic Teacher Competency Framework (2005), touching on teaching strategies and skills stresses that a competent teacher should exhibit language proficiency and display an adequate command of the language. It is not surprising that Akrofi (1964) emphasised that Twi proverbs and idiomatic expressions are a reflection of the philosophy of the Akan; that they adorn the speech and make it rich and flavoured, and that their usage is a hallmark of good breeding. Teachers of Twi language are therefore supposed to be well-versed in that. The last item in the table was a preserve for the teachers only, and they all agreed that they use the correct orthography in writing.

However, not all the teachers agreed that they mix the language with English when teaching the language. The table shows that eight (66.7%) agreed that they do not mix the language with English, while three (25%) disagreed, and one (8.3%) remained uncertain. 150 (64.1%) of the students agreed to the statement, while 42(17.9%) disagreed, and 42 (17.9%) were uncertain. It can also be seen from the table that the teachers use body language and gestures. The table shows that on teacher proficiency with regards to language use, no teacher performed below average in the 35 lessons observed within the period. This attests to the fact that the use of native languages makes communication easier for both teachers and students. The teachers' sentence construction at home is not different from those in school.

Skills Teachers of Twi Language Demonstrate to Ensure that Students Construct Appropriate Sentences

Research Question 2: What skills do the teachers of Twi Language demonstrate to ensure that students construct appropriate sentences in Twi?

Research question two, on the other hand, was formulated to find how teachers of Twi language in the KED demonstrate appropriate skills in ensuring that students construct appropriate sentences. Here also, teachers and students were once again asked to indicate whether the teachers regularly and effectively:

1. Provide opportunities for students to construct sentences in the language
2. Encourage students to use the language correctly
3. Correct students' errors when students are using the language
4. Ensure that students use correct spellings in writing
5. Ensure that students use appropriate vocabulary.

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Table 6: Skills Teachers of Twi Language Demonstrate in Ensuring that Students Construct Appropriate Sentence in Twi

Skills	Teachers						Students						Checklist					
	A		U		D		A		U		D		AA		AV		BA	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Teacher regularly provides opportunities for students to construct sentences in the Language.	12	100	0	0	0	0	220	94	7	3	7	3	32	91.4	3	8.6	0	0
2 Teacher encourages students to use the language correctly.	11	91.7	1	8.3	0	0	224	95.8	5	2.1	5	2.1	30	85.7	5	14.3	0	0
3 Teacher often corrects students' errors when students are using the language.	12	100	0	0	0	0	228	97.4	1	0.4	5	2.1	22	62.9	13	37.1	0	0

Table 6continued

Skills	A		U		D		A		U		D		AA		AV		BA	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Teacher ensures that students' use Correct spellings in writing.	12	100	0	0	0		228	97.4	4	1.7	2	0.9	13	37.1	22	62.9	0	0
5 Teacher ensures that students use appropriate vocabulary.	12	100	0	0	0	0	201	85.9	19	8.1	14	6	9	25.7	26	74.3	0	0

NB: A= AGREE; U= UNCERTAIN; D= DISAGREE; AA=ABOVE AVERAGE; AV=AVERAGE; BA=BELOW AVERAGE

Table 6 shows that all the 12 (100%) teachers indicated that they regularly and effectively provide opportunities for students to construct sentences in the language, correct students' errors when students are using the language, ensure that students use correct spellings in writing, and use appropriate vocabulary. Rao (2004) and Varvel (2007) see a competent teacher as one with any single skill, the possession of which is believed to be relevant to the successful practice of teaching. Stevick (1982) had earlier asserted that linguistic competence must lead to the production of correct sentences.

On the issue of whether teachers encourage students to use the language correctly, 11 (91.7%) teachers agreed, while one (8.3%) had a counter view. Majority of the students attested to the teachers' claim – 220 (94%) agreed that teachers provide opportunities for students to construct sentences in the language, 224 (95.8%) agreed that teachers encourage students to use the language correctly, 228 (97.4%) agreed that teachers correct students' errors when students are using the language, 228 (97.4%) agreed that students use correct spellings in writing, and 201 (85.9%) agreed that teachers ensure that students use appropriate vocabulary; while quite a few – seven (3%), five (2.1%), five (2.1%), two (0.9%), and 14 (6%) disagreed to the respective items (i) – (v). The rest of the students, however, remained uncertain.

Awoniyi (1982) claimed that a competent teacher must set a good example for his/her students so that they develop correct speech and writing patterns, while Langan (2003) stresses that reading and writing skills are very important and cannot be overemphasised. Myers and Myers (1995) also

believed that a competent teacher should be able to guide his/her students to use speaking and writing skills effectively.

Still in the Table 6, report on the 35 lessons observed indicates mixed performance by the teachers. In providing opportunities for students to construct sentences, teachers' performance in 32 (91.4%) lessons observed were above average, while three (8.6%) were average. In encouraging students to use the language correctly, teachers' performance in 30 (91.4%) were above average, while five (14.3%) were average. In correcting students' errors when students were using the language, performance in 22 (62.9%) lessons were above average, while 13 (37.7%) were average. With regards to encouraging students to use appropriate orthography in writing and appropriate registers in sentence construction, performance in 13 (37.1%) and nine (25,7%) respective lessons were above average, while that in 22 (62.9%) and 26 (74.3%) respective lessons were average.

It must be noted here, however, that much was not done to correct students' errors when the students were using the language, much was not done to encourage them to use appropriate orthography in writing, and not much was done to encourage them to use appropriate registers in sentences construction. Generally, teachers performed averagely under skills demonstration in ensuring that students construct appropriate sentences.

Teaching Methods Used by Teachers of Twi Language

Research Question 3: What teaching methods do teachers of Twi language in the KED used in their lessons?

The third research question was formulated to identify the teaching methods teachers of Twi language in the KED use during their lessons. In

finding an answer to this question, once again, data were collected from both teachers and students of Twi language. Both teachers and students were asked to indicate whether the teachers of Twi language use the following teaching methods and models:

i. Use prepared lesson plan during teaching

ii. Give adequate opportunity for students' involvement and participation in lesson

iii. Encourage students to bring out their ideas on issues during lesson delivery in the language (brainstorming)

iv. Encourage student-student and teacher-student interactions (discussion)

v. Use both individual and group work effectively (project)

vi. Encourage students to learn in appropriate groups (cooperative learning)

vii. Use lecture technique appropriately and effectively during lesson delivery (lecture)

viii. Vary their teaching styles effectively

ix. Occasionally use English to explain some concepts (code switching)

x. Ask questions effectively

xi. Give enough class exercises, test and assignments

xii. Mark and return students' assignments promptly

xiii. Regularly sample students' notes and go through them to check correctness.

It can be seen from Table 7 that all the 12 (100%) and 190 (81.2%) students respectively agreed that teachers use lesson plan during the lesson. 28 (12%) students stayed uncertain, while 16 (6.8%) students disagreed. The interview with the heads confirmed that the teachers use prepared lesson plans for their lessons. On adequate opportunity for students' involvement and participation in lessons, 12 (100%) teachers and 207 (88.5%) students respectively agreed, seven (3%) students remained uncertain while 20 (8.5%) disagreed. All 12 (100%) teachers and 220 (94%) students agreed that teachers encourage students to brainstorm on issues. On the other hand, three (1.3%) of the students were uncertain, while 11 (4.7%) of them expressed disagreement.

Table 7: Teaching Methods used by Teachers of Twi Language

	Methods	Teachers A		Teachers U		Teachers D		Students A		Students U		Students D		Checklist AA		Checklist AV		Checklist BA	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Teacher uses lesson plan during teaching.	12	100	0	0	0	0	190	81.2	28	12	16	6.8	33	94.3	2	5.7	0	0
2	Teacher gives adequate opportunity for students' involvement and participation in lessons.	12	100	0	0	0	0	207	88.5	7	3	20	8.5	32	91.4	3	8.6	0	0

Table 7continued

#	Methods	Teachers A N	%	U N	%	D N	%	Students A N	%	U N	%	D N	%	Checklist AA N	%	AV N	%	BA N	%
3	Teacher encourages students to bring out their ideas on issues during lesson delivery in the language(brainstorming).	12	100	0	0	0	0	220	94	3	1.3	11	4.7	22	62.9	13	37.1	0	0
4	Teacher encourages student-student and teacher-student interactions (discussion).	11	91.7	1	8.3	0	0	170	72.6	28	12	36	15.4	17	48.6	18	51.4	0	0
5	Teacher uses both individual and group work effectively (project).	12	100	0	0	0	0	201	85.9	15	6.4	18	7.7	9	25.8	26	74.3	0	0

Methods	Teachers						Students						Checklist					
	A		U		D		A		U		D		AA		AV		BA	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
6 Teacher encourages students to learn in appropriate group (cooperative).	11	91.7	1	8.3	0	0	0	0	0	0	0	0	3	8.6	32	91.4	0	0
7 Teacher uses the lecture technique appropriately and effectively during lesson delivery(lecture).	11	91.7	1	8.3	0	0	0	0	0	0	0	0	5	14.3	30	85.7	0	0
8 Teacher varies his teaching styles.	12	100	0	0	0	0	177	75.6	36	15.4	21	9	26	74.3	9	25.7	0	0
9 Teacher occasionally uses English to explain some concepts (codes switching)	12	100	0	0	0	0	205	87.6	16	6.8	13	5.6	21	60	13	37.1	1	2.9

Table 7continued

	Methods	Teachers						Students						Checklist					
		A		U		D		A		U		D		AA		AV		BA	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	Teacher asks questions effectively.	12	100	0	0	0	0	192	82.1	29	12.4	13	5.6	24	68.6	10	28.6	1	2.9
10	Teacher gives enough class exercises, tests and assignments.	12	100	0	0	0	0	162	69.2	40	17.1	32	13.7	1	2.9	34	97.1	0	0
11	Teacher marks and returns assignments promptly.	11	91.7	1	8	0	0	164	70	35	15	35	15	3	8.6	25	71.4	7	20
12	Teacher regularly samples students' notes and goes through them to check correctness.	10	83.3	1	8.3	1	8.3	93	39.7	39	16.7	102	43.6	1	2.9	18	51.4	16	45.7

xiv.　　NB: A= AGREE; U= UNCERTAIN; D= DISAGREE; AA=ABOVE AVERAGE; AV=AVERAGE; BA=BELOW AVERAG

Eleven teachers (91.7%) and 170 (72.6%) students agreed that teachers encourage discussion, while one teacher (8.3%) and 28 (12%) students respectively were uncertain, and 36 (15.4%) students had a counter view. All the 12 teachers and 201 (85.9%) students indicated that teachers use project work effectively, 15 (6.4%) students were uncertain, while 18 (7.7%) students disagreed. On effective use of cooperative learning and lecture technique, 11 (91.7%) teachers agreed, while one (8.3%) teacher was uncertain in both cases. 12 (100%) and 177 (75.6%) teachers and students respectively agreed that teachers vary their teaching styles, while 36 (15.4%) students remained uncertain and 21 (9%) had a counter view. Whether the Twi teachers occasionally use English to explain some concepts, all the 12 teachers and 205 (87.6%) students agreed, 16 (6.8%) students were uncertain, while 13 (5.6%) students disagreed. On the issue of questioning skills, all the 12 teachers and 192 (82.1%) students agreed that the teachers ask questions effectively, 29 (12.4%) students were uncertain, while 13 (5.6%) students disagreed.

Again, all the 12 teachers and 162 (69.2%) students agreed that teachers give enough class exercises, tests and assignments; 40 (17.1%) students were uncertain, while 32 (13.7%) students had a counter view. Whether the teachers mark and return students' assignments promptly, 11 (91.7%) teachers and 164 (70%) students agreed that the teachers do mark and return students' assignments promptly. However, one (8.3%) teacher and 35 (15%) students remained uncertain, while another 35 (15%) students disagreed. On whether teachers regularly sample students' notes and go through them to check correctness, 10 (83.3%) teachers and 93 (39.7%) students agreed, one (8.3%) teacher and 39 (16.7%) students were uncertain,

while one (8.3%) teacher and 102 (43.6%) students stood against the statement.

It was observed that all the teachers had prepared lesson plans for all the aspects of the subjects. The Table 7, however, shows that from the 35 lessons observed, teachers' performance in the preparation and use of lesson plan revealed that teachers' performance in 33 (94.3%) lesson plans were above average, while their performance in two (5.7%) lesson plans were average. Since the lessons were delivered in the native language, it was normal to expect very high students' participation. This affirmed the position of Asamoah (2002) that the training of a child in the process of concept formation can best be achieved in the native language rather than foreign language. It was therefore not surprising that on students' involvement and participation, teachers' performance in 32 (91.4%) lesson deliveries were above average, while their performance in two (5.7%) lesson deliveries were average. On whether teachers encourage students to generate appropriate ideas about concepts, it was observed that both teachers and students were at home. In all, 22 (62.9%) lessons showed an above average performance, while 13 (37.1%) lessons showed an average performance by teachers.

The next issue to be observed was whether the teachers of Twi language use student-student and teacher-student interactions effectively. The outcome showed that 17 (48.6%) lessons were above average, and the remaining 18 (51.4%) lessons, average. The observation showed further that, out of the 35 lessons observed on project work as a teaching model, teachers' performance in nine (25.7%) lessons were above average, while performance in 26 (74.3%) lessons were average. Observations on whether teachers

encourage students to learn in appropriate groups, teachers' performance in three (8.6%) lessons were above average, while the performance in the remaining 32 (91.4%) lessons was average.

In lessons like customs and institutions and oral literature, there was the tendency for the teachers to use the lecture method. To some extent, this proved appropriate and effective. Teachers' performance in five (14.3%) lessons was above average, while their performance in the remaining 30 (85.7%) lessons was average. The teachers varied their teaching techniques. They never used one teaching technique for any one lesson. Out of the 35 lessons observed, the teachers' performance in 26 (74.3%) was above average, and the remaining nine (25.7%) was an average performance.

Code switching can be very effective when teaching aspects of the language like phonology, grammar, written literature, and translation. It is different from mixing one language with another in speeches, in that code switching is done briefly to explain a difficult concept or idea in another language. It is uncalled for when a speaker can use one language throughout his /her speech. However, there was this teacher teaching a topic under customs and institutions. Much of the code switching was unnecessary as he could easily use the native language. His excuse was that many of his students were not native speakers of Twi. That notwithstanding, the general performance was encouraging, as 21 (60%) was above average, while 13 (37.1%) was average, with only one (2.9%) performance below average.

Farrant (1980) sees questioning as an important means of teaching, and when rightly used, it provides a ladder upon which a student climbs towards fuller and deeper understanding, and to Tamakloe, et, al (2005), " it is

imperative that every trained teacher should be skilful in formulating and using different levels of questioning in teaching" (p.43). 24 (68.6%) lessons observed showed an above average performance, while 10 (28.6%) lessons showed an average performance, with one (2.9) showing a below average performance.

Tamakloe, et al. (2005) opine that, "teaching-learning process cannot be complete without measuring and evaluating learning outcomes" (p. 159). Since testing forms part of evaluation, the importance of testing cannot be overemphasised. It behoves every teacher, therefore, to conduct periodic testing to evaluate the learning outcomes of his students. The observation showed that only one (2.9%) teacher performed above average in one aspect of the subject.

Asamoah (2002) asserts that it is better for a teacher not to give his students exercises, than to give the exercises and fail to mark them. One of the key ingredients of the School Based Assessment programme is for teachers to evaluate their students' learning outcome at the end of every lesson. As quickly as possible, teachers are expected to mark class exercises, tests and assignments, and return them promptly for students to do the necessary corrections.

The observations, however, revealed that many of the teachers do not take that aspect serious. It is therefore not surprising that 102 (43.6%) disagreed that their teachers of Twi language mark and return exercises promptly for corrections. Out of the books sampled from the 35 lessons observed, seven (20%) were below average, with the remaining 28 (71.4%)

just average. All the teacher respondents gave large class sizes and fewer time allocations as excuses.

Reading and writing skills are very important in language learning (Langan, 2003). One way teachers can help students to use appropriate orthography in writing is to involve them in dictation exercises and periodically going through their notes to check correctness. The observation revealed that the teachers performance in 16 out of 35 lessons were below average, while the remaining 19 were just average. Some of the teachers claimed that they rather prepare the notes in pamphlets and sell to students, so the students do not have additional notes to be inspected. They, however, agreed that the practice was not the best.

Availability of Teaching and Learning Resources

Research Question 4: What resources are available for teachers of Twi language in the KED?

Research question four was formulated to find out the kind of resources available for the teaching and learning of Twi language in those schools, and in what quantity. In finding an answer to this question, the various items available were inspected.

Table 8: Availability of Teaching and Learning Resources for Twi Language in Schools

	Teaching/ learning resources	Yes		No	
		N	%	N	%
1	Textbooks for teachers	6	100	0	0
2	Ghanaian language teaching syllabus	6	100	0	0

Table 8 continuous

	Teaching /learning resources	Yes		No	
		N	%	N	%
3	Teacher's guides/manuals	6	100	0	0
4	Some cultural artefacts	4	67	2	33
5	Library	6	100	0	0
6	Community Resources (e.g. workshops, shrines, etc.).	6	100	0	0

Table 8 shows that with the exception of the cultural artefacts, all the other resources were available in all the selected schools. The cultural artefacts were available in four out of the six school, representing 67%.

Utilisation of Teaching and Learning Resources for Twi Language

Research Question 5: How do the teachers of Twi language in the KED utilise the resources, if available?

Research question five was formulated to find out whether there were teaching and learning resources available for Twi language in the KED. The questionnaire sought to find out whether the teachers frequently and effectively:

  i. Use various teaching and learning resources in lesson delivery
  ii. Write on the chalkboard
  iii. Use appropriate textbooks and teachers' guides
  iv. Ask students to go to the library to make references
  v. Use materials and persons from the community when and where necessary
  vi. Use some cultural artefacts in lessons

Table 9: **Utilization of Teaching and Learning Resources for Twi Language**

Teaching /Learning resource use	Teachers						Students						Checklist					
	A		U		D		A		U		D		AA		AV		BA	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Teacher frequently uses various teaching/learning resources during lesson delivery.	11	91.7	0	0	1	8.8	74	31.6	40	17.1	120	51.3	8	22.9	27	77.1	0	0
2 Teacher orderly and legibly (beautifully) writes on the Chalkboard	12	100	0	0	0	0	181	77.4	19	8.1	34	14.5	34	97.1	1	2.9	0	0
3 Teacher uses appropriate textbooks, and teachers' guides.	12	100	0	0	0	0	168	71.8	26	11.1	40	17.1	35	100	0	0	0	0

Table 9 continued

Teaching /Learning resource use	Teachers						Students						Checklist					
	A		U		D		A		U		D		AA		AV		BA	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N		N	%
4 Teacher frequently asks students to go to the library to make references	7	58.4	1	8.3	4	33.3	51	21.8	42	17.9	141	60.3	0	0	2	5.7	33	94.3
5 Teacher uses materials and persons from the community when and where necessary.	6	50	3	25	3	25	28	12	25	10.7	181	77.4	0		1	2.9	34	97.1
6 Teacher frequently uses some cultural artefacts like traditional drums in lessons.	9	75	3	25	0	0	30	12.8	24	10.3	180	76.9	0	0	2	5.7	33	94.3

NB: A= AGREE; U= UNCERTAIN; D= DISAGREE; AA=ABOVE AVERAGE; AV=AVERAGE; BA=BELOW AVERAGE

According to Taba (1962), teaching and learning resources stimulate critical thinking through inductive reasoning. Ornstein and Lasley (2000) supported Taba's view, describing teaching and learning resources as "materials designed to enhance understanding of the content and to facilitate learning" (p.235). Strevens (1983) and Mackey (1985), from a similar point of view, saw teaching and learning materials as an element which can affect language learning positively or negatively.

Data from Table 9 presents quite an interesting scene: eleven out of the 12 teachers claimed that they frequently and effectively use various materials and resources during lesson delivery. This claim was supported by only 74 (31.6%) students. One teacher, supported by 120 (51.3%) students had a counter view, while 40 (17.1%) students stayed uncertain. All the 12 teachers indicated that they write on the chalkboard orderly and legibly, and this was endorsed by 181 (77.4%) students, while 19 (8.1%) students were uncertain and 34 (14.5%) students disagreed.

Observation, however, showed that in eight (22.9%) out of the 35 lessons, teachers' use of teaching and learning resources were above average, while the performance in the remaining 27 lessons were average. To Awoniyi (1982), African language teachers must be resourceful and must be prepared to work very hard in the interest of the language. Generally, beautiful and legible handwriting was observed throughout the period as 34 (97.1%) were above average.

It can also be seen that all the 12 teachers and 168 (71.8%) students affirmed that teachers of Twi language use appropriate textbooks and teachers' guides, while 26 (11.1%) students remained uncertain and 40 (17.1%) students

disagreed to the teachers' claim. The observation checklist confirmed the teachers' claim in all the 35 lessons observed.

It is also interesting to note from the Table that seven(58.4%) teachers and only 51 (21.8%) students agreed that the teachers of Twi language frequently ask their students to go to the library to make references, while one teacher and 42 (17.9%) students remained uncertain, and four (33.3%) teachers and 141 (60.3%) had a counter view. The claim of the seven (58.4%) was doubtful as this was observed in only two (5.7%) lessons, and both were from the same teacher. References to the library were not made in the remaining 33 lessons.

Awoniyi (1982) emphasised the need to invite or visit well-known and resourceful persons from communities as such exercises reinforce effective teaching and learning. Six (50%) teachers and 28 (12%) students agreed that teachers use materials and persons from the community when and where necessary. The fact that 3 (25%) teachers were uncertain and another three (25%) teachers supported by 181 (77.4%) students disagreed is something worth noting. Out of the 35 lessons observed, it was on only one occasion that a teacher used a person from the community. The teachers could have used resource persons from the community in eight of their lessons.

Under normal circumstances, one would have expected all the teachers to fully agree to that statement, as using materials and persons from the community is very important to the teaching and learning of Ghanaian languages and culture, especially in a district engulfed in traditional activities like kente weaving, adinkra designing, woodcarving, and popular shrines. This was manifested in the responses of the next item which sought to find out

whether the teachers frequently use cultural artefacts in their lesson deliveries: the nine (75%) teachers who agreed were supported by only 30 (12.8%) students. The use of cultural artefacts was observed in only two lessons, confirming the claim of the remaining 204 (87.2%) students.

Challenges Encountered in Teaching and Learning of Twi Language

Research Question 6: What challenges do the teachers of Twi language in the KED face in teaching and learning of the language**?**

The last research question was also formulated to identify some challenges facing the teaching and learning of Twi language in KED. The first part outlined some probable challenges for teachers and students to give their views, while the second part gave the respondents the opportunity to add other challenges not mentioned. The following challenges were outlined:

i.   The school does not have a library that can take more than 50 students at a time

ii.   The school does not have a qualified librarian

iii.   The library is not opened for students during prep hours

iv.   There are no Twi textbooks in the library

v.   Students are not allowed to borrow books from the library

vi.   Excursions are not organised for Twi students

vii.   Students are not allowed to use Twi in the school.

Table 10: Some Challenges Faced in Teaching and Learning Twi Language

	Challenges	Teachers						Students					
		A		U		D		A		U		D	
		N	%	N	%	N	%	N	%	N	%	N	%
1	The school does not have a library that can take more than 50 students.	9	75	3	15	0	0	164	70.1	14	6	56	23.9
2	The school does not have a qualified librarian.	4	33.3	0	0	8	67	160	68.4	34	14.5	40	17.5
3	The library is not open for students' during prep hours.	9	75	2	16.7	1	8.3	179	76.5	16	6.8	39	16.7
4	There are no Twi textbooks in the library	8	66.7	0	0	4	33.3	196	83.8	22	9.4	16	6.8

Table 10continued

	Challenges	Teachers						Students					
		A		U		D		A		U		D	
		N	%	N	%	N	%	N	%	N	%	N	%
5	Students are not allowed to borrow books from the library.	4	33.3	2	16.7	6	50	179	76.5	19	8.1	36	15.4
6	Excursions are not organised for students.	5	41.7	7	58.3	0	0	182	77.8	12	5.1	40	17.1
7	Students are not allowed to use Twi in school.	10	83.3	0	0	2	16.7	204	87.2	5	2.1	25	10.7
8	Inadequate periods for Twi.	12	100	0	0	0	0	225	96.2	9	3.8	0	0

NB: A= AGREE; U= UNCERTAIN; D= DISAGREE

The results from Table 10 show that nine out of the 12 teachers and 164 (70.1%) of the students agreed that their schools do not have libraries with seating capacity of more than 50. The fact that the remaining three teachers were uncertain implies that, at least, their schools have libraries; their capacities might be their problem. Four (33.3%) teachers and 160 (68.4%) students indicated that their schools do not have qualified librarians, while eight (67%) teachers and 40 (17.5%) students had a counter view. The implication here is that four out of the six schools have qualified librarians.

The claim of nine (75%) teachers and 179 (76.5%) students were confirmed through observation that their schools do not open their libraries for students during prep hours. Interviews with the teachers and some students revealed that due to staff accommodation problems, the librarians stayed in Kumasi, and therefore could not be present during evening hours. And since the school authorities could not entrust the safety of their stock in the hands of the student-librarians, the libraries remained closed during the evenings. Eight (66.7%) teachers agreed, while the remaining four teachers disagreed, that there were no Twi textbooks in their school libraries. On the part of students, 196 (83.8%) agreed to the view, while only 16 (6.8%) students disagreed.

The understanding here is that, at least, some school libraries had Twi textbooks. The problem might be that most of the students were not aware. Interviews with the heads, however, revealed that the authorities were not particular about acquiring Twi books for libraries. Four (33.3%) teachers and 179 (76.5%) students asserted that students were not allowed to borrow books from the libraries. Since the remaining teachers had a counter view, it might imply that most of the students were not aware that they could borrow books

from the libraries. This buttresses the students' earlier assertion that teachers did not ask students to go to the libraries to make references.

Among other things, excursions or fieldtrips enhance cooperative learning, promote tolerance in students, eliminate abstract thinking, encourage practical activity, and enhance critical thinking (Tamakloe, et al, 2005). Five (41.7%) of the teachers agreed that excursions were not organised for the students, while the remaining seven (58.3%) teachers were uncertain. On the part of students, 182 (77.8%) agreed that no excursions were not organised for students of Twi language. The 40 (17.1%) students who had a counter view later told me that they mistook the statement to be general, and not particular to the students of Twi language. The interesting thing here is that, this study was carried out in an area endowed with several places of cultural interests, which makes it easier and less costly for any of the schools to go on such visits.

True to expectations, 10 (83.3%) teachers and 204 (87.2%) students indicated that their students were not allowed to use Twi language in their schools outside Twi lessons. The remaining two teachers who had a counter view were from the private school where the "Speak English" syndrome was not much enforced. The five public schools were very strict on the issue. Several basic and second level schools in the country usually punish their students who speak any of local languages on their compounds. The irony, however, was that, during the interviews with the headmasters/headmlstresses or their deputies, five out of the six opted to speak in Twi.

The second part of the questionnaire comprised additional challenges outlined by the teachers and students with regard to the teaching and learning of Twi language in the schools. The teachers' list included the following:

1. Students' negative attitude towards Twi language

2. Students' negative attitude towards reading in general

3. Many students being non-native speakers of Twi

4. Students mixing the language with English

5. Lack of Twi textbooks

6. Inadequate periods for Twi lessons

7. Inadequate teachers of Twi language.

The student respondents also listed the following challenges:

1. Large class sizes

2. Lack of Twi textbooks

3. Large class sizes

4. Inadequate periods for Twi

5. Inadequate teachers of Twi language.

Other challenges were also indicated by the both teacher and student respondents as displayed in Table 11. These challenges were categorised into three – student related, school related, and government related. On student related challenges, the teachers explained that many students have negative attitude towards Twi as a subject. Some students join the Twi class after finding it difficult to cope with French, by which time the original students of Twi language had gone ahead with the lessons. And these "new" students often create problems for the entire class. Some, especially general arts students, also join the Twi class just to make up for WASSCE requirements,

with the perception that once they can speak the language, they can take it to examinations.

Table 11: Other Challenges Encountered

	Other challenges	Teachers		Students	
		N	%	N	%
1	Negative attitude towards Twi language.	10	83	9	4.3
2	Negative attitude towards reading	3	25	6	2.9
3	Lack of Twi textbooks.	6	50	145	69.0
4	Large class size.	6	50	138	65.7
5	Negative effects of Twi spoken on radio stations.	10	83	4	1.9
6	Many students are not native speakers of Twi.	3	25	3	1.4
7	Students often mix Twi with English.	4	33.3	2	1.0
8	Inadequate teachers of Twi language	6	50	138	65.7

Another challenge on the part of students is that they lack acquisition of reading habit. Students, these days, do not have time to read for information. They seem to read purposely for examinations, and as such intensify their studies when examinations approach. To these teachers, therefore, serious attention is not paid to languages as subjects in general.

With the upsurge of pidgin among students, especially males, in our institutions of higher learning, it is not surprising to find the canker in our

second cycle schools. Many students, therefore, cannot construct complete sentences in any particular language. Since they often mix the languages, it usually affects every language they choose to study. There is one school in a community where Twi is not the predominant local language in the community. Students from that community who find themselves choosing between French and Twi as elective subjects often end up in the Twi class not of their own volition.

On school related challenges, large class sizes, inadequate teachers of Twi language and periods allocated for Twi were cited by both teachers and students. Out of the six schools visited, only one school had two permanent teachers of Twi language. Two other schools had one permanent teacher and one intern each; another two schools had two permanent teachers with the second teacher taking additional subject, while the remaining school relied on one intern and one part-time teacher.

However, these schools have large students of Twi language population. One can imagine a school with a Twi language student population of 580 with only two Twi teachers. Or worst still, about 150 students squeezed into one classroom. Unfortunately, this is what was happening in one of the schools. During an interview with the assistant headmistress in charge of academic affairs, she said was not aware of the situation. She however blamed the situation on inadequate classrooms, and promised to expedite action. The same problem prevailed in the other schools. In such situations, there cannot be any effective teaching and learning.

It is quite true that time allocations for Twi language are inadequate (Ministry of Education (MOE, 2010). They do not compare favourably with

those allocated for English and French languages. The general perception is that the students have already acquired the spoken aspect. Probably, in future, the curriculum designers will have to separate the culture aspect from the language aspect, so that much attention can be given to the latter.

Teachers of Twi language are not difficult to come by these days as many of the graduate teachers of Twi language are teaching at the basic level. If the heads give the subject due recognition, the situation can be rectified. Probably, the heads consider the number of periods allocated to Twi as the basis for teachers required instead of the student population. In the situation where one teacher was handling both Twi and French, any time she had a lesson with the French students, the Twi students would have to stay outside, usually under trees, since there were not additional classrooms and the library was not large enough to accommodate them. However, when it was the turn for the Twi students to be in class, the library could easily seat the French students.

The only government related challenge respondents cited was lack of government supplied textbooks. Textbooks are essential for teachers and students. Apart from their value in classroom activities and assignments, they serve as very good sources of information (Asamoah, 2002). Good textbooks, therefore, are good companions to language students and powerful tools to language teachers. So for schools not to receive basic textbooks from the government is something difficult to understand. There is the perception among parents that basic textbooks are supplied by the government and what students buy is supplementary. However, in the case of Twi, the students are tasked to buy even the basic ones.

As for the negative effects of Twi spoken on FM radios, the least said about them, the better. It is a fact that many of them never entered a Twi language class during their lives in higher institutions. They are square pegs in round holes. As many of the students disclosed that they would like to be either radio or television Twi language newscasters in future, it implies that the students had already started imitating their style of language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this last chapter, the most important findings are highlighted and some recommendations offered to draw attention to the pedagogical and content competences among SHS teachers of Twi language in the Kwabre East District.

Summary

Overview of the Study

The study sought to assess the pedagogical and content competences of the teachers of Twi language in the Kwabre East District by providing descriptive and explanatory information on respondents' views on the proficiency of the teachers of Twi language, the skills and knowledge the teachers demonstrate in ensuring that their students construct appropriate sentences, the methods and strategies they use in their lesson deliveries, the resources available for the teaching and learning of Twi language and how those resources are utilised, and some challenges facing the teaching and learning of Twi.

Descriptive survey was used for the study which was conducted in two sections. The first section sought the demographic information of the respondents, while the second section dealt with questionnaire for teachers and students, structured interviews for the heads of the institutions, and a classroom observation checklist. The second section was in four stages. In all,

252 respondents were involved: 234 students, 12 teachers and six heads. Each school was visited for three working days.

The first stage involved the use of the observation checklist which sought to find out the proficiency of the teachers of Twi language with regard to language use, the skills the teachers demonstrate in ensuring that students construct appropriate sentences, the methods the teachers use in their lesson deliveries, the resources available and how the teachers utilise them. The second stage involved the administration of questionnaire to the students to seek their views on the items in the checklist. Similar questionnaire were given to the teachers to solicit for their confirmation, or otherwise, of the information gathered from the checklist and the students' questionnaire. Finally, the heads of the selected schools or their deputies were engaged in interviews to complement the information gathered earlier.

Key Findings

From the study a number of findings were made key among which were the following:

1. The teachers of Twi language are proficient with regard to language use: they construct complete and meaningful sentences. They demonstrate proficiency in oral skills and randomly enrich the language with proverbs and idiomatic expressions, and use correct orthography in writing. It was also found that the teachers teach all the aspects of the language as specified in the Ghanaian Language and Culture Teaching Syllabus (2010).

2. On skills demonstration in ensuring that students construct appropriate sentences, it was found that the teachers of Twi language provide

opportunities for their students to construct sentences in the language and encourage students to use the language correctly. However, not much effort was made to ensure that students use correct spellings and appropriate vocabulary and registers.

3. Another finding was that teachers of Twi language use lesson plans and give opportunities for students' involvement and participation in lessons. They vary their teaching styles by engaging students in brainstorming, discussion, project, cooperative learning and lecture methods. On class exercises and assignments, the output of work was very low.

4. It was also found that teaching and learning resources like textbooks for teachers, Ghanaian Language and Culture Teaching Syllabus for SHS, teachers' guides, library, some cultural artefacts and community resources like traditional workshops and shrines were available.

5. Another finding was that, the teachers make good use of the textbooks, appropriate teaching syllabus, teachers' guides, and of course, the chalkboard. However, the other available resources like the library, the cultural artefacts, and the community resources were not utilised.

6. Some challenges are militating against effective teaching and learning of Twi language. These include large class sizes, lack of textbooks, inadequate time allotted to Twi, downplay of the subject by school authorities, students' attitude towards the subject, and the influence of radio presenters on students, inadequate teachers of Twi language, and non-native Twi speakers offering Twi as an elective subject at WASSCE.

Conclusions

The findings from the study lead to a number of conclusions on the pedagogical and content competences of teachers of Twi language in the KED. In the first place, the findings brought to the fore that the teachers do not have only a superficial knowledge of the language they are teaching. They are conversant with all aspects of the Twi language. They speak and write the efficiently, and are proud of it.

The teaching and learning of Twi language is beset with many challenges. Some are student related, school related, and government related. The major student related challenge was their negative attitude towards the language, while the major school related challenges are large class sizes and inadequate teachers; and that of the government, her failure to supply the approved textbooks.

The various teaching and learning resources in the community are not effectively tapped. The district is endowed with cultural artefacts and several places of cultural interests. These range from kente weaving, adinkra designing, wood carving and pottery to popular shrines.

Recommendations

Recommendations for Practice

From the findings of this study, the following recommendations are offered:

1. Serious effort must be made by teachers of Twi language to create awareness of career opportunities in the subject so as to make the subject more appealing to the students. Students must be made aware

that learning language and culture goes beyond academic examinations.

2. Encouraging students to speak English in schools is good. However, headmasters/headmistresses of SHS that offer Twi language must create opportunities in their schools for all their students, especially boarders, to have a taste of culture including language. This can be done on Fridays between 3 p.m. and 6 p.m. This will give even science and business students who do not have the option to select Twi as elective subject an opportunity to involve themselves in it.

3. Government must ensure that approved Twi textbooks are supplied to SHS students just as books on French and English languages are supplied to students.

4. The Association of Teachers of Ghanaian Languages (ATGL) must lift up her workshops and conferences beyond preparing students for examinations, and if possible involve the local languages radio and television presenters in some of their workshops.

Suggestions for Further Research

The following suggestions are provided for further studies:

1. This study focused on assessing the pedagogical and content competences of SHS teachers of Twi language in the KED. All teachers of Twi language and some students were selected from six SHS who offer Twi language as elective subject for WASSCE. Further studies will be required to assess the pedagogical competences of teachers of Twi language from other SHS in the country to collaborate the findings of the present study to ensure their generalisability.

2. There is a perception among the teachers of Twi language that so many aspects of the language are taught within very few time schedules. Therefore a study on curriculum evaluation on Ghanaian languages is also required.

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UNIVERSITY OF CAPE COAST

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Assessing Pedagogical Competencies Among Ghanaian Language Teachers in Senior High Schools

OBSERVATION CHECKLIST

Aspect of language being taught	Reading Comprehension	Composition	Grammar	Customs & Institutions	Translation	

Table 1: Proficiency of Ghanaian Language Teachers

	Area of Proficiency	5	4	3	2	1
1.	Teacher often constructs complete sentences					
2.	Teacher constructs meaningful sentences					
3.	Teacher does not mix the language with English when teaching the subject.					
4	Teacher demonstrates proficiency in oral skills.					
5	Teacher frequently enriches the language with idiomatic expressions and proverbs.					
6	Teacher frequently uses body language.					
7	Teacher uses correct orthography in writing					

Table 2: Skills Teacher Demonstrates in Ensuring that Students Construct Appropriate Sentences

	Skills	5	4	3	2	1
8.	Teacher regularly provides opportunities for students to construct sentences in the language.					
9.	Teacher encourages students to use the language					

		5	4	3	2	1
	correctly.					
10.	Teacher often corrects students' errors when students are using the language.					
11.	Teacher encourages students to use appropriate orthography in writing.					
12.	Teacher encourages students to use appropriate registers in sentence construction.					

Table 3: Teaching Methods used by Teacher

	Methods	5	4	3	2	1
1	Teacher prepares and teaches with lesson plan.					
1	Teacher gives adequate opportunity for students' participation in lesson.					
1	Teacher encourages students to generate appropriate ideas about concepts (brainstorming).					
1	Teacher uses student-student and teacher-student interactions effectively (discussion).					
1	Teacher encourages both individual and group work efficiently (project work).					
1	Teacher encourages students to learn in appropriate groups (cooperative learning).					
1	Teacher uses the lecture technique appropriately and effectively during lesson delivery (lecture).					
2	Teacher varies his teaching techniques appropriately.					
2	Teacher occasionally uses English to explain some concepts (code switching).					
2	Teacher demonstrates effective questioning skills.					
2	Teacher gives enough class exercises, tests and assignments.					
2	Teacher marks and returns assignments promptly for corrections.					
2	Teacher regularly samples students' notes and goes through them to check correctness.					

Table 4: Availability and Utilisation of Teaching and Learning Resources

	Resource Available	Available	Not Available
2	Expected Resources a. Textbooks b. Ghanaian language teaching syllabus c. Teacher's guides/manuals d. Some cultural artefacts: - Traditional drums		

		5	4	3	2	1

	- Hour glass drum
	- Metal gong
	- Local stool
	Others (specify)
	....
	  e. Library
	  f. Community Resources (e.g. workshops, shrines, etc).					

	Utilization of Resource	5	4	3	2	1
2	Teacher frequently uses adequate and appropriate Teaching/Learning Resources.					
2	Teacher uses chalkboard appropriately and effectively.					
2	Teacher uses appropriate teaching syllabus, textbooks and teacher's guides.					
3	Teacher often refers students to the library to make references.					
3	Teacher uses community resources when and where necessary.					
3	Teacher frequently uses some cultural artefacts in lessons.					

UNIVERSITY OF CAPE COAST

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

ASSESSMENT OF PEDAGOGICAL COMPETENCES AMONG SHS GHANAIAN LANGUAGE TEACHERS

QUESTIONNAIRE FOR STUDENTS

This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that information provided here will be treated with outmost confidentiality.

SECTION A

Please, respond to each of the following items by ticking [√] the appropriate response box.

1. Gender
   a. Male   [   ]
   b. Female   [   ]
2. Class
   a. SHS 1   [   ]
   b. SHS 2   [   ]
   c. SHS 3   [   ]
   d. SHS 4   [   ]
3. Age
   a. 10 – 15   [   ]
   b. 16 – 20   [   ]
   c. 21 – 25   [   ]
   d. 26 – 30   [   ]
   e. Above 25   [   ]
4. Ghanaian Languages spoken

a. 1   [   ]

b. 2   [   ]

c. 3   [   ]

d. Above 3   [   ]

SECTION B (STUDENTS)

Please tick [√] the appropriate box to indicate your opinion on these statements by: Agree (4); Strongly Agree (5); Uncertain (3); Disagree (2); Strongly Disagree (1).

Table 1: Proficiency of Ghanaian Language Teachers

	Area of Proficiency	5	4	3	2	1
1	Teacher often constructs complete sentences					
2	Teacher constructs meaningful sentences					
3	Teacher does not mix the language with English when teaching the subject.					
4	Teacher demonstrates proficiency in oral skills.					
5	Teacher frequently enriches the language with idiomatic expressions and proverbs.					
6	Teacher frequently uses body language.					

Table 2: Skills Teacher Demonstrates in Ensuring that Students Construct Appropriate Sentences

	Skills	5	4	3	2	1
7	Teacher regularly provides opportunities for students to construct sentences in the language.					
8	Teacher encourages students to use the language correctly.					
9	Teacher often corrects students' errors when students are using the language.					
1	Teacher ensures that students' use correct spellings in writing.					
1	Teacher ensures that students use appropriate vocabulary.					

Table 3: Teaching Methods used by Teacher

Methods	5	4	3	2	1
1 Teacher uses lesson plan during teaching.					
1 Teacher gives adequate opportunity for students' involvement and participation in lesson.					
1 Teacher encourages students to bring out their ideas on issues during lesson delivery in the language					
1 Teacher encourages student-student and teacher-student interactions.					
1 Teacher uses both individual and group work effectively.					
1 Teacher varies his teaching styles.					
1 Teacher occasionally uses English to explain some concepts.					
1 Teacher asks questions effectively.					
2 Teacher gives enough class exercises, tests and assignments.					
2 Teacher marks and returns assignments promptly.					
2 Teacher regularly samples students' notes and goes through them to check correctness.					

Table 4: Availability and Utilization of Teaching/Learning Resources	5	4	3	2	1
2 Teacher frequently uses various resources/material during lesson delivery.					
2 Teacher orderly and legibly (beautifully) writes on the chalkboard.					
2 Teacher uses appropriate textbooks, and teachers' guides.					
2 Teacher frequently asks students to go to the library to make references.					
2 Teacher uses materials and persons from the community when and where necessary.					
2 Teacher frequently uses some cultural artefacts like traditional drums in lessons.					

Table 5: Some Challenges Facing Teaching and Learning Twi Language	5	4	3	2	1
2 The school does not have a library that can take more than 50 students.					
3 The school does not have a qualified librarian					
3 The library is not open for students' during prep hours.					
3 There are no Twi textbooks in the library.					
3 Students are no allowed to borrow books from the library.					

3.	Excursions are not organised for students.					
3.	Students are not allowed to use Twi in school.					

36. Other challenges faced

(specify)...

....

....

....

....

UNIVERSITY OF CAPE COAST

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Assessment of Pedagogical Competences among SHS Ghanaian Language Teachers

QUESTIONNAIRE FOR TEACHERS

This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that information provided here will be treated with outmost confidentiality.

SECTION A

Please, respond to each of the following items by ticking [√] the appropriate response box.

3. Gender
    a. Male   [   ]
    b. Female   [   ]
4. Age
    a. 21 – 30   [   ]
    b. 31 – 40   [   ]
    c. 41 – 50   [   ]
    d. 51 – 60   [   ]
    e. Above 60   [   ]
5. Ghanaian Languages spoken
    a. 1   [   ]
    b. 2   [   ]
    c. 3   [   ]
    d. Above 3   [   ]
6. Highest Academic Qualification

a. O'/Level GCE [   ]

b. A'/Level GCE [   ]

c. Specialist/Diploma [   ]

d. Bachelor's Degree [   ]

e. Master's Degree [   ]

7. Highest Professional Qualification

a. Specialist/Diploma [   ]

b. Bachelor's Degree [   ]

c. Master's Degree [   ]

8. Teaching experience in Ghanaian Language

a. 1 – 5 [   ]

b. 6 – 10 [   ]

c. 11- 20 [   ]

d. 21 – 30 [   ]

e. Above 30 [   ]

9. Teaching experience in present school

a. 1- 5 [   ]

b. 6 – 10 [   ]

c. 11- 20 [   ]

d. 21 – 30 [   ]

e. Above 30 [   ]

SECTION B (TEACHERS)

Please tick [√] the appropriate box to indicate your opinion on these statements by: Agree (A); Strongly Agree (SA); Uncertain (U); Disagree (D); Strongly Disagree (SD).

Table 1: Proficiency of Ghanaian Language Teachers

Area of Proficiency	SA	A	U	D	SD
I often construct complete sentences					
I construct meaningful sentences					
I do not mix the language with English when teaching the subject.					
I demonstrate proficiency in oral skills.					

		SA	A	U	D	SD
	I frequently enrich the language with idiomatic expressions and proverbs.					
	I frequently use body language.					
	I use correct orthography in writing.					

Table 2: Skills Teacher Demonstrates in Ensuring that Students Construct Appropriate Sentences

Skills		SA	A	U	D	SD
	I regularly provide opportunities for students to construct sentences in the language.					
	I encourage students to use the language correctly.					
	I often correct students' errors when students are using the language.					
	I ensure those students' use correct spellings in writing.					
	I ensure that students use appropriate registers.					

Table 3: Teaching Methods used by Teacher

Methods		SA	A	U	D	SD
	I prepare and teach with lesson plan.					
	I give adequate opportunity for students' involvement and participation in lesson.					
	I encourage students to generate appropriate ideas about concept.					
	I encourage student-student and teacher-student interactions.					
	I use both individual and group work effectively.					
	I encourage students to learn in appropriate groups.					
	I use the lecture technique appropriately and effectively during lesson delivery.					
	I vary my teaching styles.					
	I occasionally use English to explain some concepts.					
	I demonstrate effective questioning skills.					
	I give enough class exercises, tests and assignments.					
	I mark and return assignments promptly.					
	I regularly sample students' notes and go through					

	SA	A	U	D	SD
them to check correctness.					
Table 4: Availability and Utilization of Teaching/Learning Resources	SA	A	U	D	SD
I frequently use various resources/material during lesson delivery.					
I orderly and legibly (beautifully) writes on the chalkboard.					
I use appropriate textbooks, teaching syllabus and teachers' guides.					
I frequently refer students to the library to make references.					
I use community resources when and where necessary.					
I frequently use some cultural artefacts in lessons.					
Table 5: Some Challenges Facing Teaching and Learning Twi Language	SA	A	U	D	SD
The school does not have a library that can take more than 50 students.					
The school does not have a qualified librarian					
The library is not open for students' during prep hours.					
There are no Twi textbooks in the library.					
Students are no allowed to borrow books from the library.					
Excursions are not organised for students.					
Students are not allowed to use Twi in school.					

39. Other challenges faced

(specify)...

....

....

....

....

APPENDIX D

UNIVERSITY OF CAPE COAST

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Assessment of Pedagogical Competences among SHS Ghanaian Language Teachers

QUESTIONNAIREFOR HEADS

This questionnaire is purely for academic work. I therefore ask for your maximum co-operation and assure you that information provided here will be treated with outmost confidentiality.

SECTION A

Please, respond to each of the following items by ticking [√] the appropriate response box.

1. Gender
   a. Male   [   ]
   b. Female   [   ]

2. Age
   f. 21 – 30   [   ]
   a. 31 – 40   [   ]
   b. 41 – 50   [   ]
   c. 51 – 60   [   ]
   d. Above 60   [   ]

3. Ghanaian Languages spoken
   a. 1   [   ]
   b. 2   [   ]
   c. 3   [   ]
   d. Above 3   [   ]

4. Highest Academic Qualification

a. O'/Level GCE   [   ]

b. A'/Level GCE   [   ]

c. Specialist/Diploma   [   ]

d. Bachelor's Degree   [   ]

e. Master's Degree   [   ]

5. Teaching experience
   a. 1 – 5   [   ]
   b. 6 – 10   [   ]
   c. 11- 20   [   ]
   d. 21 – 30   [   ]
   e. Above 30   [   ]

6. Experience in present school
   a. 1- 5   [   ]
   b. 6 – 10   [   ]
   c. 11- 20   [   ]
   d. 21 – 30   [   ]
   e. Above 30   [   ]

APPENDIX E
INTERVIEW GUIDE FOR HEADS

1. From your observation, how well do Twi teachers construct sentences in Twi?

   ....
   ....
   ....

2. How frequently do they mix English Language with Twi to facilitate student understanding?

   ....
   ....
   ....

3. How often do they demonstrate proficiency in oral skills?

   ....
   ....
   ....

4. How frequently do they enrich the language with idiomatic expressions and proverbs?

   ....
   ....

5. How often do they use body language?..

   ....
   ....
   ....

6. During your classroom visits, how do you see the teachers provide opportunities for students to construct sentences in the language?

   ....
   ....
   ....
   …………………………………………………………………………..

7. How often do they encourage students to use the language correctly?

....

....

....

8. How regularly do they correct students' errors when students are using the language?

....

....

....

9. How frequently do they encourage students to use appropriate orthography in writing?

....

....

....

10. During your classroom visits, how do you see the methodologies teachers use in respect of:

11. Preparation and use of lesson plan?

………………...

....

....

....

12. Opportunities given for students' participation in lessons?

....

....

....

13. Encouragement given to students to generate appropriate ideas about concepts?

....

....

....

14. Teacher's usage of student-student and teacher-student interactions?

....

....

....

15. Encouragement of individual and group work among students?

....

....

....

16. Teachers' demonstration of questioning skills?

....

....

....

17. Giving class exercises, tests and assignments to students and marking them promptly?

....

....

....

18. Regular sampling of students' notes and going through them to check corrections?

....

....

....

19. What Teaching Learning Resources for Twi Language teaching are available?

....

....

....

20. From your observation, how well do teachers use these Teaching Learning Resources?

....

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