

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHING METHODS EMPLOYED BY ENGLISH TEACHERS AND THEIR
IMPACTS ON PERFORMANCE OF ENGLISH LANGUAGE AT THE JHS
LEVEL: A CASE OF WEST AKIM MUNICIPALITY**



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**A thesis in the Department of Applied Linguistics,
Faculty of Foreign Languages Education, submitted to the School of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as Second Language)
in the University of Education, Winneba**

JULY, 2023

DECLARATION

Student's Declaration

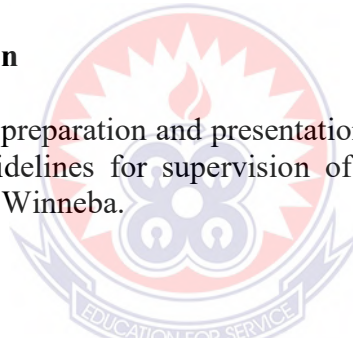
I, Grace Ofosua, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for any other degree elsewhere.

Signature.....

Date.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.



Name of Supervisor: Prof. Rebecca Akpanglo-Nartey

Signature.....

Date.....

DEDICATION

This study is specially dedicated to my headmistress, Mrs. Priscilla Ofori Karikari, my parents, Mr. Paul Acquah and Mrs. Millicent Sarfoa and all my siblings: King George Acquah, Joyce Serwaa Acquah, Samuel Sarfo Acquah, Janet Biamah Acquah and Vida Nyarkoa Acquah for their great support, immeasurable love and inspiration.



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ABSTRACT

Generally, numerous teaching methods are widely used in teaching English as a second language, but the prevalent ones are Grammar Translation Method, Audio-Lingual Method, Communicative Language Teaching, Direct Method and Eclectic Approach. These methods play a vital role in the performance of students. However, most teachers who teach English at the JSH level in Ghana, especially West Akim Municipality have not specialized in the teaching of English language, yet they are required to teach the subject. The majority of these teachers tend to adopt methods which require the least participation from students, and in effect, most students can neither speak nor write well in English. Therefore, the study sought to investigate the methods employed by English teachers and ascertain the impact of the methods on the performance of English language at the Junior High School level in West Akim Municipality. The objectives of the study were to identify the dominant methods employed by JHS English teachers in West Akim Municipality, assess the factors that affect their selection of the methods they use, and evaluate the impacts of the dominant method on students' performance in reading comprehension and writing. Bloom's (1982) Model of Evaluation was employed to show the relatedness among the three variables; Predictor, Mediating and Performance. The study employed a mixed-methods approach with questionnaires, interviews, and observation to obtain data from 20 teachers and 251 students, who were randomly sampled as respondents. The results revealed that most of the teachers used the Grammar Translation Method. The findings of the study also revealed that the dominant method impacted negatively on writing but improved students' reading comprehension performance. It is therefore recommended that English teachers should employ the Eclectic Approach because there is no single method that is optimal for every teaching method, and for this reason, it is ideal to integrate the different teaching methods, since they complement one another.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

English language, which is utilized in Ghana as a second language, has become institutionalized (Appiah, 2020), particularly in the education sector. It is also employed in a variety of disciplines, such as business, medicine, governance, law, administration, and science (Nkansah, 2016). The language was first transported into Ghana by the British, who gradually colonized the country, subsequently, it was nativized when Ghanaians began to adapt it by changing specific linguistic features. It has become so vibrant in Ghana throughout the postcolonial era that it is now utilized in practically all formal functions. The predominance of English is the outcome of colonization processes (Schneider, 2018), cultural policies (Lu et al., 2022), and the globalization of the economy, with the last feature serving as the most powerful ally in the expansion of English (Poggensee, 2016).

In light of the enviable importance of English in Ghana, it is taught as a core subject in Ghanaian schools, and all Ghanaians, particularly students at all levels of education, are required to learn and utilize the language proficiently. English is also used as a medium of instruction at all levels of the educational sector except the lower primary and KG levels (Tetteh & Nuobeikaa, 2015). The demand for English for Academic Purposes (EAP) is growing not just in countries where English is spoken as a first language, but also in several other nations where students are required to utilize English as a medium of instruction to pursue higher education (Ryhan, 2014).

Therefore, teachers must provide students with the fundamental skills of listening, speaking, reading, and writing (Hossain, 2015). Teachers should be abreast of and knowledgeable about English language teaching approaches that facilitate effective teaching and learning processes in the classroom to assist their students in developing these skills (Torto, 2017). Language teaching and learning take place in a specific setting, with the teachers' pedagogical knowledge and suitable teaching methods as tools in hand to make this process happen smoothly (Larsen-Freeman & Anderson, 2011).

In view of this, both previous and current governments in Ghana have implemented several policies targeted at enhancing the content and pedagogical knowledge of teachers at the basic schools. The Teacher Training Colleges have been upgraded into Degree Awarding Institutions (Colleges of Education) with enhanced facilities (Bukari, 2019), the Universities have established Distance Education programs to help willing teachers upgrade themselves professionally (Kumi-Yeboah et al., 2014), and the Teacher Education Division of the Ghana Education Service has also instituted the Untrained Teachers Diploma in Basic Education (UTDBE) program to equip untrained teachers with better professional knowledge (Sofu et al., 2019). With the aforementioned interventions, coupled with capitation grants, school feeding programs, and many more, one stands to argue that there should be an enormous improvement in the performance of Junior High School students in English language.

Nevertheless, the standards keep falling (Bukari, 2019), especially in the West Akim Municipality in the Eastern Region of Ghana. Most students are unable to express themselves vividly in oral and written forms in English which consequently affects their performance negatively. The academic performance of students has long been a

source of concern for educational institutions, and the importance of English in improving educational achievement through improved communication cannot be overstated (Amua-Sekyi & Nti, 2015).

In light of this, several studies have been conducted, and several factors that lead to students' poor performance in English language at various levels in different locations have been discovered. For instance, using a quantitative study, Azewara, Agyeman, and Ahmoah (2020), investigated the practices adopted in the teaching of English language in selected Junior High Schools in correlation with their Mock Examination performance in the Sekyere Central District. The findings of the study, which had a sample size of 300 respondents, revealed that teachers' use of teacher-centered approaches, coupled with other limitations like insufficient teaching materials, headteachers' negligence in their supervision, and poor rapport between pupils and teachers, negatively affected the students' academic achievement in English.

Additionally, Akowuah, Patnaik, and Kyei (2018) carried out an exploratory case study using thematic analysis and semi-structured open-ended questionnaires on students' performance in English language at Adu Gyamfi Senior High School in the Sekyere South District of Ghana. The findings show that, apart from mother-tongue interference, factors consisting of poor teaching methods, a lack of textbooks, language background, and a lack of professional growth and development among teachers equally contributed to students' poor performance in English language.

Amua-Sekyi and Nti (2015) also conducted a qualitative study to investigate the factors affecting students' performance in English at colleges of education in Ghana. The results of the study, which comprised observation and interviews with a sample size of 96 participants, indicate that students' weak background in English,

underqualified teachers, lack of logistical support, and professional development training negatively impacted teaching and learning, contributing to students' poor performance in English language.

Deductively, the decline in the standard of English has been attributed to students' poor levels of comprehension of the subject (Owusu-Ansah, 2012), and one other important variable that influences the performance of students in English Language is the teaching method (Williams, 2011; Manjula, 2017; Omar, 2019; Orbeta & Decano, 2019). How to teach the target language in a specific setting is the primary concern. Kumaravadivelu (2001) posits that methods play a pivotal role in the language teaching process. Different teaching methods may provide different results in different learning settings. Thus, selecting an acceptable teaching approach for the learners is the most difficult challenge in teaching English as a second language. The production skills of English, namely speaking and writing, demand more effort than the receptive skills of listening and reading (Elyas & Grigri, 2014).

In general, numerous teaching methods are widely used in teaching English as a second language. Grammar Translation Method (GTM), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), and Natural Approach/Direct Method (DM) are the most prevalent ones (Karshibaev, 2022). These approaches play a vital role in the performance of students. Bell (2007) asserts that a balanced teaching method should therefore be adopted by English teachers to deliver effective because this is a teacher's sole responsibility in the classroom.

However, most teachers who teach English at the JHS level in Ghana, especially West Akim Municipality have not specialized in the teaching of English language, yet they are required to teach the subject (Osei, 2016). A handful of teachers who graduate

from colleges of education and universities specialize in English (Asangba, 2016). In his study, Bukari (2019) indicates that this leads to the teachers' low levels of personal language proficiency and lack of knowledge of second language pedagogy. Most of these teachers tend to adopt methods which require the least participation from students. In effect, students are still considered inadequate in productive English skills despite having studied English for years (Bukari, 2019).

1.2 Statement of the Problem

The effectiveness of English language teaching in the classroom is mostly determined by teaching approaches that substantially impact students' motivation and interest (Osei, 2016). The issue of English language teaching approaches is exceedingly complicated, as many ideas, models, and assumptions have been suggested, tested, applied, and either accepted or rejected (Khalil & Semono-Eke, 2020). Khalil and Semono-Eke further explain that these methods arose from language teaching theories, partly from social, economic, political, or educational situations, partly from theoretical consideration, and partly from practical experience, intuition, and ingenuity. According to Kumaravadivelu (2006), methods play a pivotal role in language teaching. The fundamental challenge is how to teach the target language in a specific situation (Mehmood, 2012).

Therefore, teachers should be able to assist students in performing well based on the approaches they employ. However, most JHS students in Ghana, particularly West Akim Municipality are unable to express themselves vividly in oral and written forms in English language. This tends to affect their performance negatively. Further investigation by the researcher indicates that the cause of the poor performance of students in English may be largely a reflection of the teaching methods used (Osei,

2016). Teaching methods have a significant impact on students' performance in English, more especially in writing skills (Fatima, Mahmood & Qureshi, 2020).

Quite remarkably, poor academic performance by the majority of students in English is generally related to the use of inefficient teaching approaches by teachers to impart knowledge to learners (Adunola, 2011). Studies attributing students' poor English language performance to teaching methods include Khan et al. (2021), who adopted a qualitative study of 31 participants in public schools in Abbottabad, Pakistan. The result of the study, which explored the causes of students' poor performance in English at the secondary school level, shows that teachers' adoption of traditional language teaching methods was a major contributing factor to the students' poor performance in English.

Additionally, Al-Sohbani (2013) conducted a qualitative study to identify the approaches used in teaching English in Yemeni secondary education. The findings of the study, which consisted of 15 participants, indicate that students in Yemeni secondary schools lacked communicative competence as a result of various ineffective language teaching methods and techniques that the teachers employed. Bukari (2019) also carried out qualitative research on the methods and current challenges of teaching English in Bawku Municipality of Ghana. He adopted observation, questionnaire, and interview as his data collection instruments, with a sample size of 200 teachers. His findings revealed that inappropriate adoption of teaching methods in teaching English, coupled with teachers' lack of knowledge of the methods they frequently used, resulted in students' inability to communicate effectively in English language, consequently leading to poor performance.

This study has observed that most of the research related to methods of teaching English language and their impacts were conducted outside Ghana. Again, most of these studies adopted either qualitative or quantitative approach. Bukari's (2019) study, which was conducted in Ghana, only focused on the impacts of methods on speaking skills leaving writing and reading comprehension for future research. Therefore, this study seeks to adopt a mixed-method approach to investigate the dominant methods employed by English language teachers at the JHS level and their impacts on performance in reading comprehension and writing. The findings intend to help English teachers to employ suitable methods that enhance learners' overall performance in English language.

1.3 Objectives of the Study

This study proposes to:

1. Identify the dominant methods employed by JHS English teachers in West Akim Municipality
2. Assess the factors that affect the selection of the methods employed by JHS English teachers in West Akim Municipality
3. Evaluate the impact of the dominant methods on students' performance in reading comprehension and writing

1.4 Research Questions

Due to the potential role that teachers play in ensuring effective teaching and learning, the present study sets out to answer the following questions:

1. What are the dominant methods employed by JHS English teachers in West Akim Municipality?

2. What factors influence the selection of the methods adopted by JHS English teachers in West Akim Municipality?
3. What impact do the dominant methods have on students' performance in reading comprehension and writing?

1.5 Significance of the Study

The findings of this study are meant to benefit teachers of English by helping them identify and adopt appropriate and varied teaching methods to help improve their learners' English language performance.

Again, it is of great significance to institutional bodies such as the Ghana Education Service and the Ghana Association of English Teachers by helping them become knowledgeable about the different methods of teaching English language, especially the current ones.

The study further contributes to the existing literature on the methods of teaching English language for future reference and research. It is particularly helpful for researchers who wish to carry out a study on a similar topic to explore the variety of language methods used by teachers in other places.

1.6 Limitations of the Study

The researcher, in the course of undertaking this study, encountered the following challenges:

Initially, the researcher had intentions to observe all twenty JHS English teachers for the study, take notes, and cross-check the data that would be analyzed. However, some of the teachers did not show maximum cooperation for them to be observed. They kept postponing the observation session, thereby compelling the researcher to

take them out of it. Nonetheless, the inability of the researcher to observe all participants could not affect the study in any way since the participants cooperated in all other activities.

In addition, the sample size of 50 participants generated a challenge for the researcher in terms of time spent interviewing, and transcribing interviews. However, the responses were analysed in themes putting together similar responses, ensuring that all responses were captured in the study.

1.7 Delimitation of the Study

The general aim of the study is to explore the methods employed by teachers of English and to ascertain the impacts of the methods on performance at the Junior High School level. A study of this nature requires the researcher to involve both public and private schools in Ghana, but due to financial and time constraints, the study is geographically limited in scope to selected JHS schools in West Akim Municipality of Ghana.

Moreover, due to the broad nature of the research topic, the study is only focused on the dominant methods of teaching English such as Grammar Translation Method, Direct Method, and Communicative Language Teaching as reviewed in the available literature and their impacts on learners' performance in reading comprehension and writing.

1.8 Organization of the Study

After this chapter, which introduces the rationale for the study and highlights the research problem, research objectives, research questions, significance of the study,

limitations of the study, delimitations, and organization, the subsequent chapters of the study are stipulated as follows:

Chapter Two covers the literature review. It reviews previous studies related to the study by evaluating the strengths and weaknesses of the existing literature with a focus on the conceptual framework. The third chapter comprises the methodology and design, with an emphasis on the introduction, research approach, research design, population, sampling techniques, sample size, research site, data collection, data analysis, validity and reliability, and ethical consideration.

Chapter Four tackles the results and discussions. It consists of an introduction, the dominant methods employed by English teachers at the JHS, the factors that affect English language teachers' selection of the methods they use, and the impact of the dominant approach on students' performance in reading comprehension and writing.

The fifth chapter is the concluding chapter. It treats the introduction, summary, pedagogical implications, and conclusion. It is then followed by references and appendices.

1.9 Summary of the Chapter

This chapter has discussed the general overview of the study. It looked at the rationale behind the study about the students' inability to express themselves well in oral and written forms in English language. Additionally, the objectives, research questions, delimitations, and others have equally been highlighted. Therefore, the study hopes to provide appropriate and reliable responses to the questions formulated to attain the research objectives of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The content of this chapter relates to the three objectives stipulated in Chapter 1. It begins with the conceptual framework underpinning the study. It is imperative to briefly review the most commonly used methods of English language teaching. The chapter further highlights research studies that have investigated the factors that influence English teachers' selection of these methods and their impacts on students' performance in reading comprehension and writing.

2.1 Conceptual Framework

The conceptual framework for this study is based on Bloom's (1982) Model of Evaluation. The model is categorized into three variables: predictor variables, mediating variables and performance respectively. According to him, predictor variables and mediating variables have an enormous impact on students' performance. In the model, the higher the quality of the predictor variables and mediating variables, the higher the performance of students in reading comprehension and writing and vice-versa. Wandera (2012) defines a conceptual framework as a mental reflection of the relationship between two or more variables that are under study and creates credibility for the study by analytically showing possible linkages and coherence between research components. Therefore, Bloom's model is chosen because it helps the researcher to show the relatedness of the variables: predictor, mediating and performance. Figure 2.1 summarizes the idea contained in Bloom's (1982) Model of Evaluation.

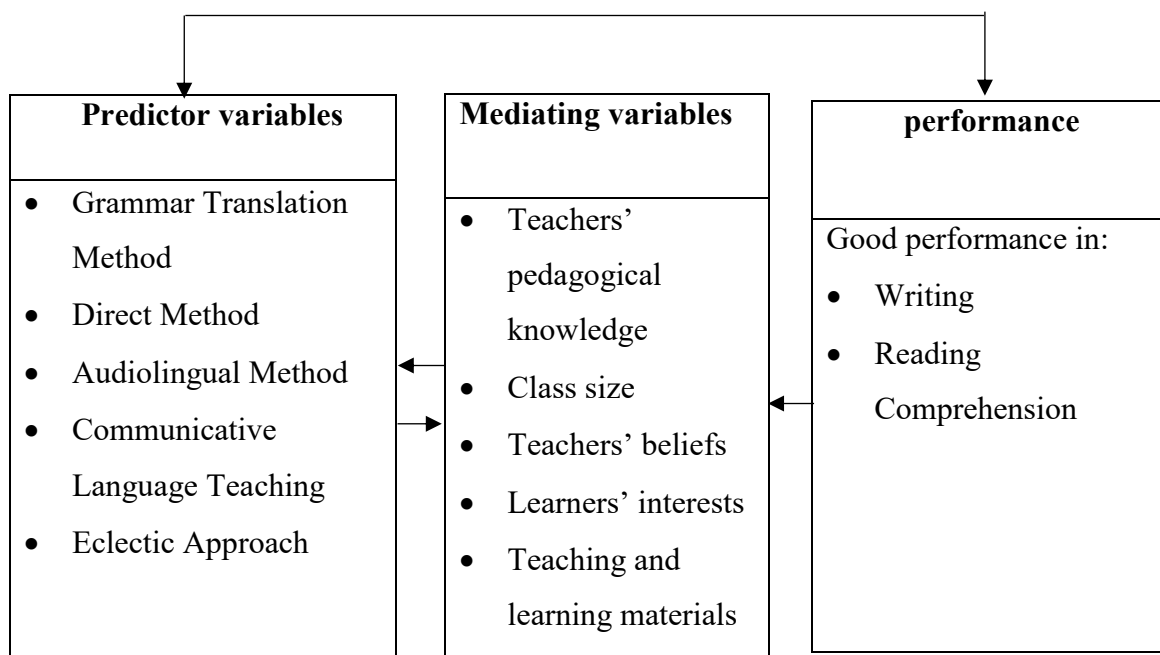


Figure 2.1 Framework adapted from Bloom (1982)

The study is based on the predictor variables which are derived from English language teaching methods involving the Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching and Eclectic Approach, and how mediating variables such as teacher's pedagogical knowledge, teachers' beliefs, time, class size, teaching and learning materials and the curriculum assist teachers in selecting methods that improve learners' performance in reading comprehension, and writing. It is anticipated that if teachers have knowledge about the diverse teaching approaches, their beliefs and practices align with suitable approaches, there are enough teaching and learning materials, adequate time is given, and classroom size is small, then they can select methods that cater to the varied needs of students to foster improvement in learners' performance in reading comprehension and writing.

Studies that have adopted Bloom's (1982) Module of Evaluation include Mosha (2014) who investigated factors affecting students' performance in English language in Zanzibar Secondary Schools. The study adopted a mixed-method approach, collecting data using interviews, classroom observation, questionnaires and documentary review. The findings of the study revealed that the adoption of inappropriate methods by teachers, the absence of teaching and learning materials, and large class size were among the factors that contributed to students' poor performance in English. Another study was conducted by Boonchum (2020) on the relationships between the factors influencing EFL students' English language comprehension and production. The study adopted a quantitative approach with a sample size of 99 participants. The results of the study indicate that factors such as teaching methods, motivation, teaching and learning materials, teachers' qualifications and characteristics and attitudes towards English had a positive influence on EFL students' English comprehension and production.

2.2 Related Studies

This section reviews the literature on studies related to the objectives of the study. Specifically, it discusses research on the dominant methods employed by English language teachers (predictor variables), factors that affect the selection of methods employed in teaching English (mediating variables), and the impacts of these methods on the performance of students in reading comprehension and writing.

2.2.1 Predictor variables

A predictor variable is a variable that is utilized in regression analysis to predict another variable (Kpornu, 2019). In this study, this variable consists of the methods frequently used in teaching English Language. An approach or method refers to a

theoretically consistent set of teaching procedures that define good practice in language teaching (Richards & Rodgers, 2001). Learners' failure or success in the classroom situation is to a large extent dependent on the teacher's method of teaching (Williams, 2011; Omar, 2019; Orbeta & Decano, 2019). Thus, before selecting a method, a teacher needs to know its characteristics, principles, rules, strengths and weaknesses, the students involved, and the purpose for using such a method (Alharbi, 2017). For this study, methods and approaches to teaching English language are used interchangeably, as used by authors (Richards & Rogers, 2001, 2014; Hamer, 2007).

The evolution of English Language Teaching (ELT) methods is divided into three stages (Richard, 2006). According to Richard, the first phase is the period of the traditional approaches to teaching English, including the Grammar Translation Method, Direct Method, and Aural-Oral Method, which lasted up until the 1960s. Celce-Murcia (2001) notes that these approaches are linked not just by the date of their introduction but also by the fact that they all use a structural syllabus, which organizes language teaching around a set of language elements, such as grammar elements.

Richard (2006) posits that in the 1970s, general discontent with traditional methodologies and new findings in the disciplines of psychology, pedagogy, and others gave rise to approaches such as Communicative Language Teaching (CLT), in which grammar or linguistic structure was replaced with communicative competence. According to the author, "Classic communicative language teaching" refers to methods and curricula created in the 1970s and 1980s, and it falls within the second phase, which spans from the 1970s to the 1990s.

The current Communicative Language Teaching, which started in the late 1990s, according to Richards, is the third phase. This new era brought important developments in language teaching approaches, which (Jacobs & Farrell, 2001) cited in (Richards, 2006, p. 25–26) categorize as eight fundamental changes: learner autonomy, the social aspect of learning, curricular integration, a focus on meaning, diversity, thinking skills, alternative evaluation, and teachers as co-learners.

The literature reviewed from studies conducted by (Usman, 2015; Osei, 2016; AlHarbi, 2017; Liskova, 2017; Adhikari, 2017; Bukari, 2019; Semono-Eke, 2020; Karshibaev, 2022) revealed the Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching and Eclectic Approach as the most frequently used approaches by English teachers.

2.2.1.1 Grammar translation method

The Grammar Translation Method (GTM) is a conventional method that comes with such names as the "classical method" or "traditional method of teaching" (Santo, 2018). It was named classical because it was used to teach classical languages like Latin and Greek (Osei, 2016). The exponents of GTM were Johann Seidenstucker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger (Richards & Rodgers, 2001). The primary focus of GTM was on the translation of texts, grammar, and the rote learning of vocabulary, with no emphasis on speaking or listening comprehension, given that Latin and Greek were taught more as academic subjects than as a means of oral communication (Omar, 2019).

The Grammar Translation Method became dominant in foreign language teaching in the mid-19th century and dominated European and foreign language teaching from the 1840s to the 1940s; in modified form, it continues to be widely used in some parts

of the world today (Richards & Rodgers, 2001). Grammar rules and vocabulary acquisition are the primary emphases in this approach, whereas reading and writing skills are considered the fundamental elements that students should develop (Osei, 2016). Thus, students are frequently given lists of vocabulary, synonyms, and antonyms, as well as their translated equivalents in their first language, to memorize (Mart, 2013).

The nature of GTM means it revolves mainly around the interaction between the target language teacher and the learners in the classroom, with a lack of student-student interaction (Freeman, 2000). The teacher is regarded as the transmitter of valuable knowledge by playing an active role in the classroom, but the students become passive recipients of knowledge without taking any active role. According to Freeman (2003), the role of the Grammar Translation Method is very traditional: in the classroom, the teacher is the authoritative figure, and students must obey her orders to learn what she knows. Ellis (2008) also argues that teachers adopt this method to control the lesson with a focus on grammatical accuracy over communication.

The Grammar Translation Method relies on frequently interacting in L1 with minimal consideration for the target language (Richards & Rodgers, 2014). Teachers translate words, phrases, sentences, and even whole passages into students' first language (Adhikari, 2017). Communication in the target language is not the main objective of the Grammar Translation Method; understanding grammatical structures and the ability to translate is its focus (Karshibaev, 2022). Deductively, this method aims at helping students develop the ability to read the literature of the target language by learning its structures and lexicons, with much emphasis on grammatical rules,

vocabulary, memorization, and written translations into and out of English, and with a strong focus on form rather than meaning (Krashen, 1982).

Ahmad (2014) supports the notion that the use of conventional methods like GTM entails the teaching of grammar rules, discrete skills, and the need for memorization at the detriment of oral fluency. Consequently, students who are products of the GTM may demonstrate a strong command of English grammar but may be unable to properly use the language in real-world oral communication (Mohd-Asraf, Hossain, & Eng, 2021). The underlying principles of GTM do not promote learners' development of speaking skills (Bukari, 2019).

Many studies have been conducted on the use of the Grammar Translation Method in teaching English as a foreign or second language. These studies have contributed immensely to the development of the discipline of English language teaching. For instance, the findings from a qualitative study conducted by Alharbi (2017) revealed that GTM was commonly used in the English language classroom in the Kingdom of Saudi Arabia. He observed that the learners' first language dominated their classrooms. The author asserts that, though the students engaged actively in lessons in which GTM was used, the teachers may not help learners develop their speaking skills in English since the method emphasizes translation into the first language and with a primary focus on explicit rules. This result affirms the results of a mixed-method study carried out by Osei (2016), which indicate that 75.7% of English teachers at the upper primary level at the International Community School adopted the Grammar Translation Method, and like Alharbi's findings, Osei discovered that GTM stimulated the learners' active engagement in class.

Similarly, Ho and Binh (2014) reported that teachers in Le Hong Phong Junior High School adopted GTM, which only prepared their students for traditional grammar tests. Ho and Binh further assert that despite the students' knowledge of grammatical rules, they were unable to employ the language they had learned to communicate in authentic situations. This is evident in a quantitative study conducted by Orfan et al. (2021) on the Afghan EFL instructors' use of English teaching methods. The results of the study, which employed a survey questionnaire with a small sample size of 50 respondents, indicate that the Grammar Translation Method is frequently adopted by Afghan EFL instructors. Their respondents' comments also revealed that translation and vocabulary teaching in isolation was a prevalent practice in their classrooms.

In relation to the above studies, a quantitative study was conducted by Okmen and Kilic (2016) to define the language teaching methods used by English teachers in Turkey and their usage level. The sample group consisted of 95 English teachers who taught in secondary schools in Duzce from 2013–2014. Their findings indicate that, though GTM is generally accepted as insufficient, it is mostly employed by English language teachers in Turkey. Thus, Yi (2021) notes that GTM is still used in present-day China and that the repetitive nature of conducting grammatical exercises and memorization of vocabulary is more likely to discourage students from learning English language.

The implied assumption of all is that English as a second or foreign language teachers widely use the Grammar Translation Method with translation and the teaching of explicit grammar rules being the dominant features. One other peculiar issue is the fact that most of the researchers seem to describe it as a method that does not promote learners' communicative competence since it focuses on explicit rules, memorization

and accuracy (Djauhar, 2021). As noted by Hussain, Khan, and Farid (2022), GTM may discourage students from learning English language; it falls short of ensuring that students have a firm grasp of the grammar of the target language since there is little or no emphasis on speaking skills development and learners do not have the opportunity to employ it in speaking. As a result, learners are unable to develop the language proficiency needed for their education and career. Spahiu and Kryeziu (2021) conclude that since the Grammar Translation Method was less effective in helping learners communicate effectively in English language, a new method, which is the Direct Method, was introduced.

2.2.1.2 Direct method

The Direct Method (DM), which is also known as the Natural Method, was developed at the end of the nineteenth century as a response to the shortcomings of the Grammar Translation Method (Li, 2019). It requires teachers to use the target language (English) to teach without translating it into the students' first language (Usman, 2015). That is, using English as a medium of instruction. According to Larsen-Freeman and Anderson (2011, p.56), the core role of the Direct Method is that "No translation is allowed." The Direct Method gets its name from the fact that meaning is transferred directly to the target language through demonstration, mimicry, and visual aids rather than using the learners' first language (Alharbi, 2017).

The Direct Method focuses on listening and speaking in the target language, so students are usually taken through activities geared towards developing their oral skills (Khali & Semono-Eke, 2020; Djauhar, 2021). Learning takes place through a variety of dialogues, conversations, actions, and role-playing and is aided by a plethora of images, gestures, expressions, and other visual aids which enhance

learners' speaking skills (Liková, 2017). Studies conducted by Liu (2008) and Turnbull (2001) revealed that an enormous amount of practice and input of English language in the classroom, where it is the primary medium of communication, has a positive impact on how well the learners' target language skills develop. In contrast, Alhaisoni (2012) argues that using English alone in the classroom may make students nervous and embarrassed because they are afraid of making a mistake. This may negatively affect the learners' self-confidence and perceptions as regards the learning and usage of English (Yoshida, 2013).

Speaking begins with systematic attention to pronunciation (Usman, 2016). Known words could be used to teach new vocabulary using mime, demonstration, and pictures (Richards & Rodgers, 2014). The basic premise of the Direct Method is that the learner learns the second language in the same way he learns his first (Elizabeth, 2007). Grammar is inductively taught, which requires students to infer grammatical rules in the course of teaching and learning the target language in the classroom (Krashen, 1982). The author further asserts that the Direct Method places a premium on accuracy, and errors are rectified in class with the teacher remaining the authority by giving instructions as to what students should do in the target language (Bukari, 2019).

Several studies have been conducted to investigate English teachers' use of the Direct Method in English language classrooms. AlHarbi (2017) set out to explore English language teaching approaches in Saudi higher education in the West Province. He adopted a qualitative approach with a sample size of fifty-five students and eleven teachers. Interviews and classroom observation were the instruments he adopted to collect the data. His findings indicate that teachers at the lower levels in Saudi Arabia

still use the Direct Method, which is teacher-centered. The findings from another qualitative study by Bukari (2019), with a large sample size of 200 respondents, indicate that most of the teachers in his study employed the Direct Method.

Additionally, Al-Ghasab (2022) conducted a quantitative study on the reality of using modern teaching methods in teaching English language. The results of the study, which comprised a large sample size of 239 participants from the Mubarak Al-Kabeer region in the State of Kuwait, indicate that the Direct Method was one of the dominant methods employed by the teachers. This affirms the studies conducted by (Feryok, 2008; Mowlaie & Rahimi, 2010), which discovered that the Direct Method was seriously adopted by teachers in teaching English. Though all these studies revealed that the Direct Method was mostly adopted by English teachers in their study areas, none of them employed a mixed-method approach.

2.2.1.3 Audiolingual method

The Audiolingual Method (ALM) is an English as a Second Language teaching method that emerged as a result of the combination of structural linguistic theory, constructive analysis, aural-oral procedures, and behaviourist psychology (Karshibaev, 2022). The approach, which is based on Skinner's (1957) stimulus-response psychology, is also known as the Drilling Method because it emphasizes drills, dialogues and textbooks for practice to develop communicative skills (Hamidovna, 2022). Drilling activities used in this method include a step-by-step procedure, a repetition drill, a chain drill, a single-slot substitution drill, a multiple-slot substitution drill, a transformation drill, and a question-and-answer drill (Li, 2019). Krashen (1987, p. 130) posits that the primary aim of the drill is to "strengthen habits" and to make the pattern "automatic." Dialogues are used for repetition and

memorization, with emphasis placed on proper pronunciation, stress, rhythm, and intonation (Vidhiasi, Lengari, & Nusantara, 2018). Alharbi (2017) posits that the method focuses on structure and form rather than meaning, as well as on memorization, with the first language being discouraged in the classroom (Djauhar, 2021).

Teachers who use this approach in the classroom prioritize listening and speaking over reading and writing (Usman, 2015; Hamidovna, 2022). Students are sometimes required to listen to and practice audiotapes of conversations in the target language (Richards, 2006). Materials that are used for this method include tapes and film strips used for repetition, memorization, and drills to practise the target language structure (Molina et al., 2015).

Studies conducted on the use of the Audiolingual Method include Zafer (2002), who discovered in his survey that the ALM was the most commonly used teaching method. Additionally, studies conducted by (Alresheed, 2008; Althaqafi, 2018) report that in recent times, ALM is dominantly used by teachers in Saudi Arabia due to the learning benefits it offers to the education system. Contrary to this, in a qualitative study conducted by Bukari (2019) in the Bawku Municipality of Ghana, it was revealed that none of the teachers observed or interviewed adopted the Audiolingual Method. He attributed this to the classroom environment not being rich for the activities of this approach.

The Audiolingual Method is criticized because it does not promote students' creative and critical thinking skills as they have to depend on what the teacher provides by always imitating and memorizing dialogues (Mei, 2018). It focuses on teacher-centeredness, with the teacher being the director and instructor. As put by Alharbi

(2017), teachers who adopt the Audiolingual Method make learners passive receivers, thereby making them feel reluctant to contribute in class. In support, Bukari (2019) posits that even though this method provides interactive activities for learners, the interaction is "teacher-directed" since the teacher needs to manage the class to avoid noise. According to Richards and Rogers (2001), the Audiolingual Method was criticized based on theoretical foundations and practicability, resulting from changes in American linguistic theory in the 60s (Renau, 2016; Mei, 2018) because it did not produce the expected practical results; students could not relate the skills they learned in the classroom to real communication outside of the learning environment. They also believe that although drilling, memorization, and pattern practice may lead to learners' changing behaviours, they do not result in competence.

2.2.1.4 Communicative language teaching

Communicative Language Teaching (CLT) was developed to replace existing methods used in teaching foreign languages in the 1960s, like the Grammar Translation Method and the Audiolingual Method (Warschauer & Kern, 2000). Richards and Rogers (2001) assert that CLT emerged when scholars like Candlin and Widdowson realized the need to direct language teaching to communicative proficiency instead of the mere mastery of grammatical structures. CLT aims at enhancing students' communicative competence, with real communication being its primary feature (Hiep, 2007). Since CLT emphasizes meaning, function (Qin, 2019; Gautam, 2019), and the use of authenticity in its materials, it can be seen as an extension of the functional-notional approach (Skehan, 2003).

The basis of CLT is communicative competence, which was proposed by Hymes (1972). He emphasizes the idea that instead of just laying out linguistic principles, the

method should take the language involved into account. Hymes' model of communicative competence is a reaction to Noam Chomsky's (1965) grammatical competence, which focuses on the user's knowledge of linguistic features such as morphology, phonology, syntax, semantics, and pragmatics. Hymes asserts that being communicatively competent transcends grammatical knowledge as it also encompasses sociolinguistics; the ability to use language appropriately in a social context.

Communicative Language Teaching allows students to take responsibility for their learning as they work collaboratively with others, either through pair work, role-plays, or group work (Richards, 2006). The learner serves as a negotiator between the self, the learning process, and the object of learning (Richards, 2006). This makes students actively engaged, thereby making meaning for themselves through social negotiations (Richards & Rodgers, 2009; Dos Santos, 2020). Classroom activities that are based on collaborative learning ensure the active engagement of students better than an individualistic approach to learning (Richards, 2006). Findings from a study carried out by Sakarkaya (2013) indicate that when students are engaged to work collaboratively, either in pairs or in groups, they get the chance to improve their production skills, which builds their self-confidence as they feel comfortable expressing their opinions without being scared of making mistakes; correction usually takes place among students in the group.

Communicative Language Teaching is a shift from teaching the grammatical rules of a language to encompass all four basic language skills; listening, speaking, reading, and writing, to ensure effective communicative activities in the classroom (Alharbi, 2017). Hence, fluency is an important technique. Brown (2007) notes that

communicative techniques such as fluency and accuracy play a vital role in the CLT classroom; however, sometimes it may be imperative to focus on the former rather than the latter to actively involve students.

The activities used in Communicative Language Teaching include out-of-focus slides (Wright, 1979), in which students try to find matching words that are similar to the jigsaw developed by Geddes and Sturtridge (1979). Similarly, Littlewood (2007) proposes two main communicative activities as functional activities that involve discovering missing features in a map or picture, following directions, and solving problems of shared clues. The other activity, according to him, is social interaction activities, which encompass discussion, dialogues, role-plays, debates, and simulations. Teachers' roles in CLT are twofold: to enhance the communication process between participants and the various activities and texts, and to act as an independent part within the teaching and learning group (Breen & Candlin, 1980). In using CLT, teachers are expected to adopt learner-centered classroom management skills rather than teacher-centered ones like the Grammar-Translation Method and the Direct Method (Baugh, 1993).

Richards (2006) proposed content-based instruction (CBI) and task-based instruction (TBI) as the two main methodologies that help attain the Communicative Language Teaching goal. He asserts that CBI emphasizes language acquisition through the use of content and the development of language skills. Whereas task-based instruction, also known as task-based teaching, focuses on classroom activities that encourage meaningful interaction among students to help them learn the language. Both methodologies actively engage learners in tasks, but while the former may not be found in the real world, the tasks in the latter are designed from authentic materials

such as problem-solving, simulation, role-playing, and listening tasks (Richards, 2006).

Several studies have been conducted to indicate whether English teachers adopt CLT in their classrooms. For instance, in a qualitative study, Intarapanich (2013) set out to investigate the EFL teaching methods and strategies used in English as a foreign language class in Lao PDR. The research instruments employed were observation and interview. The results show that CLT was one of the dominant teaching methods used in EFL classes in Lao PDR. Similarly, a qualitative study carried out by Faruq (2016) shows that Communicative Language Teaching was the dominant approach used in EFL classes, especially in the Applied Linguistics course at the State University of Malang. The researcher observed that the teachers employed classroom strategies such as reading aloud, brainstorming, group work, songs, presentations, discussion, questioning, and summarizing and that these activities provided the students the opportunities to communicate and use English language effectively.

Notwithstanding the above, Osei (2016) conducted a mixed-method study on the assessment of teaching methods in English at the upper primary level in the International Community School at Amansie West District. Her observation data revealed that the majority of the teachers did not use Communicative Language Teaching in their English lessons. In another study by Rahman et al. (2018), it was discovered that most of the teachers interviewed in Bangladesh did not use CLT because the sizes of their classrooms were too large for its activities. Another study carried out in China by Hanan (2018) observed that teachers found it extremely cumbersome to use CLT. Rabab'ah (2005) argues that even though CLT integrates all four language skills, it is rarely adopted by teachers. Additionally, a study conducted

by Armnzai and Alakrash (2021) indicates that, though their curriculum facilitates CLT, teachers are still unable to employ it because of challenges in terms of teachers, students, the education system, and CLT itself.

Considering the benefits of CLT, Bukari (2019) posits that CLT is the best approach for teachers to use because it helps in integrating both productive and receptive skills, which promote learners' performance. However, the results from his study show that a greater proportion, representing 55.5% of the entire participants in his study, claimed to employ the Communicative Teaching Approach, but the data from the observation and the interview he conducted were not congruent since all 20 teachers observed only used the Grammar Translation Method.

Despite the benefits of CLT, Kumaravivelu (2006) is sceptical about its usage to enhance "authentic communication," since, to him, various studies have failed to give a vivid description of CLT classroom interaction as being communicatively authentic. Didenko and Pichugova (2016) provide an intriguing argument for CLT as they see its underlying activities and features, such as real-life communication practice, innovations in the syllabus, content, and classroom interaction, as important but question some of these activities, regarding them as inconsistencies and weaknesses of the approach rather than its strengths. Bax (2003) emphasizes that though CLT has helped the L2 profession, especially in terms of correcting flaws in earlier approaches, it has always overlooked a crucial component of language teaching, namely the context in which it occurs.

2.2.1.5 Eclectic approach

While traditional methods, such as Grammar Translation and Audiolingual methods, emphasize that language learning results from the teaching of forms of the language

as a medium and the meaning learners connect, and that based on this knowledge, they can do things independently, the Communicative Approach is focused on the notion that learners can learn a language without the teacher having to explicitly point it out, the students will gradually acquire knowledge of the formal and semantic characteristics of the language (Widdowson, 1990). Celce-Murcia (2011) notes that these methods of language teaching are neither inconsistent nor in conflict with one another because it is possible to adopt a unified approach that combines rule formation, affects comprehension, communication and recognizes the learner as someone who thinks, feels, comprehends, and has something to say.

Zhou (2015) reports that there is no single method that is optimal for every teaching method, and for this reason, it is ideal to integrate the different teaching methods, since they complement one another. This form of method integration is known as the Eclectic Approach, which is significant because teachers can alter their teaching approach to better connect with the students in the classroom and to the fullest extent possible to enhance students' knowledge and comprehension (Jebiwot et al., 2016). Many researchers contend that both the CLT and conventional approaches have their own strengths and drawbacks. Consequently, the optimum method, which is the Eclectic Approach, is one that incorporates the strengths of diverse approaches (Hu, 2002; Rao, 2002; Xiao, 2005).

Rivers (1981) is the main proponent of the Eclectic Approach (EA). He defines an Eclectic Approach as an approach that enables language teachers to incorporate the best techniques of all the well-known language-teaching methods into their classroom processes, employing them for the reasons for which they are most suitable. The Eclectic Approach is a possible solution; it is a way of teaching English that blends

diverse methods and methodologies (Karshibaev, 2022). Karshibaev further asserts that numerous language teaching specialists have endorsed this approach because it focuses on form and meaning. The Eclectic Approach, according to Gao (2011), is not a single approach, but rather an approach that integrates listening, speaking, reading, and writing, and incorporates some techniques in the classroom. The approach does not ignore formal grammatical structure, but it emphasizes interaction in authentic contexts (Piller & Skillings, 2005).

The most efficient way to implement the Eclectic Approach, according to Wali (2009), is for teachers to offer a wide range of tasks to meet the needs of various learning styles so that all students have at least some activities they enjoy; teachers require strategies that apply to their unique circumstances and have objectives that are relevant to the type of students they have in their classes. These classroom strategies include role play, problem-solving activities, debate, and group discussion (Li, 2012). Sarifa (2020) posits that these strategies, which are embedded in the Eclectic Approach, leave a lasting impact on learning; they keep learners interested, promote language proficiency and intellect, increase their understanding of how to utilize language in practical settings, and ultimately help learners' personalities and self-confidence development.

Various studies have been conducted to show English teachers' use of the Eclectic Approach. A report by Motlhaka (2015), who investigated the pedagogy of post-method in teaching English as a second language in South African higher education, indicates that some teachers merged the key characteristics of the various methods while teaching rather than being confined to one particular pre-set method. In this regard, Anabokay and Suryasa (2019) conducted a descriptive qualitative study in

Indonesia. The study aimed at identifying the diverse approaches employed by EFL teachers in this country. After their interviews, they observed the integration of the Grammar Translation Method and the Direct Method in Indonesian English teachers' classrooms. This study is evident in the work of Khalil and Semono-Eke (2020), which indicates that teachers in Saudi Arabia blended diverse language teaching approaches like the Direct Method, Communicative Language Teaching and the Grammar Translation Method to meet the varied needs of students in ESL/EFL classrooms.

Additionally, Khan and Soomro (2022) used a qualitative case study with a small sample size of 10 teachers to assess teachers' beliefs and practices regarding the Eclectic Approach to English language teaching in Quetta, Balochistan. The data from their interview and classroom observations show that the teachers adopted the Eclectic Approach in their everyday English language classrooms. According to them, the research participants integrated the major characteristics of various language teaching methods such as the Grammar Translation Method, Communicative Language Teaching, Audio-Lingual Method, and Direct Method. Their participants were of the view that a language like English could not be taught by a single method. In an earlier study, Al-Jarrah et al. (2019) reported that the Eclectic Approach provided learners with the opportunity to have a feel of the diverse teaching approaches that break the monotony, with Karshibaev (2022) positing that the approach breaks boredom.

2.2.2 Mediating variables

Mediating variables are the mechanisms through which a change in one variable affects subsequent variables (Kpornu, 2019). In this study, the mediating variables

involve teachers' pedagogical knowledge, teachers' beliefs, learner characteristics, class size, examination and the curriculum. It is expected that these variables can influence the impact of methods on the academic performance of students (Hirsh et al, 2022). This is because based on these factors, a teacher may choose a method that enhances learners' performance or affects performance negatively.

Every language teacher hopes to ensure an effective teaching and learning process through the use of appropriate methods (Aljadani, 2020). The aim of choosing a teaching approach is to align it with the conditions and goals of the classroom. As a result, teachers must adopt methods to stimulate students' interest and curiosity (Ali, 2012). The use of methods can facilitate or inhibit comprehensible input from reaching the language acquisition device (Krashen, 2013), which means that teachers have to deliberate on this decision carefully during selection (Usman, 2015).

The available literature on language teaching and learning gives insights into several methods and techniques. However, when it comes to choosing the most suitable ones among them, it becomes somewhat daunting (Waters, 2009). Brown (1994) posits that one cannot deliver effectively without the knowledge of diverse theoretical positions. This knowledge forms the fundamental basis for which teachers can select a given method for teaching a second language (Ijaz et al., 2014). The decision is not simple, and it necessitates a thorough understanding of the various methods as well as the capacity to successfully apply them (Alharbi, 2017).

There are many factors to consider when selecting a method: what to teach and how to teach it; how to sequence skills; what are the goals of the instruction; what are the time demands and how much time is allotted for the teaching; and what methods are available to use in the classroom; who are the students; who is the teacher; and where

is the language teaching held (Liskova, 2017). According to Adamson (2004), notwithstanding the assertions of certain proponents, there is no unanimity among experts on the appropriate or correct approach to teaching a language.

Learner characteristics and varied learning environments make each teaching experience distinctive (Adhikari, 2017). Emphasizing the individuality of each student, teacher, and learning environment, Brown (2007) suggests that, in the absence of a single method that guarantees success, it is a teacher's role to comprehend this diversity and select an effective approach in order to enhance learners' performance. Goodwyn and Fuller (2012) also argue that English teachers should use a variety of methods to teach English. Therefore, this section discusses the mediating variables which encompass the factors that affect English language teachers' selection of the methods they employ.

2.2.2.1 Teachers' knowledge of English language teaching methods

Teachers' knowledge and understanding of the English language and its teaching methods are crucial in the provision of comprehensible input to learners. Teachers' ability to employ a method that lowers learners' affective filters is largely dependent on their knowledge of the diverse language teaching approaches. However, most teachers who teach English at the JSH level in Ghana have not specialized in the teaching of English language, yet they are required to teach the subject (Osei, 2016). A handful of teachers who graduate from colleges of education and universities specialize in English (Asangba, 2016). In his study, Bukari (2019) indicates that this leads to the teachers' low levels of personal language proficiency and lack of understanding of second language pedagogy. As earlier posited by Tsegah (2016), most English teachers in Ghana lack the necessary skills to deliver as required. He

further asserts that just a few teachers are truly equipped to teach it. As a consequence, learners' performance in English is adversely affected. Fareh (2010) also explains that most teachers do not attend workshops on methods of teaching English, so they are not adequately qualified in either subject or methodologies. As a result, they tend to adopt the traditional methods.

Findings from a mixed-method study conducted by Osei (2016) show that a greater proportion of the teachers in her study had a low level of knowledge of English language pedagogy, consequently making them adopt teaching methods that demotivated the students. Similarly, Omar (2019) carried out qualitative research with 10 participants. His findings indicate that the participants lacked knowledge about the most modern methods of teaching English used in developed countries due to their lack of participation in international events such as conferences, workshops, and seminars. Thus, they adopted traditional methods. In an earlier study, Attamimi (2003) reported that teachers' limited knowledge of English language methods accounts for their adoption of the Grammar Translation Method. In this regard, a study conducted by Jeon (2009) revealed that most Korean English teachers adopted the Grammar Translation Method instead of the Communicative Language Teaching because they were not cognizant of the latter.

However, it must be emphasized that, as a subject, the intricacies or possibly the methods involved necessitate having a professional English teacher teach the subject and thoroughly cover it for pupils to understand (Liskov, 2017). As noted by Akpan (2012), some English teachers do not understand the second language acquisition method as a result of their incompetence. Related to this, Nwanyanwu (2017) posits that most teachers of English as a second language, lack or have no basic skills in

teaching practice, sufficient exposure, or mastery of the structure of the language. This is evident in the findings from the study conducted by Orfan et al. (2021), which reported that most Afghan EFL English language teachers, especially those in rural areas adopted conventional methods because they were not qualified English teachers.

Eventually, almost all the studies indicate that most English teachers lack fundamental English language pedagogical competencies, making them overdependent on conventional methods, most especially the Grammar Translation Method. This is a result of the fact that most of these teachers have not specialized in English.

2.2.2.2 Classroom size

The size of a class can determine a teacher's choice of method. Approaches like task-based teaching and communicative language teaching involve activities that require the active engagement of students. What this means is that the larger the class size, the more difficult the task for teachers becomes, and vice versa (Osei, 2016). Ackerman (2022) asserts that the larger the class size, the fewer opportunities learners have to engage orally. In the language classroom, the writer also points out that smaller class sizes allow for more individual attention and better instruction leading to enhancement in performance.

In large classes, the teacher must devote precious time to handling noise and student disturbances instead of focusing on teaching and learning activities. According to Abioye (2010), in such crowded classes, the individual student is buried in the way that the teacher tries to interact with students from different socio-cultural environments and learning abilities using the same teaching approach as it is very

difficult for the teacher to meet each student's individual learning needs and expectations at once.

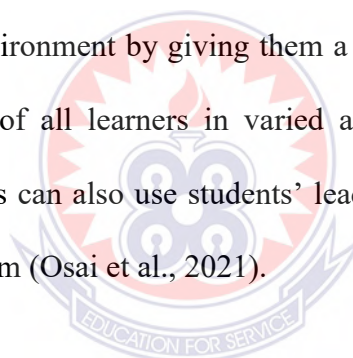
Results from a survey conducted by Liu (2009) revealed that teachers with larger class sizes, usually with more than thirty students, used the Grammar Translation Method in an English as a Foreign Language context. Similarly, Imtiaz (2014) reports that large class size not only influences the pedagogical process negatively but also affects the classroom situation, and students do not have a conducive environment to learn in such classes. In an earlier study, Monks and Schmidt (2010) reported that most teachers in Saudi Arabia were faced with an increasing number of students in schools and universities, and as a consequence, they tended to adopt methods that did not stimulate the learners' interest and motivation.

Similarly, Divsar (2014) carried out a qualitative study on the approaches used in teaching English in an EFL context. A questionnaire, interview, and observation were adopted, with a sample size of 100 participants. The results show that due to the large number of students in the class, the teachers adopted a language-based approach to teaching debate and drama. Additionally, a report from a study conducted by Birgil et al. (2016), which adopted a smaller sample size of 34 participants revealed that the size of the class determined their teaching method. According to most of the participants, their classroom was too crowded, so they could not employ communicative approaches; one of the participants even argued that his classroom was so crowded that he had to adopt the Direct Method.

The findings of another qualitative study conducted by Adhikari (2017) indicate that 95% of the data obtained from the teachers for his study revealed that they selected a particular method based on the class size. Althubaiti and Alqurashi (2022) also

investigated the impact of teaching approaches on students' English language learning at King Abdulaziz University in Saudi Arabia. They employed a qualitative approach, with 20 students and seven lecturers as the participants for the study. The findings show that a large number of students per class made the NNES lecturers adopt teacher-focused methods. Thus, the lecturers could not employ classroom strategies like discussions, mini-presentations, debates, and other such speaking activities which promote learners' communicative competence.

Nonetheless, in dealing with the challenges that large classes pose to teachers in their bid to select an appropriate method, some researchers have proposed varieties of classroom strategies. Khati (2011) suggests that teachers can provide learners with a cooperative working environment by giving them a variety of activities and ensuring the active involvement of all learners in varied activities that are appropriate for different levels. Teachers can also use students' leaders as a technique for managing an overcrowded classroom (Osai et al., 2021).



2.2.2.3 Teachers' beliefs

Teachers in the language classroom, like those at the JHS level, hold different views when it comes to language teaching and learning. Since teaching transcends the impartation of knowledge and skills, it is ideal to consider teachers' beliefs since these affect their selection of teaching methods (Adhikari, 2017). Beliefs are consciously or unconsciously held prepositions serving as guides for one's thoughts and behaviour (Borg, 2001). Previous research divides teachers into two categories: those who believe in traditional teaching and learning and those who believe in constructivist teaching and learning (Cheng et al., 2009). Some teachers believe in a learner-centered approach, seeing themselves more as facilitators of student learning, while

others take the teacher-centered approach, where the teacher is the expert and the authority in providing information (Ahmad & Aziz 2009).

English as a second language teaching is a herculean task for many non-native speakers like West African teachers. Most often than not, their belief systems tend to influence the choices they make concerning English language teaching methods. As noted by Richards (1998), the belief system that is constructed over time is a primary source of teachers' pedagogical practices, which comprise the information, attitudes, values, expectations, principles, and assumptions about teaching and learning that teachers have. Teachers' beliefs on teaching methods may be rooted in their experiences from their education, work, sociocultural background, and/or classroom (Adhikari, 2017). Cheng (2009) opines that teacher factors such as personal beliefs and past education are more influential in the choice of teaching methods that a teacher makes.

Soleimani's (2020) study indicates that teachers with strong beliefs were more likely to support learner-centered teaching methods and assist students in constructing their knowledge. Teachers who held naive beliefs, on the other hand, preferred to use the transmission and teacher-centered approaches to teaching (Sinatra & Kardash, 2004; Yadav & Koehler, 2007). In their study, Sosu and Gray (2012) evaluated the beliefs in teachers' behaviours and pedagogical choices using statistical analysis. According to their regression analyses, teachers' beliefs strongly predicted their teaching method preferences, and those who believed that learning effort was the primary method of acquiring knowledge tended to use learner-centered teaching approaches and tailored their teaching to the needs of their students. Additionally, Mardali et al. (2019) quantitative study of 100 male and female teachers from the Modiran Institute in

Tehran, discovered that EFL teachers who believed that the teaching of vocabulary was all about explaining the words tended to adopt the Direct method, which is a teacher-centered approach.

In contrast, findings from research conducted by Zheng (2013) indicate that the relationship between teachers' beliefs and classroom approaches was inconsistent because the methods that the teachers claimed to be adopting differed from the results of the observation conducted. In relation to Zheng's study, Sato and Kleinsasser (2014) investigated ESL teachers' beliefs about CLT, how they developed their beliefs, and how they conducted their lessons. The sample size was 10 public school English language teachers in Japan. Their results indicate that teachers' beliefs about CLT and their practice were not congruent. They further explained that although the teachers held the views that CLT emphasizes communication in addition to speaking and listening in the L2, and that it involves little grammar but many activities, these teachers did not put these views into practice by making the justification that they could not avoid grammar instruction.

Zheng's (2013) and Sato and Kleinsasser' (2014) studies are confirmed by a study conducted by Rahman et al. (2018), which discovered that the belief systems of the teachers in Bangladesh and their practices were not consistent with Communicative Language and that their comprehension of the curriculum also differed. Consequently, Tamimy (2015) notes that it has always been a thought-provoking question on the existence of disparities between what teachers believe to be suitable for language teaching and their real practice in their classrooms. Oftentimes, most teachers believe that they use suitable methods for their goals (Hayes, 2009).

2.2.2.4 Learner characteristics

English language classroom setting is typical for heterogeneous students ((Wahedi, 2020). These students are characterized differently based on their biological age groups, cultural backgrounds, intelligence, personality traits, aptitude and motivation (Neupane, 2021). There is a mixture of students in the classroom, which comprises slow, average, and fast learners, as well as learners with learning disabilities. They also come from different socio-economic backgrounds. By far the most significant factor to consider when selecting language teaching approaches is the language learners themselves. The learners' age, interests, individual needs, and learning styles are all important considerations (Liskova, 2017).

The implication is that teachers have to select methods that can cater to the varied needs of students to stimulate their interest in active engagement in the lesson for better performance. According to Bunga (2019), for a given method to be considered appropriate, it must relate to the characteristics of the learner and the type of learning outcome. For this matter, the selection of teaching methods should not only consider the nature of the subject matter but also the varied ways in which learners learn. To achieve learning goals, teachers should use suitable approaches in the course of teaching and learning (Munawaroh, 2017). Okwara et al. (2009) posit that teachers should choose methods that ensure learners' active involvement in their learning rather than those that render learners as mere passive receivers of knowledge. They further assert that methods that do not align with learners' preferred learning styles lead to discomfort, which in turn interferes with the learning process; hence, the acquisition of the desired knowledge of English is impaired.

Khalil and Semono-Eke (2020) researched the most appropriate and useful teaching methods for teaching General English and English for Specific Purposes in the Saudi context. Their results indicate that most teachers varied their methods to cater to the varied needs of the learners in EFL classrooms. Knowing that different students learn in different ways and have varying preferences for the approaches and techniques that encourage effective learning, the teacher should take learner characteristics into account when selecting the methods for English language teaching (Mwanza, 2017). In other words, methods should adapt to meet the varied needs of students, rather than students adapting to meet the demands of the methods (Jebiwot et al., 2016). Hence, the teacher should take the student's emotional and mental makeup into account when planning the lesson's approaches to accomplish the goals of the lesson.

Sometimes, teachers either employ a single approach or an integrated approach to teaching based on their students' varied needs. As confirmed by the results from a mixed-method study conducted by Osei (2016), some teachers at the upper primary level in the International Community School at Amansie West District employed Communicative Language Teaching because they wanted to help their learners comprehend their lessons. Additionally, Khan and Soomro (2022) adopted a qualitative case study with a sample size of 10 teachers to assess teachers' beliefs and practices related to an Eclectic Approach to English language teaching in Quetta, Balochistan. Their findings indicate that the teachers selected the Eclectic Approach because they wanted to cater to the natural diversity in the learners, and also because of their cognitive, social, cultural, age, educational background, and environmental differences.

Joseph and Joy (2019) opine that as a result of the onset of the Eclectic Approach, language teachers are at liberty to select their own teaching strategies based on the learning conditions of their students. The authors further assert that any teacher can decide to choose a single method or an integrated approach depending on the learners' abilities and needs.

2.2.2.5 Time constraints

Time constraint is an influential factor that affects most teachers' selection of language teaching methods and techniques (Alwan, 2006). Teaching English as a second language demands interactive activities to enable learners to learn more rapidly, but this requires adequate time, which is often not the case in Ghana. Sato and Kleinsasse's (2014) qualitative study shows that the teachers in public schools in Japan did not employ the Communicative Language Teaching Approach in their classrooms because they did not have sufficient time to engage the learners in communicative activities.

This result is evident in a mixed-method study by Adhikari (2017), which reports that more than 50% of the teachers he interviewed for his study selected their methods based on the time allotted on the timetable. The participants further explained that since they did not have adequate time for their lessons, they adopted teacher-centered approaches. In an earlier report by Temizoz (2005), the findings show that insufficient time compelled the teachers to select some teaching approaches and methods over others.

2.2.2.6 The curriculum

Mostly, the primary purpose of teachers is to assist students in completing the curriculum; hence, the teaching method is not given much thought (Ali et al., 2009).

Teachers, in a bid to comply with the demands of the curriculum, tend to adopt teaching methods that require the least participation from students. This is because the actions in the curriculum determine the content and the methodology that teachers use (De Zubira, 2013). In effect, students cannot develop their communicative skills since the focus of the learning process is on achieving grammar and writing accuracy (Bukari, 2019). According to Imtiaz (2004), most teachers use methods like the Grammar Translation Method to cover the curriculum, but this makes English language lessons disinteresting and very boring for both teachers and learners.

The study conducted by Ijaz et al. (2014) revealed that in Saudi language classrooms, the teachers in public schools adopt the Grammar Translation Method by using the learners' first language frequently because the curriculum has not been developed based on communicative approaches, but since the curriculum in private schools is based on the Direct Method and the Communicative Language Teaching Approach, the teachers conform to this with minimal use of L1 in the classroom. Additionally, the results of a qualitative approach with 47 participants in primary and secondary schools in Turkey conducted by Birgil et al. (2016) show that most of the participants in the study he conducted employed the Direct Method. The researchers explained that these participants always base their choice of English language teaching approach of the rigorous curriculum that is employed in their educational system since that guides their teaching. In relation to this, Ibrahim and Bello (2019) carried out a mixed-method study to determine the impact of washback on the WAEC/SSCE English oral test on the methods and approaches that the teachers in Sokoto Metropolis Senior Secondary Schools employ. The results of the study, which employed a questionnaire and interview with a sample size of 32 participants, show

that the majority of the participants (teachers) selected their teaching methods based on the WAEC syllabus.

Notwithstanding the above, Rahman et al. (2018) reported that even though, the Ministry of Education in their country reformed its curriculum to replace the Grammar Translation Method with Communicative Language Teaching to promote effective English language teaching and learning in the country, teachers did not use the latter as intended in the curriculum. It was further discovered that the teachers' beliefs and practices were not consistent with CLT, and their understanding of the curriculum also differed.

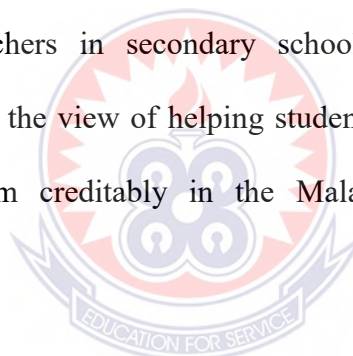
2.2.2.7 Examination

Examination has a great impact on teachers' selection of teaching methods (Mogapi, 2016). Adhikari (2017) uses the term "washback" to refer to the impact that an examination has on teaching and learning. He further explains that washback determines classroom activities, thus compelling teachers and learners to do things that they would not like to do. Saad et al. (2013) report that most EFL teachers still adopt methods that focus on learners' performance in examinations instead of their performance in an authentic situation. Findings from a study conducted by Han (2016) indicate that Korean teachers used the Grammar Translation Method because they saw it as the appropriate approach to preparing students for major exams.

Han's finding is evident in the study of Adhikari (2017), which revealed that examination had a significant impact on the teachers' decisions about the selection of English language teaching methods in Nepalese secondary schools. He discovered that 85% of the teachers he interviewed selected methods based on the final examination that the students take at the end of their academic year. He further

elucidates that the teachers, in their bid to prepare students for examination, adopted traditional methods like the Grammar Translation Method instead of involving students in communicative teaching-learning activities in a real sense.

Heng (2014) argues that the conventional form of examination is an enormous hindrance to teachers' selection of communicative approaches such as Communicative Language Teaching. In Japan, teachers are pressured to employ the Grammar Translation Method instead of Communicative Language Teaching as a result of the centralized examination demands (Thompson & Yanagita, 2017). Hence, most teachers are left with no choice but to teach to the exam and deal only with skills tested in the examination (Qyimah, 2009; Ansarey, 2012). Additionally, Ling et al. (2016) report that teachers in secondary schools in Miri, Sarawak, preferred traditional methods with the view of helping students gain intellectual knowledge to enable them to perform creditably in the Malaysian Certificate of Education examination



The literature indicates that English language teachers' selection of language teaching methods is influenced by various factors. Among those factors, the curriculum, teachers' beliefs, teachers' pedagogical knowledge, class size and the nature of learners are the most discussed ones. It has also been highlighted that teachers' beliefs and practices are most often not congruent. Likewise, their practices most often differ from the curriculum. It has also been highlighted that the selection made by teachers as regards methods, affects learners' performance positively or negatively. However, most of these studies did not adopt the mixed-method approach.

2.2.3 Performance variables

Language performance relates to the level of mastery in terms of comprehension, production, and attitudes toward the subject (Mosha, 2014). On one hand, it is expected that when predictor variables and mediating variables are favourable, performance improves; on the other hand, when they are of low quality, performance would be adversely affected. That is, if teachers are equipped with English language pedagogical knowledge, teaching and learning materials are available, teachers' beliefs and practices align with suitable approaches, there is adequate time with small class sizes, teachers can adopt teaching methods that cater to the varied needs of learners to enhance performance.

Teachers play a major role in learners' performance in language teaching and the learning process. The classroom environment should be full of interactive activities that are learner-oriented instead of the teacher being a model and authority in language learning. As regards this, teachers become facilitators and guides in the learning process. As noted by Wei, Lin, and Litton (2018), learners can improve their learning through self-learning, with the teacher facilitating the process of learning.

Consequently, English teachers, especially those at the JHS, need to adopt methods that provide learners with sufficient comprehensible input in an environment free of stress, fear, and anxiety to enhance their overall performance. Brown (1994) points out that the relationship that a teacher has with students, as evidenced by his teaching approach, is very essential when it comes to the students' performance. Several scholars, including (Savignon, 1983; Ellis, 1985, 1994), argue that teaching methods that embody sound techniques and strategies play important roles in the improvement of students' language performance as they provide them with the opportunity to

engage actively in communicative activities in authentic contexts. Students' anxiety levels also rise when ineffective teaching methods are used (Abbas et al., 2020; Zia & Sulan, 2015).

Generally, literature on language teaching methods has produced varied results. Some research found that some methods affect students' performance positively; others suggest they have negative impacts on students' performance. Therefore, this section discusses the impacts of the dominant teaching methods on learners' performance in English language as regards writing and reading comprehension.

2.2.3.1 The impact of Grammar translation method on performance

The impact of the Grammar Translation method on the performance of students is discussed under sub-headings of writing and reading comprehension.

a. The impact of the Grammar translation method on writing

Writing has often been considered to be an important skill in English language learning. This is because it emphasizes grammar rules and vocabulary that teachers endeavour to teach their students. It is an area wherein learners require adequate time to develop their writing skills; consequently, more time should be allocated to it in English language classes so that students can prepare to effectively communicate in both real-life and academic situations (Ismail, 2007). Some teachers who adopt the Grammar Translation Method in their classrooms believe that it plays an essential role in enhancing the writing skills of learners (Tabassum, 2020). Nonetheless, the literature on the effects of GTM produce varied results on learners' performance in writing.

In a quantitative study conducted by Ayu and Santoso (2022), it was revealed that the Grammar Translation Method improved the writing performance of eighth-grade students at SMK Yapalis Krian. They conclude that the improvement is the result of GMT preparing students to be creative in the development of grammar and vocabulary in processing sentences. This study affirms the results from Arjun's (2018) study, which reported that the Grammar Translation Method improved the students' writing skills, for 15 out of the 20 participants scored above 70%. Consequently, Erdawati (2016) concludes in her quantitative study that GTM is effective in enhancing students' writing skills.

However, Chuang (2009) examined the writing performance of Taiwanese University students who were taught utilizing the Grammar Translation Method. According to the findings of the study, the students tended to depend primarily on their native tongue and produced clumsy and unnatural writing in English language. This finding is confirmed by Mohsen's (2013) study, which also examined the effects of GTM on the writing performance of Iranian high school students. The results revealed that the students had lower scores on writing tasks that required of them to produce coherent and well-organized texts.

b. The impact of the Grammar translation method on reading comprehension

One major aim of teaching English at Junior High Schools is to enable students to master productive and receptive skills (Idris, 2019). Reading, as one of the receptive skills, is incredibly important for language acquisition if learners understand what they read; the more they read, the better they get at it (Idris, 2019). Reading also has a positive impact on learners' vocabulary knowledge, spelling, and writing (Yuni, 2011). Teaching approaches play a vital role in the comprehension of reading

materials. Grammar Translation Method is one of the methods used in teaching reading comprehension (As'ari et al., 2021). The translation of texts is useful to enhance learners' reading comprehension skills (Hairul, 2017).

Studies on the impacts of the Grammar Translation Method on learners' reading comprehension include Megawati's (2017) qualitative study, consisting of 33 participants in the tenth grade at SMK Private Tapos Depos. The results show that the performance of students who were taught reading comprehension through GTM improved as they could read fluently with a percentage average score of 78%. Megawati's result is evident in the study of Kurniawan, Miftah, and Qamariah (2020), whose findings from a quasi-experimental design with 30 participants from SMAN 4 Palangka Raya, Kalimantan Tengah, indicate that GTM had a significant impact on the students' reading comprehension and motivation.

Similarly, As'ari et al. (2021) conducted a qualitative study with a small sample size of 10 participants at Suryakencana University. The findings of the study, which adopted an observation and a questionnaire, show that GTM enhanced the students' achievement in reading comprehension as they could understand and respond well to the questions in the text. They also discovered a positive outcome from the students' assignments, with an average score of 83% of the total score. Though the two studies discovered similar results, they differ in terms of research approach and sample size; whilst Kurniawan, Miftah, and Qamariah (2020) employed a quantitative approach with a sample size of 30 participants, As'ari et al. (2021) adopted a qualitative study with a smaller sample size of 10 respondents.

Nevertheless, Alptekin and Alptekin (2003) examined the impacts of the Grammar Translation Method on the reading comprehension of Turkish students. The results

show that students taught using GTM had difficulty with vocabulary and were unable to comprehend the overall meaning of the text. In another study by Lin (2006), it was discovered that students who were taught by GTM showed lower levels of reading comprehension and had difficulty with inferential reading tasks.

The implied assumption of all these studies is that the Grammar Translation Method has varied impacts on learners' writing and reading comprehension, but it does not promote their communicative competence. This could be due to its emphasis on reading and writing. As Shahadat (2019) notes, GTM has been criticized because it only emphasizes reading and writing skills to the detriment of speaking and listening.

b. The impact of the Direct method on performance

The literature on the effect of the Direct method on students' performance in writing and reading comprehension is discussed below:

i. The impact of the Direct method on writing

Basically, the Direct Method emphasizes the development of oral skills. The proponents of this method believe that "language is primarily spoken, not written" (Larsen-Freeman & Anderson, 2011, p. 53). In effect, teachers who employ the Direct Method focus on accurate pronunciation (Orfan et al., 2021) to enable students to develop their speaking skills with little attention given in writing. In their study, Liaqat, Naseem and Rubbani (2021) discovered that the writing proficiency of private and public secondary school students in the Sialkot District, who were taught by the Direct Method was poor as they made a lot of grammatical errors.

However, a study conducted by Altunay (2006) revealed that the Direct Method improved students' writing performance in terms of accuracy, fluency, and

complexity. In another study by Al-Tamimi and Shuib (2009), it was discovered that students who were taught using the Direct Method had better writing proficiency than those who were taught by other methods. Similarly, Halima's (2014) findings indicate that the use of the Direct Method improved the students' writing performance in terms of content, organization, and language use.

ii. The impact of the Direct method on reading comprehension

Teachers who employ the Direct Method to teach reading comprehension make students read passages for information about the target language (Yuliani, 2020). They usually use clues and gestures to help students understand what they read without translating the text (Norland & Terry, 2006). From the beginning, students are taught and must respond in the target language (Yuliani, 2020). Besides pictures, realia and simple actions, question-and-answer techniques are used with an emphasis on correct pronunciation (Andriyani, 2015). This enables students to indirectly acquire the correct pronunciation and meaning of words in English thereby enhancing their reading comprehension ability (Nugroho, 2010).

Puspitasari's (2017) study, which used observation and test-based methods, found that using the Direct Method improved SMP Plus eighth-grade students' performance in reading comprehension. It was revealed that the students could understand the main idea, the structure and the meaning of the text. In relation, Hakim (2019) conducted an experimental study aimed to find out whether there was any influence between the use of the Direct Method in teaching reading comprehension and the students' achievement in reading comprehension or not. Data were gathered through a questionnaire, a reading proficiency test, and a documentary review. The correlation coefficient between using the Direct Method to teach reading comprehension and

students' performance was calculated to be up to 0.93, indicating that the Direct Method could improve learners' performance in reading comprehension.

In another quasi-experimental study carried out by Yuliani and Astria (2020), with 74 participants from the eighth-grade students of the State Junior High School of Palembang, the results indicate that the students' average score on the post-test in the experimental group was 80.81. They, therefore, concluded that the use of the Direct Method in teaching reading comprehension was very effective as it enhanced the students' performance.

Even though it is generally believed that the use of the Direct Method is intended to expose learners to English language regularly with the expectation that they will master it, the above-mentioned studies undertaken in different locations involving students with diverse English proficiency found disparate findings concerning reading comprehension and writing.

c. The impact of Communicative language teaching on performance

The discussion of the impact of Communicative Language Teaching is done under sub-headings of writing and reading comprehension.

i. The impact of Communicative language teaching on writing

In its application, CLT has created a relaxing writing learning environment. CLT strategies such as group work, pair work, role-play and simulation teach students how to organize ideas and identify themes that enable them to write more effectively (Almuselheli, 2022). In this case, the teacher acts as a facilitator, who manages these learner-centered activities in the classroom to involve learners in authentic and meaningful communications (Samiullah & Qadeer, 2018). They further argue that the

activities in the classroom serve the objective of inducing intelligible input in students to develop the required skills, particularly writing skills in learners.

Samiullah (2015) posits that during writing through Communicative Language Teaching, students become competent to organize their ideas into satisfactory good written form in line to write in the existing situation. Samiullah explains that communicative activities always occur in a social context and that social interaction necessitates the participation of two or more interlocutors in a communicative setting at a specific time and place. Zafar (2009) concludes that CLT is particularly effective in promoting creative writing skills since it syndicates both the practical and structural components of language.

Studies proving the effectiveness of Communicative Language Teaching in writing include Okonkwo (2014), who carried out a quantitative study on the impact of Communicative Language Teaching on students' achievement in English essay writing. The results of the study, which employed a sample size of 191 participants show that the students taught by CLT excelled in their writing. Similarly, Ngozi and Mohammed's (2018) study results indicate that students taught aspects of narrative essay and letter writing with the CLT approach performed better in their essay writing than students taught the same using the Audiolingual Method and the Grammar Translation Method. They also discovered that the difference in the students' achievement was enormous. In his study, Liunokas (2021) concludes that CLT can help learners become more proficient writers. He, therefore, recommends that teachers should adopt CLT to teach writing because it provides a suitable learning atmosphere for students to share their knowledge and aid their partners in mastering English writing.

The results from an earlier study by Fatima (2012) revealed that communicative activities proved extremely supportive in teaching report writing skills. According to the researcher, CLT enabled the students to develop their creativity in writing. Imtiaz (2014) asserts that English language teachers should adopt a communicative language teaching approach by incorporating activity-based teaching, especially in large classes, because it helps learners develop their self-confidence as well as productive and receptive skills. Tarigan and Husein (2016) conclude that the adoption of CLT in teaching writing motivates students to be more creative in their writing.

ii. The impact of Communicative language teaching on reading comprehension

Reading comprehension relates to a reader's ability to understand, make meaning, and relate to the world (Yucailla, 2020). Communicative Language Teaching can improve various aspects of reading comprehension (Dörnyei, 2009). Communication is essential for understanding the meaning of written texts. It is, therefore, easy to read and comprehend a written text. The interactive aspect of Communicative Language Teaching enhances one's capacity to understand a text and relate it to their situation (Dörnyei, 2009). As students interact with one another, they gain an understanding of both their own and others' circumstances. As a result, they find it easier to relate whatever information they come across to contemporary life, which is a crucial component of reading comprehension. Studies indicating the effects of CLT on reading comprehension include Hasan (2018), who reported that the use of Communicative Language Teaching, through small group discussion improved the students' reading comprehension. Hasan reiterated that the enhancement of the students' reading comprehension could be their ability to grasp the content and the vocabulary used in the text.

Additionally, in a mixed-method study by Lai (2021), it was revealed that CLT impacted effectively on the performance of students in Malaysian Senior Secondary Home-schooling in reading comprehension. The researcher concluded that the majority of secondary home-schooling students expressed excitement and positivity toward the Communicative Approach used in their ESL reading classes, whereby they increased their vocabulary through group discussions and enhanced their reading comprehension by exchanging ideas and views. The Communicative Approach to teaching reading is very effective because it puts the students at the center of the learning process. It indicates that the students are engaged in the learning process by actively expressing their ideas or the content of the texts they read, understanding the meaning of the text, and drawing conclusions from it (Santoso & Don, 2021).

Nearly all the above-mentioned studies show that CLT is highly effective in terms of , reading comprehension, and writing. Turnbull and Arnett (2002) assert that using CLT can motivate learners to learn English, which may lead to a sense of immediate accomplishment for them. Using CLT to teach students is the best approach to enhancing their mastery of English language (Onotere, 2019). One technique that seems to play an essential role in the effectiveness of CLT in enhancing students' performance in the basic skills of English is group discussion as revealed by the aforementioned studies. Group discussion is an effective classroom strategy for teaching reading and writing since it maximizes the amount of time for students to interact throughout the allotted time (Hasan, 2018), learning and comprehension are enhanced by group learning. In effect, one stands to argue that the interactive activities in CLT classrooms help boost learners' performance in English language.

d. The impact of the Audiolingual method on performance

This section discusses the effect of the Audiolingual Method on students' performance in reading comprehension. It is very imperative to note that no study had been conducted in the area of writing at the time this study was conducted.

i. The impact of the Audiolingual method on reading comprehension

Basically, it is believed that the Audiolingual Method has ignored the development of reading skills (Kizi, 2022). Although the general teaching principle of this approach is aural and pronunciation first, followed by reading and writing, its teaching techniques actually emphasize more on developing listening and speaking to the detriment of reading and writing activities (Mei, 2018; Rilling, 2018). Orfan et al., (2021) assert that in audiolingualism, there is no individual self-effort reading, and the learning pattern is based on repetition and simple memorization, to make students practise the specific structure till they can utilize it spontaneously.

In this case, students are unable to cultivate their reading skills and comprehension abilities on their own (Orfan et al., 2021). Learners cannot read to grasp the contextual meaning of the text because the approach does not focus on self-reading which according to Opega (2011), appears to be the most essential part of language skills. With the use of the Audiolingual Method of teaching, the teacher does the following; specifies the objectives for reading; establishes background experience of the text, explains unknown words using a dictionary, reads topic sentences using comprehension tips, and finally asks the students to listen while the teacher reads the comprehension questions (Orfan et al., 2021). All of these instructional guides discourage learners from initiating self-reading because doing so may result in errors (Agada, 2008).

Nevertheless, Syahputri (2018) conducted a quantitative study on the effect of applying the Audiolingual Method by using fairy tales on the students' achievement in reading narrative text. The results of the study with a sample size of sixty (60) students, indicate that Audiolingual Method improved the students' performance in reading comprehension. The researcher reported that the students could comprehend the text and easily identify the main idea from it. An earlier quasi-experimental study by Wang (2011) discovered that students taught by the Audiolingual Method had significant improvement in their reading comprehension compared to the control group.

From the above studies, it can be concluded that ALM produces varied results on learners' performance in reading comprehension.

e. The impact of the Eclectic approach on performance

This part reviews the literature on the effect of Eclectic Approach on students' performance in writing and reading comprehension.

i. The impact of the Eclectic approach on writing

Language teaching specialists and researchers consistently uphold the effectiveness of the Eclectic Approach in teaching ESL/EFL writing because they believe it relieves them from rigid, conventional, teacher-oriented teaching approaches. Pluralism linked with this method implies the ability to choose instructional methodologies that align with specific learning needs, empowering students to communicate through their writing abilities (Alharbi, 2017). According to Kumar (2013), using the Eclectic Approach to teaching language entails a diverse range of activities, including participation, communicative, and situational techniques. He observed that an ESL/EFL writing classroom comprises heterogeneous students with different levels of

language intelligence, and the teacher has to employ a variety of language teaching approaches, paying special attention to the learners' cognitive and linguistic objectives. Howard (2001) argues that the Eclectic Approach to teaching writing composition maintains a special interest in students. It improves small-group discussion and peer response, wherein students write an assigned paper independently and then peers respond with ideas for improvement. The main goal of the Eclectic Approach, which Howard refers to as collaborative pedagogy, is to improve students' writing experiences, with teachers serving as motivators and evaluators.

In his quantitative study, Suparman (2017), sought to examine the effectiveness of the Eclectic Approach to improve students' writing skills in eighth-grade students of SMP Negeri 1 Keruak Junior High School. The findings of the study, with a sample size of 398 students indicate that the Eclectic Approach improved the students' writing skills significantly. This affirms the results of the study by Kim and Kim (2005), which show that the Eclectic Approach enabled the students to develop productive and receptive skills that fostered their understanding of the grammatical structure of the English language. Nonetheless, Ningrum (2019) found that the writing scores of the students in his study indicate that the Eclectic Approach could only help improve the writing performance of some students whilst others still struggled with their previous knowledge. As a result, the researcher concludes that this approach still requires more assessment for its application to writing skills.

ii. The impact of the Eclectic approach on reading comprehension

Reading comprehension is a vital component of excellent reading (Arsyad & Buhari, 2005). According to these researchers, the level of comprehension is generally assessed based on grasping the main ideas and basic information in the reading.

Suyant (2007) posits that reading comprehension aims to get information from reading passages. The Eclectic Approach is one of the best approaches that helps students develop their reading comprehension skills (Modirksameneh & Kashef, 2009). These authors further point out that it is due to its usage of a number of appropriate principles in a variety of teaching approaches.

Burhanuddin's (2012) study, which adopted questionnaires and observation to investigate the role of the Eclectic Approach in improving the students' reading comprehension, indicates that the Eclectic Approach improved the students' reading comprehension, for they could find the main ideas and the meaning of the words used in the text. The researcher emphasized the need to adopt this method to enhance students' reading comprehension. In relation to this, Rekha (2014) conducted a quantitative study with a sample size of 120 participants to determine the impact of the Eclectic Approach on reading ability among primary school children. The researcher discovered that reading comprehension scores increased among the students taught by the Eclectic Approach. This result is evident in a mixed-method study by Alsayad et al. (2019). The study, which employed a questionnaire and interview with a sample size of 104 respondents, discovered that the Eclectic Approach enhanced Sudanese secondary school students' reading skills and reading comprehension.

In light of the aforementioned studies, Rao (2018) concludes that it is very important for English language teachers to teach productive and receptive skills in authentic situations because using one method to teach these language skills in a more controlled way is likely to make students confused and also make errors in their attempts to construct both spoken and written sentences. As a consequence, the

holistic nature of the Eclectic Approach enables teachers to make English language comprehensible to their students, "monitor their comprehension," and make the necessary adjustments (Alam, 2021). In their qualitative study, Osmayanti and Sabillah (2017) reported that the integration of methods impacted positively on the learners' improvement of their language skills vis-à-vis their academic performance. Thus, the Eclectic Approach should be employed and embraced by teachers to improve students' English performance (Shahadat, 2019), as it ensures a balanced development of both productive and receptive skills at all levels, with an emphasis on early aural-oral skill development (Osama, 2021).

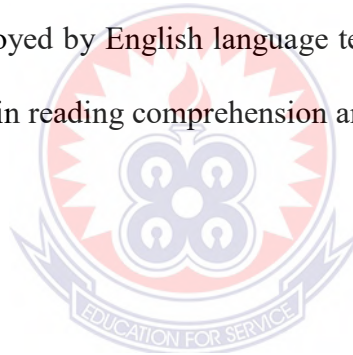
The chapter has deliberated on literature related to the study as regards the dominant methods of English language teaching, factors that influence the selection of these methods, and the impacts of these approaches on students' performance in reading comprehension and writing. The framework adopted from Bloom's (1982) Model of Evaluation was used to elucidate the interconnectedness of the three variables: predictor variables, mediating variables, and performance variables.

It is revealed that the predictor variables (teaching methods) including the Grammar Translation method, Direct method, Audiolingual method, Communicative Language Teaching and Eclectic approach can affect learners' performance positively or negatively depending on their focus and the mediating variables.

The study also reviewed related literature from scholarly studies across the globe, more especially in Asia and Africa since most countries within these continents either learn English as a second or foreign language. Their findings indicate that the methods discussed are the prevalent methods employed by most teachers in their study areas. The literature also indicates that teachers selected their methods based on

such factors as teachers' beliefs, time constraints, examination, class size, learner characteristics, lack of pedagogical knowledge, and the curriculum. Regarding the impacts of methods on learners' performance, depending on the language skill involved, some have a positive impact, while others have a negative influence.

This study has observed that most of the research related to methods of teaching English language and their impacts were conducted outside Ghana. Again, most of these studies adopted either a qualitative or quantitative approach. Bukari's (2019) study, which was conducted in Ghana, only focused on the impacts of methods on speaking skills leaving writing and reading comprehension for future research. Therefore, this study seeks to adopt a mixed-method approach to investigate the dominant methods employed by English language teachers at the JHS level and their impacts on performance in reading comprehension and writing.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

One important feature of any research work is the gathering of data which can be used to solve a stated problem. To achieve this, systematic methods, procedures and instruments of data collection are required (Usman, 2017). Usman further posits that the accuracy of these processes determines, to a large extent, the validity and reliability of the data collected. This chapter, therefore, describes and explains the methodology employed to obtain the vital information relevant to the study. Specific areas looked at include the research approach and design, population, sampling technique procedures, instruments, data collection procedures, data analysis, validity and reliability and ethical considerations.

3.1 Research Approach

The study adopted mixed-methods research (qualitative and quantitative) to obtain the essential data to answer the research questions. Mixed-methods research is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner (Creswell & Creswell, 2018), which involves collecting, analysing, interpreting and reporting both qualitative and quantitative data. The quantitative approach was used to collect quantifiable data from participants and analyse these numbers using statistics in an unbiased, objective manner (Creswell, 2011). The qualitative approach was also used to describe the phenomenon from the participants' perspectives, thoughts, and meanings in a natural setting (Patton, 2015).

Therefore, mixed-methods approach enabled the researcher to triangulate findings from both quantitative and qualitative studies and develop a multi-perspective

understanding of the methods employed by JHS English teachers in West Akim Municipality.

3.2 Research Design

This study employed a convergent-parallel mixed methods design to collect comprehensive information on participants' perceptions, beliefs and thoughts to answer the central questions in the study. In employing the convergent-parallel design, the researcher simultaneously conducted the quantitative and qualitative elements in the same phase, assessed the approaches equally, analyzed the components independently, and finally interpreted the results together (Creswell, 2012).

With the purpose of corroboration and validation, the researcher employed this design to enable her to triangulate the two approaches by directly comparing the quantitative statistical results and qualitative findings.

3.3 Population

Adeniyi et al. (2011) define a population as the total of individuals who have a substantial residence in a specific geographical area, such as the population of a country. Deductively, a population can be explained as the total group of individuals or things that make up the area under study. The components of a population share certain characteristics, and the number may be large or small (Bukari, 2019).

This study selected topic-specific persons in the field of study and their students as participants, based on their close involvement in teaching English language as the population of the study. English teachers and their students in West Akim Municipality of the Eastern Region of Ghana were chosen for the study. The

population for the study consisted of twenty (20) teachers and eight hundred and nineteen (819) students, totalling eight hundred and thirty-nine (839) participants. The details of the population are outlined in Table 3.1 below.

Table 3.1: Population of the Study

S/N	Name of School	Population
1.	Asamankese Wesley Methodist JHS	119
2.	Asamankese Freeman Methodist JHS	124
3.	Asamankese M/A JHS	98
4.	Asamankese Zion JHS	83
5.	Ammako M/A JHS	50
6.	Akwadum M/A JHS	45
7.	Odjarde M/A School JHS	74
8.	Krofofrom M/A JHS	52
9.	Anum Presby JHS	115
10.	Asamankese R/C A JHS	79
Total		839

Source: Field Survey, 2022

The researcher chose these schools because of the expected cooperation that was anticipated from the participants involved in the study. Moreover, the researcher identified a problem regarding learners' English performance in the various schools. Students were included in the research because they were the ones being taught, and as a result, had information regarding the methods of teaching. The teachers were also the ones that employed various teaching methods; a justification for their involvement in the population.

3.4 Sample and Sampling Technique

A sample is a representative portion of a population (Shukla, 2020). The sample size for the study was determined using (Yamane, 1967) formula for sample size determination.

$$\text{Sample size} = \frac{N}{1+N(0.05)^2} = \frac{839}{1+839(0.05)^2} = 270.86$$

Therefore, the sample size for the study was 271. The study adopted a purposive sampling technique to select the schools and the teachers. Two teachers were selected from each sampled school, totalling 20 teachers. All the twenty (20) English language teachers, comprising nine (9) males and eleven (11) females aged between 20 and 60, in the sampled schools, were selected purposefully as respondents to the questionnaire and the interview. Out of this number, ten (10) teachers were selected for the observation. Ten JHS schools in the Municipality were also intentionally sampled for the study. Nikolopoulou (2022) defines purposive sampling as a non-probability sampling technique that enables a researcher to employ cases that have the needed information regarding the objective of the study. The selected teachers are experienced and have been teaching English for quite a long time. The researcher purposefully sampled the teachers because they were the right people to provide the needed information for the study. Additionally, the teachers were purposefully sampled due to their small size.

A stratified sampling technique was also adopted in selecting the two hundred and fifty-one (251) students from the ten sampled schools. Hayes (2022) defines a stratified sample as one resulting from the classification of the population into mutually exclusive groups. The sampled respondents to the questionnaire consisted of

96 male and 155 female students aged between 12 and 20 years old, totalling 251 students in JHS 1, 2 and 3 from the selected schools. Out of this number, thirty (30) students comprising three (3) students from each sampled school were also selected for the interview.

In stratifying, the students in each class within the sampled schools were categorized into three distinct groups that were mutually inclusive: slow, average, and fast learners. This was done with the help of the English language teachers in the sampled schools. The researcher wrote the words "inclusive and exclusive" on plain bond paper, folded them, and put them in a box. The students were then asked to pick a sheet from a box in turns, and those who picked the sheets with "inclusive" were sampled as participants. The researcher adopted the stratified sampling technique with the view of ensuring that all the population was given equal opportunities to be selected. This allowed the researcher to assess the effects of the dominant approaches used by the English teachers in West Akim Municipality.

3.5 The Research Site

The study involved JHS English teachers and students in West Akim Municipality in the Eastern Region of Ghana. The researcher selected ten schools from the Municipality for the study. These schools were selected because the researcher is familiar with the schools. The researcher's familiarity enabled her to easily identify the phenomenon for the study. Moreover, the researcher chose these schools because of the expected cooperation that was anticipated from the participants involved in the study.

3.6 Instruments and Data Collection Procedures

The instruments used for data collection were questionnaires, semi-structured interviews and classroom observation.

3.6.1 Questionnaire

A questionnaire can provide a quick and simple way of obtaining broad and rich information (Garton, 2014) from a wide, diverse and global population. For this study, a questionnaire appeared to be one of the most practical methods of gathering data from a range of teachers and students. The questionnaire (See APPENDICES A and B) had a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was first piloted to ensure that the questions were effective at eliciting the needed information and conveying the intended meaning. Additionally, the piloting process helped to eliminate any irrelevant questions and ensure that the respondents understood the questions posed.

Data collection started on October 18, 2022, and continued until November 20, 2022. The raw data were coded manually and uploaded to SPSS. The specific statistical analyses are provided in the results section. The purpose of the research questionnaire was to acquire in detail the dominant methods employed by JHS English teachers in West Akim Municipality. The items were close-ended and teachers and students were free to choose the answer they desired, selecting all options that applied.

3.6.2 Interview

Ary et al. (2010) define an interview guide as a technique used to gather data from people about their thoughts, feelings, and ideas on various subjects. Interviews can be an essential tool to acquire data about a phenomenon from any kind of participant and accomplish the objectives of a study (Alharbi, 2017). Additionally, Cohen et al.

(2007) identify an interview as an instrument for collecting data that is flexible enough to permit the use of "multi-sensory" techniques, including verbal and nonverbal actions.

The objective of the interview with this study was to explore some of the issues raised in the questionnaire in more depth. It also aimed to gain directly elaborated details from the English teachers in West Akim Municipality and their students to identify findings on the issues regarding teachers' dominant teaching approaches and the impacts of these approaches on students' performance in English reading comprehension and writing.

The researcher employed a semi-structured interview with participants. A semi-structured interview combines both structured and unstructured interviews consisting of closed and open-ended questions (Avineri, 2017; Creswell & Poth, 2018). Considering the research objectives, the researcher aimed to ensure that careful consideration was taken to formulate the interview questions so that the respondents could delve deeply into their thoughts and share their feelings and experiences freely without the researcher interfering. Being flexible by nature, semi-structured interviews permitted the researcher to alter the wording of the questions whenever it was necessary. Moreover, semi-structured interviews are exploratory in nature as stipulated by Creswell and Baez (2020), and as a consequence, they provided enriched data for this study. Hence, semi-structured interviews helped the researcher ask additional probe questions to analyse the phenomenon in depth and to comprehend the reasons behind respondents' answers. Additionally, the researcher believed that respondents had diverse opinions and experiences that were relevant to the study, which could further result in comparisons and contrasts (Gale et al., 2013).

Ten (10) interview questions for the students and twenty (20) items for the teachers were carefully (see APPENDICES C and D) developed from the research questions, the literature and the questionnaire; nonetheless, both versions of the questions shared some similarities. In addition to the research questions, other information, such as demographic information, was gathered.

Data collection began on October 18, 2022, and continued until November 20, 2022. A tape recorder and field notebook were used to record the interview sessions, which lasted for 20 to 30 minutes for teachers and 15 to 20 minutes for students. Gale et al. (2013) posit that interview transcription demands a suitable audio recording machine. Levels were assigned to respondents based on WAMT (for teachers) and WAMS (for students) + number. For instance, WAMT1, WAMT2, or WAMT3; WAMS1, WAMS2, or WAMS3. The researcher made sure the environment was friendly and very conducive for the respondents, especially the students, by using eye contact and nodding to show approval (Cohen et al., 2007). By so doing, the respondents were motivated to express themselves freely. Additionally, the researcher code-switched to accommodate the student-participants with insufficient command of English language.

3.6.3 Observation

Observations were carried out to observe the teaching and learning process to triangulate the data; to ascertain whether the teachers adopted the methods they stated in the questionnaire and during the interview session, and to also find out if learners could express themselves vividly in English. In classroom observation, a researcher sits in a different teacher's classroom to observe, understand, and reflect on the information presented by the participants (Creswell & Poth, 2018). An observational

protocol was designed to take notes and note all detailed incidents to systematically enable the researcher to elicit as much data as possible from the observations (Cohen et al., 2007). Creswell (2012) asserts that an observational protocol is a suitable tool for observing teachers' and students' behaviours and practices in a classroom situation for a research study.

The researcher was a non-participant observer (Thompson, 2016) who took field notes during the observation. Before the commencement of the process, a video recorder was placed at the rear corner of the classroom to record the teaching and learning process in the classroom, which could be compared to the notes afterwards. Silverman (2014) posits that it is inadequate to only use one's ears and eyes in observing incidence and actions that occur at a research site, but that it is also very important to supplement the notes with either audio or video recording.

Using a classroom observation protocol of seven items (see APPENDIX E), the researcher observed factors such as the approach and strategies used, the use of the English language, the resources employed in the teaching, the size of the classroom, and the students' engagement in the lesson. This enabled the researcher to stay focused on the components that she wanted to investigate in the study. Ten (10) teachers were observed; three observation sessions were conducted for each teacher, each of which lasted for 50 to 70 minutes. Here, both students and teachers were observed. In total, there were thirty (30) observation sessions for the whole study.

3.7 Data Analysis

The data collected for any research project are normally huge and not organized; therefore, it is very important to reconstruct the collected data to make the ambiguous and fuzzy data meaningful (Turner, 2010). Thus, the need to analyse and interpret the

collected data exists. Stainback (2016) asserts that data analysis is very essential to the research process. The data in this study were analysed through descriptive statistics and thematic analysis. The quantitative data were analysed through descriptive statistics. The mean values were generated for each response to their respective standard deviation figures. This enabled the researcher to identify the methods that the English teachers in West Akim Municipality used most.

The qualitative data were also analysed thematically. Braun and Clarke (2012, p. 57) define thematic analysis as "a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset." When a research study seeks to understand the common practices of people in a specific field, thematic analysis is thought to be more relevant to the data analysis and research findings (Braun & Clarke, 2006; 2012; Saldaa, 2016). Hence, using this analysis procedure helped the researcher easily identify the codes and themes as regards the data collected on the dominant methods employed by English teachers in West Akim Municipality and analyse them systematically. The researcher grouped the responses into themes and sub-themes.

3.8 Validity and Reliability

Validity is a measure of the truth of the data obtained through the research instrument (Burns & Grove, 2001). Creswell and Miller (2000) assert that validity determines whether the findings of a study are accurate from the perspective of the researcher, respondents, or readers of an account. The instruments, which were necessary for making appropriate inquiries to meet the objectives of the research, were subjected to approval by the research supervisor for content validity.

Sampling validity was employed because not every student in sampled schools could have been covered, so 251 students out of 819 with 20 English teachers were sufficient to make the study valid. In the course of the study, a total of thirty (30) observations were also executed. This provided rich data as all the observations were in different classrooms. The questionnaire, interview guide along with the observation checklist and documents, were intended to collect the needed data with regard to the conceptual framework for the study. The questions are therefore a reflection of the framework presented in Chapter 2.

Additionally, the question of reliability is raised to gain perspective on how to evaluate what we are doing (Flick, 2014). "Reliability is defined as the consistency of the instrument in measuring what it is intended to measure" (Wandera, 2012, p. 47). During the data collection with teachers and students, the researcher was as brief and concise as possible, explaining things vividly to the participants. Hence, the researcher believes that the outcome of the research is reliable. The observation checklist was also employed to assist the researcher in gathering relevant data from different classrooms. This enabled the researcher to compare the classroom settings in the sampled schools.

Another area that helped ensure the credibility of the data was that the study was critically examined through detailed personal notes, regular meetings with the supervisor, piloting, and PowerPoint presentations of various components of the research at departmental seminars.

3.9 Model Specification

To test the relationship between the dominant teaching method and its impact on students' performance, the following regression models were specified.

$$PIW = \beta_0 + \beta_1GTM + \beta_2Control + \varepsilon \rightarrow \text{Equation one}$$

$$PRC = \beta_0 + \beta_1GTM + \beta_2Control + \varepsilon \rightarrow \text{Equation two}$$

Where *PIW* → Performance of Students in Writing

PRC → Performance of students in reading comprehension

GTM → Grammar Translation Method

β → Constant

ε → Error Term

Control → Direct Method, Audiolingual Method, Eclectic Approach and Communicative Language Teaching.

3.10 Ethical Considerations

In the course of the study, the researcher observed some ethical considerations. As Bryman and Bell (2007) note, the research participants should not be subjected to harm, and their dignity should be respected. Similarly, Creswell (2009) posits that it is very important to secure access to investigations or formal settings, in this case, classrooms, by requiring consent from the authorities from educational establishments. The following ethical considerations were observed:

The researcher, first of all, requested an introductory letter from the Department of applied linguistics at the University of Education, Winneba. This enabled her to seek permission from the West Akim Municipal Directorate of Education through the Asamankese Circuit II School Inspection Support Officer. Following that, the heads of the sampled JHS within the Municipality were served letters about the study, along with the researcher's visitation dates.

Before the data collection process began, the purpose of the study was explained to the participants, and their consent was also sought. Thus, all the information

concerning the research was communicated to participants, allowing them to freely choose whether or not to become involved. All participants were reassured that they had the option to withdraw from the research at any time without penalty or repercussions. The participants were equally informed that only the supervisor and the researcher would have access to the notes and the audiotapes for the study. No personal information was recorded or printed in the study. During the presentation, audiotaped interviews were transcribed verbatim; thus, no name or identity of the participants was recorded during the interview session. They were also informed that, after the completion of the study, all the files containing their identities would last for a short while before being deleted. This is aimed at protecting the participants' privacy.

3.11 Summary

This chapter has discussed the research methodology that the study employed. It has highlighted the specific research approach and design, the study population, sampling techniques, data collection instruments and procedures, data analysis, validity and reliability, model specification and ethical considerations. The next chapter focuses on results and a discussion of the data.

CHAPTER FOUR

RESULTS ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the analysis and discussion of the results of the data collected for the study. The analysis is categorized into three parts; each part responds to a research question. The first part examines the dominant methods used by JHS English teachers in West Akim Municipality with emphasis on the Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching and Eclectic Approach. The second part discusses the factors that affect English teachers' selection of the methods they use. The concluding section discusses the impact of the dominant method on students' performance in reading comprehension and writing. Readers will recall from Chapter 2 that the conceptual framework adapted from Bloom's (1982) Model of Evaluation discussed the variables that promote performance in writing and reading comprehension. These variables include the predictor variables and the mediating variables. The discussion indicates that the predictor variables and the mediating variables have an enormous impact on reading comprehension and writing. The questionnaire data had a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) where SD= Strongly Disagree; D=Disagree; U=Uncertain; A=Agree; SA=Strongly Agree with n= Frequency.

4.1 The Dominant methods employed by English language teachers

This section combines information from the three instruments to determine the dominant methods employed by JHS English teachers in West Akim Municipality. The views of both teachers and students as regard this objective were sought. These views ranged from the Grammar Translation Method, Direct Method, Audiolingual

Method, Communicative Language Teaching, and Eclectic Approach respectively. In general, the findings revealed that the Grammar Translation Method is the dominant method employed by the teachers.

4.1.1 Teachers' views on the dominant methods employed by English teachers

The quantitative results indicate the percentages of the frequencies and the mean values. The mean was ranked to determine which method was mostly used in teaching English. A mean value of 3.4 or more indicates that respondents believed that the teaching method was used otherwise, they disagreed. The findings show an even mean value of likeness of all the methods with the exception of the Direct Method as can be seen in Table 4.1.



Table 4.1: Teachers' views on dominant methods used in teaching English

Item	SD	D	U	A	SA	Mean	Std. Dev.	Rank
I translate, teach grammatical rules explicitly and correct errors.	1(5)	1(5)	0(0)	6(30)	12(60)	4.35	1.09	2 nd
I use English to teach without translating into the learners' first language.	8(40)	9(45)	0(0)	1(5)	2(10)	2	1.25	5 th
I make students practice dialogues on audiotapes while teaching.	2(10)	3(15)	3(15)	8(40)	4(20)	3.45	1.27	4 th
I allow students to take responsibility for their learning as they work collaboratively with others.	0(0)	0(0)	0(0)	11(55)	9(45)	4.45	0.51	1 st
I blend diverse teaching methods.	0(0)	0(0)	1(5)	13(65)	6(30)	4.25	0.55	3 rd

Source: Field Survey, 2022

From Table 4.1, the responses indicate that all the teachers (100%) agreed that they allowed students to take responsibility for their learning as they work collaboratively with others. This method, which is the Communicative Language Teaching, had a mean value of 4.45. The mean value was ranked 1st in the mean ranking. However,

data from the observation and the interview did not agree with this assertion because the majority of the teachers interviewed and observed only employed the Grammar-Translation Method.

For instance, two of the respondents who agreed with the idea, in the interview remarked:

WAMT2: I use the Communicative Language Teaching Approach. Well, with the classroom activities, mostly, I use question-answer, give my students a lot of synonyms and antonyms, dictation, exercises, homework, and notes.

WAMT10: I believe in helping my students cultivate the habit of reading, so usually, before the lesson starts, I allow them to read then while teaching, I ask them a lot of questions to demonstrate their understanding of what is being taught.

It is evident from the above statements that these teachers, like most others, did not employ the Communicative Language Teaching as they argued because the classroom strategies stated align with the Grammar Translation Method, and not the Communicative Language Teaching. It was also observed that the only classroom technique employed by the majority of these teachers was the question-and -answer technique. This result matches the results from studies conducted by Osei (2016) and Bukari (2019), who discovered from their observations that the teachers who claimed to be employing the Communicative Language Teaching were actually adopting the Grammar Translation Method. The inconsistency between the quantitative and qualitative data may be due to the teachers' lack of knowledge of CLT. The lack of pedagogical knowledge is attributed to the fact that a lot of them had not specialized in English language as the interview data revealed. For instance, two of the respondents in the interview remarked:

WAMT12, I am a Social Studies teacher, but because there is no English teacher in the school, the headmaster has asked me to teach English.

WAMT20: No, I haven't specialized in English; I am Home Econs teacher, but I have the passion for English and since there is no English teacher, I decided to handle it.

The responses from WAMT12 and WAMT20 highlight the inadequacy of English teachers at the JHS level in Ghana. This affirms the assertion by Asangba (2016), which posits that only a few teachers who graduate from Colleges of Education and Universities specialize in English. This perhaps explains why all of them mentioned CLT, but the majority was observed adopting GMT. This matches the result of (Attamimi, 2003; Jeon, 2009), which indicate that most Korean English teachers adopted the Grammar Translation Method instead of the Communicative Language Teaching Approach because they were not cognizant of the latter.

Again, their lack of CLT knowledge may be attributed to the fact that they do not attend workshops frequently to equip themselves with methods of teaching English language. Regarding this, WAMT3 and WAMT13 had these to say:

WAMT3: I have not gone to any workshops on English language teaching methods.

WAMT13: I have never been to a workshop on English methods.

This is an indication that these teachers may not be abreast of methods of teaching English, most especially the current ones. This finding is in line with the findings of Omar (2019) which indicate that the participants in his study lacked knowledge about the most modern methods of teaching English used in Developed Countries due to a lack of participation in events, such as conferences, workshops, and seminars. English language is so dynamic that teachers ought to be abreast to be able to meet the changing trends in this area, most especially teaching methods. This becomes possible

through in-service training and professional development, either online or face-to-face. Teachers' in-service training and professional development are enormously relevant in any educational institution; at Primary, High school or even the University level (Baron, 2006).

Moreover, the result shows that 90% of the respondents were in favour of the assertion that they translate, teach grammatical rules explicitly, and correct students' errors. The result of this method, the Grammar Translation Method, had a mean of 4.35 and was ranked 2nd. The data obtained from the interview and observation confirmed the teachers' responses to the questionnaire. It was revealed that almost all the respondents adopted the Grammar Translation Method. For instance, WAMT7 and WAMT10 in the interview remarked:

WAMT7: I translate, so I will go for the Grammar Translation Method.

WAMT10: Grammar Translation; I'm conversant with that one.

Similarly, most of the teachers observed taught grammatical rules explicitly. Students were also given a list of difficult words in isolation, along with their meanings in their first language (Twi), and they were instructed to memorize them. For instance, in one of the classrooms observed, while the teacher, WAMT6 was teaching adverbs, she gave and explained rules concerning adverbs, then formed isolated sentences with them, and finally allowed the students to practice the rules involved. This result affirms the findings of Orfan et al. (2021), which show that the teaching of explicit rules and vocabulary in isolation was a common practice in Afghan EFL instructors' classrooms. Alharbi (2017) also observed that the learners' first language dominated the classrooms of English teachers in the Kingdom of Saudi Arabia. However, the remaining 10% disagreed, arguing that English must be taught in English.

The result further indicates that 95% of the respondents agreed that they blended diverse teaching methods. This method, which is the Eclectic Approach, scored a mean value of 4.25 and was ranked 3rd on the mean ranking. Only 5% of the teachers were uncertain about adopting this method. Nonetheless, the interview and observation data indicate that only one teacher blended some characteristics of Communicative Language Teaching and the Grammar Translation Method as discovered in the studies conducted by (Motlhaka, 2015; Anabokay & Suryasa, 2019; Khan & Soomro, 2022). This teacher, WAMT1 in the interview indicated that:

I mix the methods by using discussion, role-play, and think-pair-share. I also translate while teaching. I think we should mix them; we should not use one, for each of them has its benefits.

Deductively from the above statement, it could be inferred that WAMT1 blended the Grammar Translation Method and the Communicative Language Teaching by adopting discussion, role-play and think-pair-share. This teacher believed that the weaknesses in one method could be catered for by another if they were integrated. She added that the strategies that she adopted made her students very active in her class since there was practicality in what they did; it helped them get involved. It is obvious that the integration of the English language teaching methods and classroom strategies seemed to oblige her students to participate and interact actively, as observed. This is in line with Sharifa's (2020) assertion that the Eclectic Approach leaves a lasting impact on learning; it keeps learners interested, promotes language proficiency and intellect, increases their understanding of how to utilize language in practical settings, and ultimately helps learners' personalities and self-confidence to develop.

Again, 60% of the respondents agreed that they teach through drilling, and make students practice dialogues on audiotapes while 25% opposed with the remaining 15%

being unsure. This method, which is the Audiolingual Method had a mean of 3.45 and was ranked 4th in the mean ranking. For instance, one of the respondents who agreed with the assertion, WAMT3 in the interview remarked:

I prefer the Audiolingual method.

Unlike the quantitative data which showed that the majority of the teachers used the Audiolingual Method, the observation and interview data revealed that only one teacher actually used it. This finding is not in tune with Bukari (2019) who found that none of the participants observed or interviewed in his study adopted the Audiolingual Method. He attributed this to the classroom environment not being rich for the activities of this approach.

Meanwhile, 85%% of the participants disagreed that they used only English to teach without translating it into the students' first language. This method, which is the Direct Method, had a mean value of 2.00 and was ranked 5th. The remaining 15% agreed. Those who disagreed believed that with the background of their students, using only English language may hinder the students from grasping what is being taught. This is the only instance in which the responses of teachers showed a disagreement with a higher percentage. The data obtained from the interview and the observation sessions were consistent with the quantitative data. None of the teachers observed or interviewed adopted the Direct Method. This finding sharply contradicts the report of Al-Ghasab (2020), which indicates that the Direct Method was one of the dominant methods employed by the teachers in Mubarak Al-Kabeer region in the Kuwait State.

4.1.2 Students' views on dominant methods used by English teachers

The quantitative findings show the percentages of the frequencies and the mean values. The mean was ranked to determine which method was mostly used in teaching English. A mean value of 3.4 or more indicates that respondents believed that the teaching method was used otherwise, they disagreed. Students' responses revealed a vital fact about the methods frequently used by English teachers. Regarding this, the students expressed views which favoured the Grammar Translation Method.



Table 4.2: Students' views on dominant methods used by English teachers

n=251

Item	SD	D	U	A	SA	Mean	Std. Dev.	Rank
My English teacher uses both English and Twi to teach and teaches grammar rules.	16(6.4)	1(0.4)	0(0)	100(39.8)	134(53.4)	4.33	1.00	1 st
My English teacher uses only English to teach without translating it into Twi.	118(47)	109(43.4)	3(1.2)	10(4)	11(4.4)	1.75	0.99	4 th
My English teacher always makes us listen to and practice audiotapes of conversations in English language.	135(53.8)	103(41)	2(0.8)	6(2.4)	5(2)	1.57	0.80	5 th
My English teacher allows us to take responsibility for our learning as we work together with others, either through pair work, role-plays, or discussion.	83(33.1)	112(44.6)	3(1.2)	26(10.4)	27(10.7)	2.21	1.30	2 nd
My English teacher teaches through classroom activities like role-play and discussion and also corrects us when we make errors.	142(56.5)	59(23.5)	11(4.4)	28(11.2)	11(4.4)	1.83	1.19	3 rd

The results from the students' quantitative data as shown in Table 4.2 indicate that 93.2% of the students' respondents agreed that their English teachers used both English and Twi to teach, correct students' errors, and teach grammar rules. This method, which is the Grammar Translation Method, scored a mean of 4.33 and was ranked 1st on the mean ranking. The students' views were consistent with their teachers as most of the teachers also agreed to adopt this method. WAMS5 and WAMS26, two of the students who agreed with the assertion in the interview, for instance, remarked:

WAMS5: Sir transfer words to Twi if we not get the understanding well. He always correct us when we make wrong.

WAMS26: When madam is teaching, she always ask we questions; we also do a lot of dictation in our English class.

Deductively from the above responses, it could be inferred that these teachers, like most others, adopted the Grammar Translation Method with emphasis on translation and error correction. This agrees with Adhikari's (2017) assertion that teachers who adopt the Grammar Translation Method translate words, phrases, sentences, and even whole passages into students' first language. Both teachers' interview and observation data revealed that errors were seen by most of the teachers as indicators of bad linguistic behaviours which needed to be corrected always. The teachers argued that correcting students' errors prevented them from repeating and also helped ensure comprehension. WAMT14, in the interview for instance remarked:

By correcting them when they say the wrong prevents them from saying the same thing next time.

This is in tune with Ellis' (2008) assertion that teachers adopt GTM to control the lesson and focus on grammatical accuracy over communication. However, 6.8% of the students disagreed with none being uncertain.

Moreover, 77.7% of respondents with a mean value of 2.21 disagreed that their teachers allowed them to take responsibility for their own learning through discussion, drama, role-play and think-pair-share. This method, which is Communicative Language Teaching, was 2nd on the mean ranking. 21.1% of respondents were in favour of the statement while the remaining 1.2% was unsure. This clearly shows that a few of the participating English teachers employed the Communicative Language Teaching Approach. The views of the students contradicted their teachers' assertions, but the data obtained from both students' and teachers' interviews and the observation affirmed the students' responses to the questionnaire. One of the respondents who disagreed in the interview, for example, remarked:

WAMS17: When the English teacher teaches us, she will ask us a questions, make us do dictation, and write some words on the board for we to write.

This response highlights the fact that this teacher, like several others, did not employ the Communicative Language Teaching as they argued. This result is consistent with Osei (2016), who discovered that only a few teachers in the International Community Upper Primary School at Amansie West District used the Communicative Language Teaching in their English lessons.

Again, the quantitative data of students indicate that 80% of students disagreed that their teachers blended their methods. This method, which is the Eclectic Approach had a mean value of 1.83 and was placed 3rd on the mean ranking. Only 15.6 % agreed while the remaining 4.4% were not certain. This is also a clear indication that a vast majority of the respondent teachers did not employ the Eclectic Approach. It was also observed that only one teacher blended her approaches. This is not in line with

the work of Khalil and Semono-Eke (2020), which indicates that most English teachers in Saudi Arabia blended diverse language teaching approaches like the Direct Method, Communicative Language Teaching and the Grammar Translation Method to meet the varied needs of students in ESL/EFL classrooms.

Additionally, 90.4% opposed the assertion that their English teachers used only English to teach. This method, which is the Direct Method of teaching English was ranked 4th with a mean value of 1.75. However, 8.4% of the students agreed with the statement while the remaining 1.2% was unsure. The implied assumption from this result is that the English teachers in West Akim JHS did not adopt the Direct Method. This finding affirms the teachers' quantitative and interview data. For instance, two of the respondents who agreed with the statement in the interview said:

WAMS9: My English teacher always use Twi and English when he is teaching.

WAMS21: My madam speak English to teach but when we are not getting the understanding, she will speak Twi.

It is obvious from the above statements that these teachers, like others translated into the students' first language when teaching. Again, none of the teachers observed taught with only English. This result does not agree with (Feryok, 2008; Mowlaie & Rahimi, 2010) who discovered that the Direct Method was seriously adopted by teachers in teaching English language.

From Table 4.2, the views of students did not favour the fact their teachers always make them listen to audio. 94.8%, of students with a mean value of 1.57 disagreed that their teachers employed the Audiolingual Method, the method which requires students to listen to and practice audiotapes of conversations in the target language (Richards, 2006). This method was ranked 5th on the mean ranking. Nevertheless,

only students' respondents of 4.4% agreed with the assertion while 0.8% remained uncertain. This result shows that the teachers did not use the Audiolingual Method as they claimed. It was also observed that only one teacher employed this method. This finding is not in tune with (Alresheed, 2008; Althaqafi, 2018), who reported that in recent times, the Audiolingual Method is dominantly used by teachers in Saudi Arabia due to the learning benefits it offers to the education system.

Judging from the findings obtained from both quantitative and qualitative data from teachers and students, it is obvious to conclude that the Grammar Translation Method is the dominant method employed by English teachers in West Akim Municipality since all the three instruments revealed the same result. This result confirms studies by (Ho & Binh, 2014; Okmen & Kilic, 2016; Alharbi, 2017; & Yi, 2021), which revealed that GTM is commonly used in the English language classrooms in Le Hong Phong, Turkey, the Kingdom of Saudi Arabia, and China, respectively.

4.2 Factors that Affect Teachers' selection of English language Teaching

Methods

This section presents and discusses the results of objective two which assessed the factors that affected English teachers' selection of the methods they used. The factors were grouped into teacher related and classroom factors. The percentages of the frequencies and the mean values were ascertained and ranked. A mean value greater than 3.4 indicates that respondents considered that factor mostly before selecting the teaching method otherwise, they disagreed.

4.2.1 Teachers' views on teacher related and curriculum related factors

The views of teachers were sought on the teacher related and curriculum related factors that influenced the selection of a given method. In summary, all their views established the fact that their beliefs in teacher-centred approach and the content prescribed in the curriculum determined the method they frequently used. Table 4.3 contains the findings from the questionnaire responses on the views of teachers regarding these factors.

Table 4.3: Teachers' views on teacher related and curriculum related factors that influence the choice of a particular teaching method

Item	SD	D	U	A	SA	Mean	Std. Dev.	Rank
I see myself as the expert and the authority in providing information, so I select my method based on this belief.	2(10)	3(15)	0(0)	9(45)	6(30)	3.7	1.34	3 rd
I believe in assisting students in constructing their knowledge and the best thing to do is to choose a method based on this belief.	0(0)	0(0)	0(0)	6(30)	14(70)	4.7	0.47	1 st
My students should be taught through the same method that I was taught.	10(50)	6(30)	0(0)	4(20)	0(0)	1.9	1.16	4 th
The content and the methods prescribed in the curriculum influence my instructional practices	0(0)	0(0)	0(0)	12(60)	8(40)	4.4	0.50	2 nd

From Table 4.3, the results of the teacher related and curriculum related factors indicate that all the respondents (100%) agreed that they selected a method based on their beliefs that such a method helped their students to construct their own knowledge. This factor, which indicates that the teachers believed in learner-centred approaches like the CLT scored a mean of 4.7 and was ranked 1st on the mean ranking. However, the interview responses contradicted their suggestions, meaning that their belief in being facilitators did not actually influence their method selection. Furthermore, the observation showed a clear contradiction between actual classroom practice and the teachers' responses. All the teachers in the quantitative data indicated that they believed in CLT, but what a lot of them actually practised in the classroom was the Grammar Translation Method, which is a teacher-centred approach. For instance, WAMT14 in the interview remarked:

I believe that the students must benefit from the lesson, therefore, I use the Communicative Approach. Usually, I translate and use the question-and-answer technique.

Deductively from the statement above, this teacher, like a majority of them, believed in CLT, but practiced the Grammar Translation Method due to the classroom strategies adopted. This could be the result of the lack of knowledge about CLT. This is consistent with Sato and Kleinsasser (2014), who discovered that most teachers in Japan believed in the Communicative Language Teaching Approach, but they practised the Grammar Translation Method. Their results indicate that teachers' beliefs about CLT and their practice were not congruent.

All the respondents (100%) again argued that they considered the content and the methods prescribed in the curriculum before selecting a particular teaching method. This factor scored a mean of 4.4 and was ranked 2nd on the mean ranking. Three of the teachers in favour of the idea, in the interview said:

WAMT3: We are supposed to teach what is in the curriculum, so I cannot teach what is not in it.

WAMT6: It's is the basis for teaching, a teacher cannot teach without the curriculum.

WAMT11: The curriculum should be consulted because it helps you to stay focused on what it's expected to be taught.

Notwithstanding, the data obtained from the interviews and the observation revealed a contradictory finding which depicts that a vast majority of the teachers only looked at the content in the curriculum but not the method. The current method prescribed in the JHS English language curriculum is the Communicative Language Teaching, but a lot of the teachers observed adopted the Grammar Translation Method. This means that the teachers' practice was not congruent with the curriculum. This result is in tune with Rahman et al. (2018), who reported that even though, the Ministry of Education in their country reformed its curriculum to replace the Grammar Translation Method with Communicative Language Teaching to promote effective English language teaching and learning in the country, teachers did not use the latter as intended in the curriculum.

The results also revealed that 75% of the respondents chose a method on the premise that such a method gave them full control over their class. This factor had a mean value of 3.7 and was ranked 3rd on the mean ranking. These teachers' beliefs align with teacher-centred approaches such as the Grammar Translation Method and the Audiolingual Method. This could possibly explain the reason for the selection of the Grammar Translation Method by most of the teachers. They regarded themselves as the expert and authority responsible for the transmission of knowledge (Ahmad & Aziz 2009). For instance, WAMT8 in the observation remarked:

You know I am the chief inspector here, so I do whatever I like.

It is clearly evident from the above statement that most of these teachers dictated what the students should do since they regarded themselves as the expert and authority in the teaching and learning process. This explains why a lot of them adopted GTM. This is because the role of the Grammar Translation Method is so traditional; in the classroom, the teacher is the authoritative figure, and students must obey her orders to learn what he/she knows (Freeman, 2003). In contrast, the remaining 25% opposed the idea with the belief that the classroom environment should allow students to construct their own knowledge.

Finally, the quantitative data revealed that 80% of teachers disagreed that they chose teaching methods based on the method they were taught with. This factor had a mean of 1.9 and was ranked 4th in the mean ranking. Only 20% of the teachers agreed, indicating that most of the English teachers in West Akim were not influenced by their past education in the selection of their methods. This sharply contradicts the assertion of Cheng (2009) that teacher factors such as past, education are more influential in the choice of teaching methods that a teacher makes. For instance, one of the respondents who opposed the idea in the interview had this to say:

WAMT4: The world is not static, so are the subjects we teach. Therefore, the method through which I was taught may not work for my students.

Deductively from the data obtained from the teachers' questionnaire, interviews and observation, it could be inferred that the majority of JHS English teachers in West Akim Municipality selected the Grammar Translation Method based on the content prescribed in the curriculum and their belief in teacher-centred approaches.

4.2.2 Classroom factors that influence the choice of a particular teaching method

Another essential area that the study focused on was the views of teachers on classroom factors that affected their selection of methods. In respect of this, the respondent teachers viewed learners' background, class size, lesson objectives, teaching and learning materials and time as the most influential factors that determined their selection of English language teaching methods. Responses to questions from the quantitative analysis that show these views are displayed in Table 4.4.

Table 4.4: Teachers' views on classroom factors that influence the choice of a particular teaching method N=20

Item	SD	D	U	A	SA	Mean	Std. Dev.	Rank
I select my method based on the learners' background, age, and interests.	1(5)	1(5)	1(5)	3(15)	14(70)	4.4	1.14	3 rd
I consider the amount of time for my lesson when selecting a method.	0(0)	0(0)	1(5)	12(60)	7(35)	4.3	0.57	4 th
Teaching and learning materials play a significant role in how I teach.	0(0)	0(0)	0(0)	6(30)	14(70)	4.7	0.47	1 st
The specific objectives for my lesson inform me of how to deliver my lessons.	0(0)	1(5)	0(0)	7(35)	12(60)	4.5	0.76	2 nd
I consider the size of my class in the selection of a method.	0(0)	1(5)	2(10)	15(75)	2(10)	3.9	0.64	5 th
I select my method based on the examination system in the	2(10)	0(0)	7(35)	9(45)	2(10)	3.45	1.05	6 th

country.

From Table 4.4, the results of classroom factors that teachers considered before selecting a teaching method indicate that all the respondents (100%) agreed that they considered the available teaching and learning materials before selecting a teaching method. This result had a mean value of 4.7 and was ranked 1st in the mean ranking. This makes teaching and learning materials an influential factor that determines the selection of the teachers' method of teaching. This is consistent with Usman (2015), who reported that the availability of resources, including technology is the major factor influencing the selection of teaching-learning strategies in the English classroom. The teachers complained that these days, they do not receive materials to enhance effective teaching. For instance, WAMT15 in the interview said:

When we are doing reading, the lesson becomes difficult because we don't have materials like manila cards to use.

Similarly, none of the teachers observed utilized any teaching and learning material in their lessons, a clear indication that there were no materials. The lessons were basically delivered abstractly, making the classroom environment so quiet as the learners' engagement was minimal. WAMT 11, a respondent in the interview also had this to say:

Some methods involve the use of materials but they are not available, so if I adopt such a method, it will not make the lesson successful. That is why I use the Grammar Translation Method.

The statement indicates that the Grammar Translation Method does not require the use of teaching and learning materials. Perhaps, this explains why the majority of the teachers employed this method. It can also be said that lack of or inadequate teaching materials inhibit effective teaching and learning as teachers have to teach abstractly.

Similarly, the quantitative results found that 95% of the respondents argued that they considered the specific objectives of the lesson before selecting the teaching method. The result had a mean value of 4.5 and was ranked 2nd on the mean ranking. On the contrary, a small number of teachers with 5% opposed this statement. The teachers in favour of the idea argued that a method used should help in achieving a lesson objective. This confirms Munawaroh's (2017) assertion that to achieve learning goals, teachers should use suitable approaches in the course of teaching and learning. WAMT1 in the interview, for instance, said that:

I use a variety of methods depending on the topic, concepts and the kind of objectives I want the learners to exhibit.

Furthermore, the results revealed that 85% of the respondents were in favour of the assertion that they selected their teaching methods by considering the learners' background, age and interests. This result had a mean of 4.4, placing 3rd on the mean ranking. These teachers were of the view that the learners come from homes where the English language is not spoken and that the only time the students come into contact with it is when they come to school, most especially during English lessons, and for this reason, it is very imperative for them to translate into their first language when teaching. By far the most significant factor to consider when selecting language teaching approaches is the language learners themselves. The learners' age, interests, individual needs, background and learning styles are all important considerations (Liskova, 2017). This view is shared by two respondents who stated in the interview that:

WAMT2: We live on Akyem land where the majority of people speak Twi, so the common language that these children understand well is Twi. That is why I use the Grammar Translation Method.

WAMT15: Some come from homes where the English language is very uncommon, a method adopted should therefore be the one that helps them understand what is taught in their local language.

The above statements imply that West Akim is an Akan community where Akwapim Twi is mostly spoken. Basically, students who live in an environment surrounded by a dominant tribe, in this case, Akan, will definitely love to speak their first language all the time irrespective of where they find themselves. This explains why the Grammar Translation Method is adopted by a vast majority of the teachers. It could also be inferred from the above statements that, the teachers did not consider the learners' age, abilities, and interests. This was also confirmed by the observation as most of these teachers employed the same method irrespective of the class taught. Ideally, the same teaching approach cannot be adopted for learners of different levels due to the diversity in their cognitive development. Copland and Garton (2014) assert that a three-year-old child will differ from a five or seven-year-old child, and classroom methods that are appropriate for the former will not be so for the latter. Interestingly, 10% of the teachers disagreed while 5% were indecisive.

Moreover, the quantitative data revealed that 95% of the teachers considered time available for the lesson when selecting a teaching method. This result had 4.3 and ranked 4th on the mean ranking. These teachers reported that time is very crucial, so they cannot employ a method that requires much more time than what they have since that will not ensure a successful lesson. Again, they complained that the time allotted on the timetable for their English language lessons was too short to complete a lesson if they engaged the learners in interactive activities which align with learner-centred approaches like Communicative Language Teaching. WAMT1 in the interview, for instance, remarked:

I considered the time available, class size, the level of the students and the topic before deciding on the method to choose. There are some lessons that are single periods of 50 minutes and since other teachers too will be waiting for their turn, you might not be able to finish before you leave the class when you adopt the Communicative approach since it requires engaging the learners in a lot of activities.

The statement by WAMT1 highlights the reality of English language teachers in Junior High schools in Ghana. Some of them acknowledged that learner-centred approaches provide students with the opportunity to engage in collaborative activities which foster active participation. Nonetheless, the major setback for these teachers and for which reason they ended up adopting traditional methods, most especially the Grammar Translation Method is the result of time constraints. This result matches Sato and Kleinsasse's (2014) findings which show that the teachers in public schools in Japan did not employ the Communicative Language Teaching Approach in their classrooms because they reported not having sufficient time to engage the learners in communicative activities. The other 5% of the teachers were uncertain about this factor.

Another 85% of the teachers considered the size of the class when selecting a teaching method. The mean value was 3.9 placing 5th on the mean ranking. The teachers who agreed with the statement explained that a large number of students in a class leads to such challenges as class management, and difficulty in involving them in group work activities. As noted by WAMT3 and WAMT20 in the interview:

WAMT3: Form one, they are 52, and if you are teaching and you don't get their attention, they get to play. That is why I use the Grammar Translation Method, though I prefer the communicative method.

WAMT20: Supposing you are doing the communicative style of teaching when the class size is large, it will be very difficult to engage the students.

It is obvious from the above statements that these teachers wished to employ the Communicative Language Teaching Approach, but large class sizes compelled them to adopt the Grammar Translation Method. This is in line with Monks and Schmidt's (2010) study, which reported that most teachers in Saudi Arabia are faced with an increasing number of students in schools and universities, which means there are large class sizes and as a consequence, they tend to adopt methods which do not stimulate the learners' interest. However, 5% of the teachers opposed this assertion while 10% were unsure. This could be because these teachers had small size classrooms.

Finally, as shown in Table 4.4 on classroom factors, 55% of the respondents argued that they considered the examination system in the country, which is the Basic Education Certificate Examination when selecting their approaches. This result had a mean of 3.45 which ranked 6th on the mean ranking. This high-stakes examination, as reported by most of the teachers in the interview appears to determine what and how they teach English. This finding confirms the study conducted by Adhikari (2017) which discovered that the English teachers in Nepalese secondary schools select methods based on the final examination that the students take at the end of their academic year. As reported by WAMT1, and WAMT18:

WAMT1: I use that approach because I want them to pass the exams well.

WAMT18: I consider examination because that's where their pause will be tested.

The teachers further explained that JHS schools and teachers are also assessed based on the students' performance in their final year examinations. For this reason, they always teach based on the examination which explains the reason for most of them employing the Grammar Translation Method. According to the respondents, educational stakeholders, most especially parents, and management are very much

concerned about the students' performance in this examination because it is regarded as the indicator to determine the future of the students, the prestige of parents, the ability of the teacher, and standard of the school. This affirms the findings from Han (2016) who found that Korean teachers used the traditional Grammar Translation method because they regarded it as the appropriate approach to preparing students for major exams. In contrast, 10% of the teachers disagreed with the remaining 35% being indecisive.

Deductively from the results obtained from both quantitative and qualitative data, it could be concluded that these teachers considered learners' background, the amount of time available for the lesson, available teaching and learning materials, the specific objectives for the lesson, the class size and the examination system. This explains why the Grammar Translation Method is adopted by most JHS English teachers West Akim Municipality.

4.3 Impact of the Dominant Method of English Language on Students'

Performance

This section presents and discusses the results of objective three which evaluated the impact of the dominant teaching method, Grammar Translation Method on students' performance in English language writing and reading comprehension. The impact of this method on performance was categorized into two which were the impact of dominant method on writing and reading comprehension. The quantitative results indicate the percentages of the frequencies, the mean values and the regression results. A mean value greater than 3.4 indicates that the impact is highly strong, otherwise, it is weak.

4.3.1 Teachers' views on the impact of the dominant method on students' writing performance

The findings of the study also showed teachers' viewpoints on the impact of their methods on students' performance in writing. On the whole, their views indicate that the dominant method had improved the students' overall performance in writing because the students could develop paragraphs coherently, and write essays creatively with accuracy. Their responses gathered from the questionnaire items are displayed in Table 4.5.

Table 4.5: Teachers' views on the impact of the dominant method on students' writing performance

Item	SD	D	U	A	SA	Mean	Std. Dev.
Because of the method I use	PERCENTAGE						
My students can generate and organize ideas into well-organised paragraphs.	0(0)	1(5)	0(0)	15(75)	4(20)	4.1	0.64
The students can write essays without making a lot of grammatical errors.	0(0)	7(35)	4(20)	8(40)	1(5)	3.15	0.99
The students can write good essay with correct spelling and punctuation marks.	0(0)	5(25)	3(15)	9(45)	3(15)	3.5	1.05
My students have developed creativity in their writing.	1(5)	1(5)	5(25)	11(55)	2(10)	3.6	0.94
My students' overall performance in writing has improved.	1(5)	2(10)	1(5)	15(75)	1(5)	3.65	0.93

From Table 4.5, the results from the teachers on the impacts of methods employed on students' writing performance revealed that 95% of the respondents with a mean value of 4.1 agreed that their students could generate and organize ideas into well-organised paragraphs as a result of their teaching methods while the remaining 5%

were unsure. Nevertheless, a critical look at their interview responses and the observation of students' documents (See APPENDIX F1) shows that most of the students could not generate ideas not to talk of developing well-organized paragraphs. For instance, two of the teachers who agreed, WAMT5 and WAMT19 in the interview remarked:

WAMT5: When it comes to paragraphs, ah well, a few of them can develop it.

WAMT19: With paragraphing, my students' performance is below average.

Judging from the above statements, it could be inferred that the method employed did not really help the students' paragraph development. This result agrees with Mohsen's (2013) study, which revealed that the students taught by Grammar Translation Method had lower scores on writing tasks that required of them to produce coherent and well-organized texts. The remaining 5% were unsure about the assertion.

As indicated in Table 4.5, only 45% respondents with the mean value of 3.15 showed agreement with the idea that their methods helped their students to write essays without making a lot of grammatical errors. This is the only instance whereby the percentages of 35% and 20% of teachers who opposed and remained uncertain respectively were so close to those who agreed. One of the teachers who was in favour of the statement, WAMT12 in the interview had this to say:

My students can construct sentences well and express their thoughts clearly with minimal grammatical errors because of the methods I use in teaching my students.

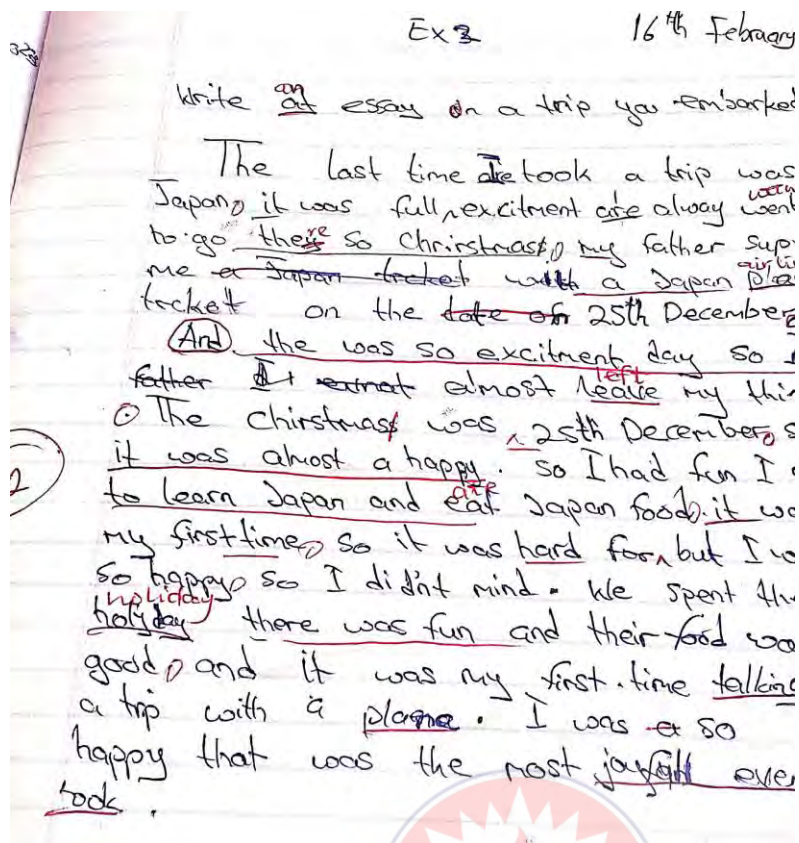


Figure 4.1: Document showing the writing performance (grammatical errors) of students

However, observation of students' documents (See APPENDIX F1) as shown in Figure 4.1 indicates that most students' essays were full of grammatical errors such as tense and concord errors. This means that the dominance of the Grammar Translation Method did not help improve the learners' writing performance. This finding is in tune with Chuang (2009) who discovered that the students taught by GTM tended to depend primarily on their native tongue and produced clumsy and unnatural writing in English language.

Again, 60% of the respondents with a mean value of 3.5 were in favour of the statement that their students could write essays with correct spelling and punctuation

Moreover, 65% of the respondents with a mean of 3.6 agreed that their students had developed creativity in their writing as a result of their teaching methods. 10% opposed the statement while 25% were unsure. This means that the dominant method employed enabled a lot of students to create their own events, scenes and characters in their essays. However, their responses from the interview, coupled with the observation showed otherwise. It was observed that the worse performance of the students' writing was found in their story writing which dealt with imaginative writing. One of the teachers who agreed, WAMT9 and WAMT16 in the interview, for instance, said:

WAMT9: My students' performance in story writing is not all that good.

WAMT16: I think it has a little effect on their writing. No, a few of them can really compose stories.

The above statements give clear evidence that the dominant method did not help improve the students' creativity in writing. This result is inconsistent with Ayu and Santoso (2022), who found that the Grammar Translation Method improved the writing performance of eight-grade students at SMK Yapalis Krian because it helped them to be creative in the development of grammar and vocabulary in processing sentences in their story writing.

Finally, the teachers showed an agreement with a mean of 3.65 that their students' overall performance in writing improved as a result of the methods they used in teaching them. This implies that based on their methods, their students could generate and organize ideas into coherent paragraphs, write good essays with minimal grammatical errors, and wrong spelling with accurate usage of punctuation marks. 5% opposed the assertion while 15% were not decisive. Two of the teachers, WAMT2 and WAMT8, who agreed with the statement in the interview, had these to say:

WAMT2: As a result of the teaching methods I use in teaching writing, their composition has improved significantly.

WAMT8: Most of the students I teach can write well with correct spelling because of the method I use in teaching English Language.

Deductively from the findings from both the quantitative and qualitative on the general impact of the dominant method used, it could be concluded that there was little improvement in the students' overall writing performance as opposed to the teachers' arguments. This is inconsistent with the results from Arjun's (2018) study, which reported that the Grammar Translation Method improved the students' writing skills, for 15 out of the 20 participants scored above 70%.

4.3.2 Students' views on the impact of the dominant method on students' writing performance

The study once again looked at the viewpoints of students on the impact of their teachers' methods on their performance in writing. Unlike the teachers, the students believed that the method had not helped improve their overall performance in writing because most of them could neither develop paragraphs coherently nor write essays creatively with accuracy. In Table 4.6, the findings that were generated from the SPSS analysis of students' responses to the questionnaire items have been presented.

Table 4.6: Students' views on the impact of the dominant method on students' writing performance

Because of how my English teacher teaches	SD	D	U	A	SA	Mean	Std. Dev.
I can generate and organize ideas into well-organised paragraphs.	53(21.1)	75(29.9)	12(4.8)	92(36.6)	19(7.6)	2.80	1.33
I can write essays well without making a lot of grammatical errors.	53(21.1)	107(42.6)	11(4.4)	71(28.3)	9(3.6)	2.50	1.21
I can write essays well with correct spelling and punctuation marks.	49(19.5)	121(48.2)	14(5.6)	53(21.1)	14(5.6)	2.45	1.18
I have developed creativity in my writing.	66(26.3)	90(35.8)	22(8.8)	52(20.7)	21(8.4)	2.49	1.30
My overall performance in writing has improved.	66(26.3)	95(37.8)	22(8.8)	48(19.1)	20(8)	2.44	1.28

Table 4.6.1: Regression results of the dominant method on students' performance in writing

PIW	Coefficient	T	P> t	Sig.
GTM	-0.002	-0.29	0.771	
DM	-0.008	-0.31	0.754	
AM	-0.076	-2.45	0.015	**
CLT	0.003	0.16	0.871	
EA	0.013	0.59	0.553	
Cons	0.288	3.34	0.001	

Number of Observation = 251

F (5, 245) = 1.26

Prob > F = 0.2839

R-squared = 0.0250

Adj. R-squared = 0.0051

NB: PIW-Performance in Writing;

P>| t | - P Value;

Sig. – Significant Level;

‘*’, ‘**’, ‘***’-Significant at 0.1, 0.05 and 0.01 respectively.

Source: Field Data, 2022

From Table 4.6, the results of the impact of the dominant method on students' writing performance revealed that 51% of the respondents with a mean of 2.80 rejected the statement that the teachers' methods of teaching enabled them to generate and organize ideas into well-organised paragraphs, 44.22% agreed with the remaining 4.8% being indecisive. This finding shows that more than half of the students could not develop paragraphs coherently because of the method used. This is consistent with Mohsen's (2013) study, which revealed that Iranian high school students who were taught by GTM had lower scores on writing tasks that required of them to produce coherent and well-organized texts. For instance, one of the respondents, WAMS 4 in the interview remarked:

Madam, I cannot put my idea to write an essay and I will try to do some, but I cannot do it well because when my madam was teaching the English, she will not allow me to say my idea.

The response indicates that this teacher, like others, most often did not engage their learners in interactive activities such as discussion that could help the students to generate their own ideas to be able to develop paragraphs in their writing.

Again, the quantitative data indicate that more than half of the students with mean values of 2.50 and 2.45 opposed the idea that their teachers' approach helped them to write good essays without making a lot of grammatical errors or with correct spelling and punctuation marks as supported by 63.4% and 67.7% respectively. 31.9% and 26.7% of students agreed while the remaining 4.4 % and 5.6% respectively were not sure. The data obtained from the observation of students' documents as indicated in Figures 4.1 and 4.2, as well as the interview confirmed that most of the students could not write essays as a result of grammatical errors, wrong spelling and inaccurate usage of punctuations. For instance, WAMS8, WAMS10 and WAMS30 in the interview said:

WAMS8: The essay that I write is bad because I do a lot of mistakes in my essays.

WAMS10: When I write the English, I make so many wrong inside.

WAMS30: Madam, when I am writing the essay, the spelling becomes difficult for me and the question mark and full stop, it become difficult to use it in my essay. When the madam taught me, I am want the teacher to check my sentence, but she do not do it.

Moreover, 62.1 % of the students, with a mean value of 2.49 disagreed that the methods employed had helped develop their creativity. Thus, these students could not write imaginative stories well as observed in their documents. 29.1% of the respondents believed that the teaching methods of their teachers had helped them developed creativity in their writing while 8.8% were indecisive.

Finally, more than half of the students, 64.1% with a mean value of 2.44 opposed the assertion that their teachers' methods had helped improve their writing performance with only 27.1% of the respondents being in favour while the rest 8.8% remained indecisive. One of the respondents who disagreed, WAMS22 in the interview, for instance, said:

I can't write the essay, my English is not good. When the madam was teaching, the teaching is slow, and she do not tell us to sit on groups work.

The regression result confirms the qualitative data obtained from both teachers and students, as well as students' responses from the questionnaire, but it contradicts teachers' views from the quantitative data. From Table 4.6.1 above, the regression result shows a negative relationship between the dominant method, Grammar Translation Method and students' performance in writing. Thus, this negative relationship is insignificant.

Judging from the above discussion, it is obvious to conclude that the dominant method employed by English teachers in West Akim Municipality did not impact positively on the students' overall writing performance. This is not in tune with Tabassum's (2020) assertion that the Grammar Translation Method plays an essential role in enhancing the writing skills of learners. The study further argues that the predictor variable, which is the Grammar Translation Method, was too low, leading to the poor performance of students in writing. The students' poor performance in writing may be a result of a lack of interactive activities in most of the English language lessons as observed. Messy (2012) posits that writing is by nature a communicative process because it emerges from the symbolic interplay between writer, text and reader. As a result, by creating situations that are more realistic than those in conventional classroom exercises, an awareness of audience, purpose, and intentionality is strengthened (Haider, 2012). The absence of communication in the classroom prevents students from developing much, if any, communicative competence, which has an impact on how confident they are when speaking, writing, and interpreting in a second language (Chang, 2011).

4.3.3 Teachers' views on the impact of the dominant method on students' reading comprehension performance

The impact of the dominant method on students' performance in reading comprehension was also examined. Regarding this, the teachers believed that their methods had enhanced the students' overall performance in reading comprehension for the students could easily understand what they read, identify main ideas, recall basic facts and summarize written texts. In the table that follows (Table 4.7), the quantitative findings of the research that relate to the impact of the dominant method on students' performance in reading comprehension are clearly shown.

Table 4.7: Teachers' views on the impact of the dominant method on students' reading comprehension performance

The method I employ	SD	D	U	A	SA	Mean	Std. Dev.
Helps the students to understand what they read because they can easily guess the meaning of unfamiliar words used in the texts.	0(0)	0(0)	3(15)	15(75)	2(10)	3.95	0.51
Enables my students to identify the main ideas from written texts.	0(0)	1(5)	1(5)	13(65)	5(25)	4.1	0.72
Enables my students to summarize written texts.	0(0)	0(0)	0(0)	7(35)	13(65)	3.65	0.49
Helps my students to answer questions because they can easily recall basic facts from written texts.	0(0)	0(0)	1(5)	14(70)	5(25)	4.2	0.52
Has improved my students' overall performance in reading comprehension.	0(0)	0(0)	2(10)	13(65)	5(25)	4.15	0.59

From Table 4.7, 95% of the teachers with a mean of 4.2 agreed that their methods helped their students to understand what they read because they could easily guess the meaning of unfamiliar words used in texts, identify main ideas, summarize written texts, recall basic facts from written texts, and for this reason, their overall performance in reading comprehension had improved, they agreed respectively with mean values of 3.95, 4.1, 3.65, 4.2 and 4.15, and in terms of percentages 85%, 90, 100% 95% and 90% respectively. It is clearly evident that the learners could easily answer comprehension questions correctly because of the dominant method employed. Results from the teachers' interviews and observation of students' documents as shown in Figure 4.3 (See APPENDIX F2) confirmed the results

obtained from the quantitative data. For example, WAMT4, WAMT6 and WAMT8 in the interview had these to say:

WAMT4: The Grammar Translation Method has enabled the students to answer comprehension questions.

WAMT6: Based on the method I adopt, their performance in reading comprehension is good, and if I'm to rate them, it will be 70%.

WAMT8: My students can decode written materials and answer relevant questions clearly. Sometimes, they are able to use mental pictures to predict and answer inferential questions, all because of the method I use.

WAMT12: because of the reading assignment given them, their performance has improved drastically; of course, the method plays a vital role.

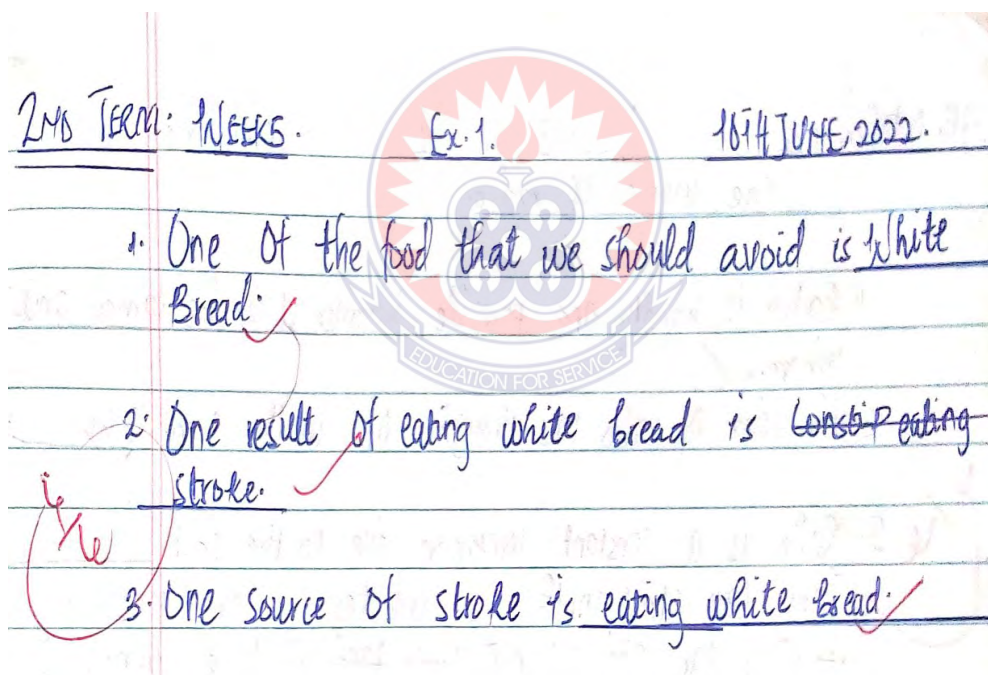


Figure 4.3: Document showing reading comprehension performance of students

The above statements, coupled with the document in Figure 4.3 reaffirm the fact that the dominant method, the Grammar Translation Method, enabled the students to perform well in their reading comprehension since they could easily answer questions on texts read. This finding aligns with As'ari et al. (2021) who discovered that GTM enhanced the students' achievement in reading comprehension as they could

understand and respond well to the questions on the texts. Nonetheless, 15%, 5%, 5% and 10% respectively were uncertain about the statements while only 5% disagreed that their methods helped their students to identify main ideas from written texts.

4.3.4 Students' views on the impact of the dominant method on students' reading comprehension performance

The researcher also gathered data from students on the impact of the dominant method on their performance in reading comprehension. With regard to this, the students, just like their teachers, believed that the dominant method had improved their overall performance in reading comprehension, for they could easily understand what they read, identify main ideas, recall basic facts and summarize written texts. In Table 4.8, findings from the analysis of the questionnaire items that relate to the impact of the dominant method on students' performance in reading comprehension are presented:

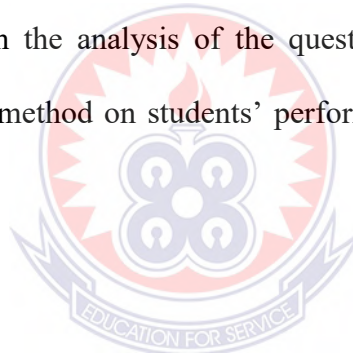


Table 4.8: Students' views on the impact of the dominant method on students' reading comprehension performance

Because of how my English teacher teaches	SD	D	U	A	SA	Mean	Std. Dev.
I understand what I read because I can easily guess the meaning of unfamiliar words used in written texts.	27(10.7)	50(19.9)	21(8.4)	81(32.3)	72(28.7)	3.48	1.37
I can easily identify the main ideas from written texts.	16(6.4)	38(15.1)	17(6.8)	95(37.8)	85(33.9)	3.78	1.24
I can summarize written texts easily.	45(17.9)	63(25.1)	30(11.9)	88(35.1)	25(10)	2.94	1.31
I am able to answer questions because I can easily recall basic facts when I read.	20(8)	32(12.7)	16(6.4)	91(36.2)	92(36.7)	3.81	1.27
My overall performance in reading comprehension has improved.	17(6.8)	22(8.7)	14(5.6)	130(51.8)	68(27.1)	3.84	1.12

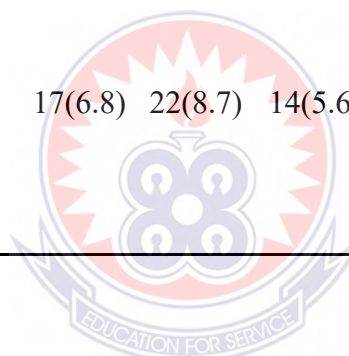


Table 4.8.1: Regression results of the impact of the dominant method on students' performance in reading comprehension

PRC	Coefficient	T	P> t	Sig.
GTM	0.017	3.13	0.002	***
DM	0.006	0.34	0.737	
AM	-0.016	-0.69	0.489	
CLT	0.027	1.82	0.070	
EA	0.008	0.49	0.626	
Cons	1.054	17.03	0.000	

Number of Observation = 251

F(5, 245) = 2.54

Prob > F = 0.0289

R-squared = 0.0493

Adj. R-squared = 0.0299

NB: PRC-Performance in Reading Comprehension; P>| t | - P Value; Sig. - Significant Level;

*, **, ***-Significant at 0.1, 0.05 and 0.01 respectively.

Source: Field Data, 2022

As shown in Table 4.8, all the students attested with the mean values of 3.48, 3.78, 3.81 and 3.84 respectively that their teachers' methods helped them to understand what they read because they could easily guess the meaning of unfamiliar words used in texts, identify main ideas, recall basic facts from written texts, and for this reason, their overall performance in reading comprehension had improved, and in terms of percentages 61%, 71.7, 72.9% and 78.9% respectively. This implies that the dominant method adopted by the teachers had impacted positively on the students' overall performance in reading comprehension due to their ability to easily answer questions correctly. This confirms the teachers' questionnaire and interview responses.

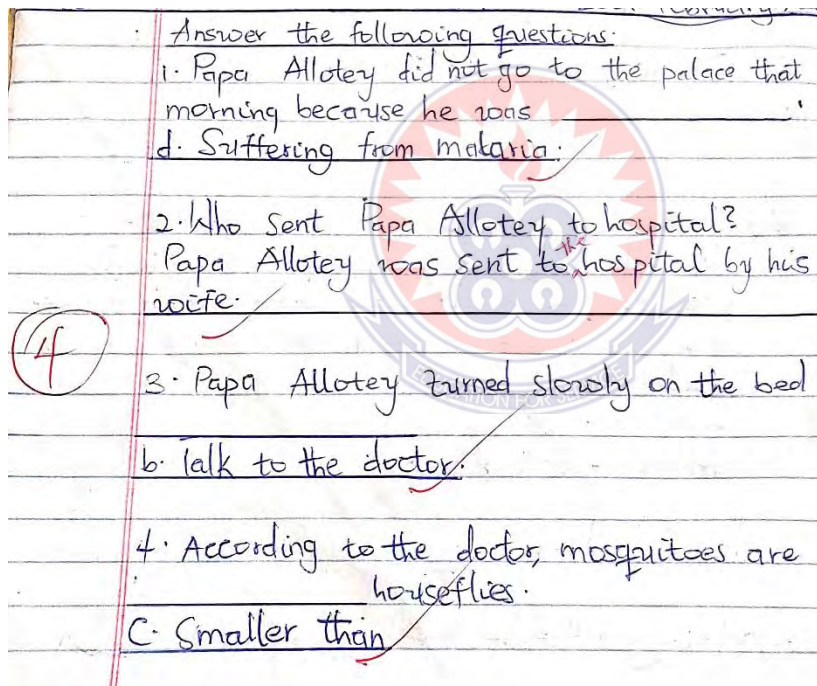


Figure 4.4: A document showing reading comprehension performance of students

Similarly, the data obtained from students' interviews, as well as the observation of students' documents as seen in Figure 4.4 (see APPENDIX F2) revealed that most students scored higher marks in their comprehension exercises and examination

respectively as they could easily identify main ideas and also recall basic facts from the texts given. The result from the regression analysis as indicated in Table 4.8.1, also confirms these findings. The regression result shows a positive association between the dominant method, Grammar Translation Method and students' performance in reading comprehension. This relationship is significant at 1% significant level. This result is in consonance with Megawati's (2017) qualitative study which shows that the performance of students who were taught reading comprehension through GTM improved as they could read fluently and had favourable marks with a percentage average score of 78%. Two of the students who were in favour of the assertions, respondents WAMS16, WAMS20 and WAMS27 in the interview said:

WAMS16: I can answer comprehension questions very well because sir make us read every time.

WAMS20: Madam, as for me, I get higher score in comprehension Err my English madam transfer the passage to Twi; that is why I do well.

WAMS27: Because of the way my English teacher teach, I can use my mind's eyes to understand texts.

Deductively from the above statements, it could be inferred that the students performed well because the method frequently employed by their teachers, the Grammar Translation Method, focused on reading and translation (Osei, 2016). Reading, as one of the receptive skills, is incredibly important for language acquisition if learners understand what they read; the more they read, the better they get at it (Idris, 2014). The translation of texts is also useful to enhance learners' reading comprehension skills (Hairul, 2017).

However, the data revealed that 30.6.3%, 21.5%, 43%, 20.7% and 15.5% respectively rejected the assertions that their teachers' methods helped them perform well in reading comprehension while the remaining 8.4%, 6.8%, 11.9%, 6.4% and 5.6% respectively were indecisive. This is an indication that no matter how effective a method may be, not every student in a heterogeneous class could perform well because of individual differences. The study argues that the predictor variable was higher regarding its impact on language comprehension.

4.4 Chapter Summary

This section has discussed the results obtained from the three data collection instruments; questionnaire, interview and observation regarding the dominant approaches to teaching English language, factors that affect teachers' selection of a given method, and the impact of the dominant method on learners' performance in reading comprehension and writing. The results of the study revealed that the Grammar Translation Method is the dominant method employed by the JHS English teachers in West Akim Municipality. The findings from the qualitative data confirmed the students' quantitative responses, but contradicted the teachers' quantitative data to some extent. The analysis also indicates that most of the teachers adopted the same method in teaching all aspects of English language without any consideration given to the levels of their learners.

It also came to light that teachers' beliefs in teacher-centered approaches, lack of pedagogical knowledge, learners' background, time constraints, unavailability of teaching and learning resources, lesson objectives, and the content prescribed in the curriculum were the most influential factors that affected these teachers' selection of the methods that they employed. For this reason, most of them tended to adopt the

Grammar Translation Method. As regards the effects of the dominant method on the learners' performance, it was discovered that the Grammar Translation Method enhanced the learners' performance in reading comprehension but impacted negatively on their writing.



CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Introduction

This chapter summarizes the findings of the analysis and the interpretation of the results. The research questions on the dominant approaches that teachers of English employ in teaching English, the factors that affect the selection of the methods they use, and the impact of the dominant method on students' performance in reading comprehension and writing have been answered. Bloom's (1982) conceptual framework was adopted for the analysis of the data obtained from 271 participants in West Akim Municipality in the Eastern Region of Ghana. Using questionnaires, interviews and observation, the study indicates that the majority of JHS English teachers used the Grammar Translation Method to teach English language.

Factors such as teachers' beliefs in teacher-centred approaches, lack of pedagogical knowledge, learners' background, unavailability of teaching and learning materials, time constraints, examination and the content prescribed in the curriculum were the most influential factors that affected the JHS English teachers' selection of the methods they frequently employed. These factors, as discovered by the study, made a vast majority of the teachers to adopt the Grammar Translation Method. As regards the effects of the dominant method on learners' performance, it was discovered that the method frequently used, the Grammar Translation Method, enhanced the learners' performance in reading comprehension, but impacted negatively on their writing. The summary of major findings, conclusions, pedagogical implications, and suggestions for further research is presented in the subsequent sections:

5.1 Summary of Findings

The results of the study are presented in relation to the specific objectives of the study, which include the identification of the dominant methods employed by English teachers at the JHS level in West Akim Municipality, the assessment of the factors that affect English teachers' selection of the methods they use, and the evaluation of the impact of the dominant method on students' performance in reading comprehension and writing. The summary of the findings of each objective is given below:

5.1.1 The dominant methods employed by English teachers

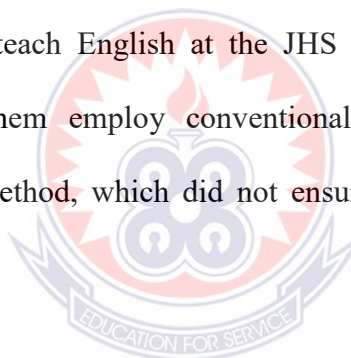
The findings of the first objective, which concerns the dominant approaches that JHS English teachers in West Akim Municipality adopt, indicate that most of the teachers employed the Grammar Translation Method. The majority of these teachers, as observed, translated words, phrases, sentences, and even reading passages in the learners' native language. Error correction was a common practice in their classrooms, and teacher-student interaction was minimal with no student-student interaction. The data also show that a lot of the teachers emphasized reading at the expense of speaking.

The data also indicate that most of the teachers observed were authoritative instead of facilitators; they dictated what should be done during their lessons, and the learners remained passive whilst obeying the instructions given by their teachers. Additionally, it was revealed that the only classroom strategy that most of the teachers adopted was the question-and-answer technique. The findings also revealed that the majority of the teachers adopted the same method in teaching all aspects of English language without

giving any consideration to the levels of their learners. This is an indication that teachers' ability to facilitate English language at the JHS level is too low.

5.1.2 The factors that affect English teachers' selection of the methods they use

The second objective is related to the assessment of the factors that affect English teachers' selection of the methods they use. The findings revealed several factors that affected the selection of the methods used. These include teachers' beliefs in teacher-centred approaches, teachers' lack of pedagogical knowledge, the learners' background, time constraints, unavailability of teaching and learning materials, examination and the content prescribed in the curriculum. It was discovered through the interview and the observation that most of the teachers lacked the pedagogical knowledge required to teach English at the JHS level, particularly using modern methods. This made them employ conventional methods, most especially the Grammar Translation Method, which did not ensure the active participation of the learners in their lessons.



Almost all the teachers claimed to consider the content and the method prescribed in the curriculum during the quantitative data collection, but it was revealed through the interview and observation data that a lot of them only looked at the content, not the approach prescribed in the curriculum. Regarding the learners' characteristics, most of them only considered the learners' background without considering such factors as their interests, age, level, or cognitive development. The examination system of the country does not make English teachers at the JHS, especially in West Akim Municipality, to employ learner-centred teaching approaches; rather, they are much more concerned about the results of the students after the final examination. This is

because their capability to teach is most often judged based on the learners' performance in this examination.

5.1.3 The impact of methods on the students' performance in English language

The third objective relates to the impact of the dominant method on students' performance in English language writing and reading comprehension. Students' views of the quantitative data contradicted the teachers' views regarding the impact of the dominant method on students' performance in writing. Nonetheless, the qualitative data and the regression result confirmed the students' responses from the questionnaire. Thus, the findings of the study revealed that the Grammar Translation Method, which was the dominant method used, had a negative impact on writing, but it enhanced learners' performance in reading comprehension.

5.2 Conclusion

The conclusion of this study is based on the research objectives. Concerning the findings, it can be concluded that the Grammar Translation Method is the dominant method employed by JHS English teachers in Ghana. This stems from such factors as time constraints, teachers' beliefs in teacher-centred approaches, a lack of pedagogical knowledge, examination, inadequate or unavailability of teaching and learning materials, large classroom size, and the desire to complete the content prescribed in the curriculum. Again, most teachers who teach English at the JHS have neither specialized in English, nor do they get adequate workshops in the language to equip themselves with diverse teaching approaches.

The aforementioned factors inhibit most JHS English teachers in Ghana from adopting communicative approaches such as the Communicative Language Teaching and the Eclectic Approach, which encompass classroom techniques like storytelling,

drama, song, role-playing, and simulation that stimulate learners' interest and active engagement in their English language lessons. As a result, the learners' language production, especially writing is adversely affected.

Moreover, the results indicate that learners' poor performance in writing, which eventually transcends into both internal and external examinations, is the result of the continual usage of traditional methods, most especially the Grammar Translation Method.

5.3 Pedagogical Implications

After investigating teaching methods employed by English teachers and their impacts on the performance of English language at the JHS level in West Akim Municipality, it is very imperative to suggest some implications that these findings would have on the performance of English.

In the first place, the findings of this study suggest that English teachers should adopt the Eclectic Approach because there is no single method that is optimal for every teaching method, and for this reason, it is ideal to integrate the different teaching methods, for they complement one another as explained by Zhou (2015). Again, the Eclectic Approach provides learners with a wide range of cooperative activities that arouse students' interest in active participation, boost their self-efficacy, and reduce their anxiety as discovered by the study (Sarifa, 2020). Learners become enthusiastic and overjoyed when they work collaboratively, either in pairs or groups. When students are both intrinsically and extrinsically motivated, they tend to learn to their best abilities for better performance. Both teachers and students enjoy teaching and learning English as long as there is enthusiasm among the learners for the subject.

Additionally, since most JHS English teachers do not have adequate pedagogical knowledge to teach English, regular in-service training should be given to them. Teachers should also upgrade themselves professionally. This can help equip them with several teaching approaches, especially communicative approaches, which encompass classroom strategies such as drama, role-playing, movies, songs, games, and simulation that vividly arouse learners' interest for better comprehension and improvement in their overall performance in English language.

Moreover, adequate time should be allotted on the timetable for the teaching of English Language at the JHS level. This can help English teachers adopt communicative approaches, most especially the Communicative Language Teaching Approach to enhance learners' productive skills.

5.4 Suggestions for Further Research

The study of the use of approaches to teaching English was restricted to the JHS English teachers in West Akim Municipality in the Eastern Region of Ghana. The conditions in this Municipality may be different from those found elsewhere. Therefore, to provide a comprehensive picture of the state of affairs, similar investigations need to be carried out in other regions of the nation, especially at the primary school where students receive a foundation in English. In addition, a study into the mismatch between English teachers' practices and the curriculum is recommended. Again, in future research, the researcher intends to conduct a comparative study on the effects of the Grammar Translation Method and the modern methods of teaching on students' academic achievement.

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APPENDICES

APPENDIX A

Questionnaire for Teachers

Dear Sir/Madam,

The study seeks to examine teaching methods employed by English teachers and their impacts on performance of English language at the JHS level: A case of West Akim Municipal. Please, answer the questions with honesty and sincerity, your responses to the questionnaire will be treated confidentially. Your cooperation is needed in order to achieve the objectives of the study. Thanks for your cooperation.

PART ONE

DEMOGRAPHIC DATA

Please, answer the following questions by either ticking the appropriate answer or providing the answer where needed.

1. What is your age range:

Less than 20 years	<input type="checkbox"/>	21 – 30 Years	<input type="checkbox"/>
31 – 40 Years	<input type="checkbox"/>	41 – 50 Years	<input type="checkbox"/>
Above 50 Years	<input type="checkbox"/>		
2. What is your gender: Male Female
3. Highest level of education:

CERT. A	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
B.Ed./B. A	<input type="checkbox"/>	M. Phil.	<input type="checkbox"/>
4. Number of years in teaching:

Less than 5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>
11-20 years	<input type="checkbox"/>	Over 20 years	<input type="checkbox"/>
5. Number of students in your class:

less than 20	<input type="checkbox"/>	21-30	<input type="checkbox"/>	31-40	<input type="checkbox"/>	41-50	<input type="checkbox"/>	Above 50	<input type="checkbox"/>
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Note that the ratings are as follows: Strongly Agree = SA; Agree = A; U=Unsure; Disagree = D; Strongly Disagree = SD.

PART TWO**Methods of Teaching English**

Please, indicate the extent to which you agree with the following statements by ticking (√) appropriately. Teaching methods used in teaching English Language

S/N	Statement	SD	D	U	A	SA
1.	I translate, teach grammatical rules explicitly, and correct students' errors.					
2.	I use only English to teach without translating it into the students' first language.					
3.	I make students practice dialogues on audiotapes when teaching.					
4.	I allow students to take responsibility for their learning as they work collaboratively with others.					
5.	I blend diverse teaching.					

PART THREE**Factors Considered for the Selection of Methods****Section A: Teacher related and curriculum related Factors**

Please, indicate the extent to which you agree with the following by ticking (√) appropriately.

S/N	Statement	SD	D	U	A	SA
1.	I see myself as the expert and the authority in providing information, so I select my method based on this belief.					
2.	I believe in assisting students in constructing their knowledge and the best thing to do is select a method based on this belief.					
3.	My students should be taught through the same method that I was taught.					
4.	The content and the methods prescribed in the curriculum influence my instructional practices.					

Section B: Classroom Factors

Please indicate the extent to which you agree with the following by ticking (\checkmark) appropriately.

S/N	Statements	SD	D	U	A	SA
1.	I select my method based on the learners' background, age, interest.					
2.	I consider the amount of time available for the lesson when selecting my method.					
3.	Teaching and learning materials play a significant role in how I teach.					
4.	The specific objectives for my lesson inform me on how to deliver my lessons.					
5.	I select my methods based on the size of my class.					
6.	Learners are always examined termly and at the end of their final year, so I select my method based on the examination system in the country.					

PART FIVE

Impacts of Methods on Performance

SECTION A: Impacts of methods employed on students' writing performance

Please, indicate the extent to which you agree with the following by ticking (\checkmark) appropriately.

S/N	Because of the method I use	SD	D	U	A	SA
1.	my students can generate and organize ideas into well organised paragraphs.					
2.	the students can write essay without making a lot of grammatical errors.					
3.	the students can write good essay with correct spellings and punctuation marks.					
4.	my students have developed creativity in their writing.					
5.	my students' overall performance in writing has improved.					

**SECTION B: Impacts of methods on students' reading comprehension
performance**

Please, indicate the extent to which you agree with the following by ticking (√)
appropriately.

S/N	The method I employ	SD	D	U	A	SA
1.	helps the students to understand what they read because they can easily guess the meaning of unfamiliar words used in the texts.					
2.	enables my students to identify the main ideas from written texts.					
3.	enables my students to summarize written texts.					
4.	helps my students to answer questions because they can easily recall basic facts from written texts.					
5.	has improved my students' overall performance in reading comprehension.					

Thanks for your participation.



APPENDIX B

Questionnaire for Students

The study seeks to examine teaching methods employed by English teachers and their impacts on performance of English language at the JHS level: A case of West Akim Municipal. Please, answer the questions with honesty and sincerity, your responses to the questionnaire will be treated confidentially. Your cooperation is needed in order to achieve the objectives of the study. Thanks for your cooperation.

PART ONE

Demographic Data

Please, answer the following questions by either ticking the appropriate answer or providing the answer where needed.

1. Which age group do you fall under?

12-14 years

15-16

17-18

Above 18

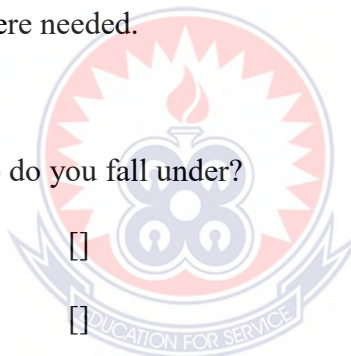
2. What is your gender: Male

Female

3. In class are you: JHS 1

JHS 2

JHS 3



PART TWO**Section A: Methods Used in Teaching English**

Please, indicate the extent to which you agree with the following statements by ticking (\checkmark) appropriately. Note that the ratings are as follows: Strongly Agree = SA; Agree = A; U=Unsure; Disagree = D; Strongly Disagree = SD.

S/N	My English teacher	SD	D	U	A	SA
1.	uses both English and Twi to teach, corrects students' errors, and teaches grammar rules.					
2.	uses English to teach without translating it into Twi.					
3.	always makes us listen to and practice audiotapes of conversations in English language when teaching.					
4.	allows us to take responsibility for our learning as we work collaboratively with others.					
5.	teaches through various classroom activities like role-play, discussion, drama, game and also corrects us when we make errors.					

PART THREE**Impacts of Methods on Performance****SECTION A: Impacts of methods employed on students' writing performance**

Please, indicate the extent to which you agree with the following statements by ticking (√) appropriately.

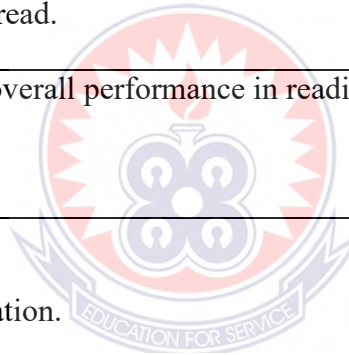
S/N	Because of how my English teacher teaches	SD	D	U	A	SA
1.	I can generate and organize ideas into well organised paragraphs.					
2.	I can write essay well without making a lot of grammatical errors.					
3.	I can write essay well with correct spellings and punctuation marks.					
4.	I have developed creativity in my writing.					
5.	my overall performance in writing has improved.					

**SECTION B: Impacts of methods on students reading comprehension
performance**

Please, indicate the extent to which you agree with the following statements by ticking (√) appropriately.

S/N	Because of the way my English teacher teaches,	SD	D	U	A	SA
1.	I understand what I read because I can easily guess the meaning of unfamiliar words used in written texts.					
2.	I can easily identify the main ideas from written texts.					
3	I can summarize written texts easily.					
1.	I am able to answer questions because I can easily recall basic facts when I read.					
2.	has improved my overall performance in reading comprehension.					

Thanks for your participation.



APPENDIX C

Interview Guide for Teachers

This interview guide has been prepared and presented only for academic research purposes. None of your responses will be used for any other purposes. Your contribution will be highly appreciated and acknowledged. Please, be honest in your response.

Interview Date -----

SECTION A: Demographic Data

Please, respond to each item where applicable.

1. What is your age bracket?

- a) Below 25 years
- b) 25-34 years
- c) 35-44 years
- d) 45-54 years
- e) Over 54 years

2. What is your highest professional qualification?

- a) M.E D
- b) B.E. D
- c) P.G.D. E
- d) B. A
- e) Diploma
- f) Others/specify

3. How long have you been teaching English in your teaching career?

- a) Below 5 years
- b) 6-10 years
- c) 11-15 years
- d) 16-20 years



SECTION B: Opinions on English language teaching methods

1. Which of the following methods do you often use in teaching English?
 - a. Grammar Translation Method
 - b. Direct Method
 - c. Audiolingual Method
 - d. Communicative Language Teaching Approach
 - e. Eclectic Approach
 - f. others, specify
2. List the selected methods in order of preference.
3. Why do you choose the method(s)?
4. Which of these approaches do you think encourages students to interact in English?
5. What classroom strategy do you often adopt in the teaching /learning process?
6. Why do you choose the strategy?
7. How do you determine the method you use in teaching English?
8. What do you prioritize in your lesson – vocabulary, fluency, accuracy, reading, speaking, writing skills?
9. Give reasons for your response.
10. What language do you often use in your lessons?
11. What other language do you use apart from the one stated above?
12. Give reasons for the response given above.
13. How does the method employed engage the students in your English language lessons?
14. How do you provide your students with vocabulary?
15. How often do you attend a workshop to equip yourself with different methods of teaching English?
16. Did you specialize in English language?
17. What language do your students normally speak in school? Why?
18. How has the method you employ influenced your students' overall performance in reading comprehension and writing?
19. What are your beliefs and experiences about English language teaching methods?

20. Which other method (s) would you recommend to be used by teachers of English? Why?

Thanks for your participation.



APPENDIX D

Interview Guide for Students

This interview guide has been prepared and presented only for academic research purposes. None of your responses will be used for any other purposes. Your contribution will be highly appreciated and acknowledged. Please, be honest in your response.

Interview Date -----

SECTION A: Demographic Data

Please respond to each item where applicable.

1. Which age group do you fall under?

12-14 years

15-16

17-18

Above 18

2. In which form are you?

SECTION B: Opinions on English language teaching methods

1. What activities does your English teacher often use in his/her lessons?
2. How do the activities engage you in the English language lessons?
3. What language does your teacher use often in teaching English?
4. What other language does your teacher use apart from the one mentioned above?
5. How does your teacher provide you with vocabulary?
6. Why do you like or not like to take part in English language lessons?
7. What language do you always speak in school?
8. Give reasons for the above response.
9. How do you feel when your teacher corrects you for making an error in the class?
10. How do the activities used by your English teacher affect your overall performance in writing and reading comprehension?

Thanks for your participation.

APPENDIX E

Observation Guide

1. What is the number of students in the classroom?

.....
.....

2. What aspect of English is being taught?

.....
.....

3. What language is used?

.....
.....

4. What approach is being adopted?

.....
.....

5. What strategies are being used?

.....
.....

6. How is the students' engagement in the lesson; active or passive?

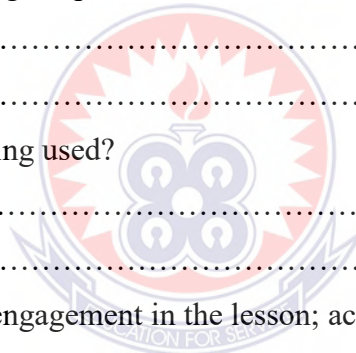
.....
.....

7. How well do students express themselves in English?

.....
.....

8. What are the available resources?

.....



APPENDIX F

Documents of students

Appendix F1: Documents showing students' writing performance

From Methodist J.H.S. 2
Post Office Box 16
Asamankese.
6 December 2022

Salutation?

I am glad to write you this letter. I help ever going with. How are you doing? I help you are doing like the I am and how was the family. I help they are doing will like the way my family people are.

I went to tell you about three reasons why I went you to join me in my school. We have got a new school bus, so when we are coming to, it will not be difficult for us to when is time, the bus will come and pick you so for it make every one coming to school, even when we close the bus will send you back home. Another thing I went I went to talk is new computer labor.

Learning for student Computer labor make learning easy for student, I make you filling happy when you are learning.

It help us to learning more of what even we don't no it can help you to no how to type. We will do any practical work when is time for us to go and do the practical. The teacher will come and call us and we

Subscription?

Assignment - 1

Write down a direction from your school to your house as you would give to a friend.

Dear friend

I am have to write to you. I no you a good. I go your mother (do) is good. The road heavy I hat to you write to my house.

The first time you can go school junction and park pass that left go see see own junction that go you see sun village sejo Salber go see see sun village to. The name of the village is Badcar go see see sun junction pass left go see see sun junction pass right, go see see sun village, the name of the village is Byikwaw village.

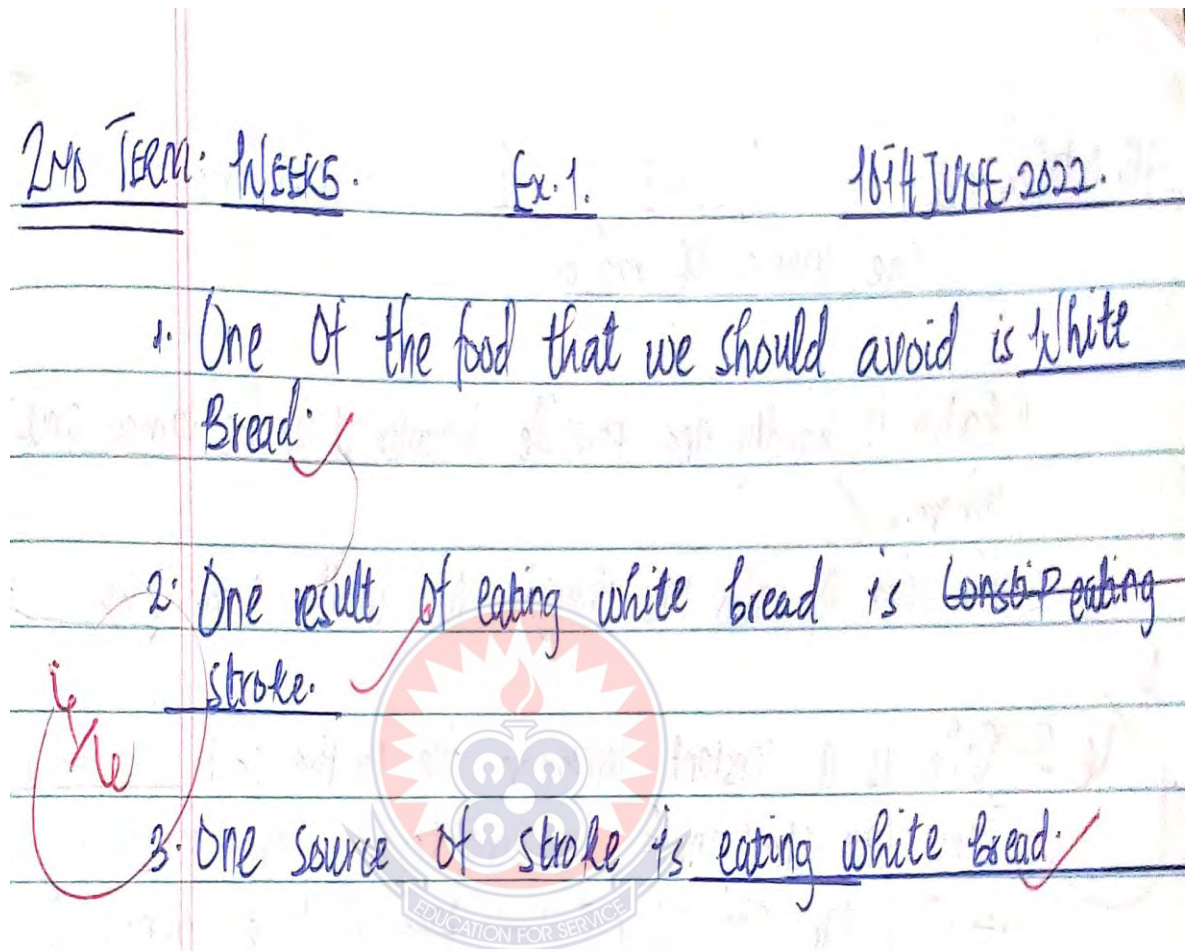
I can't read.
Bad Spellings.
Bad grammar.

My Best Friend

My Best Friend name is Kofi
Akappa. I am in 12 emssy od
We berms in composition at
but Semta at Accra but I
am to bod pamin but am an
heats. The food me lank pa pa
ptes is fufu & lankSp. The
subject he lank ptes is BDI,
and the C Teh. My Friend
lank to rend speak the school
name is Herb SHS ughts
the school and panotsupe. My Best
friend.

17
W

Appendix F2: Documents showing students' reading comprehension performance



Do Not write in this margin	Question No. <u>Part B</u> Write on both sides of the paper	Do Not write in this margin
	A. They did not want Ananse to succeed in drinking the cup of hot water and win. ✓	
	B. Because he wanted to cool the hot water. ✓	
	C. i) He frowned ii) He shut his left eye and his right hand shone brightly iii) He intentionally let his left hand drop loosely by his side. ✓ 2	
	D. (I) To show that indeed there was no single drop in the cup and had drunk all of it ✓ 1	
	D. (II) They were filled with great reluctance. ✓ 2	
	E. (I) He kept a positive mind ✓	
	(II) Everything was finished. ✓	
	(III) Something unbelievable occurred ✓	
	F. (I) got hold ✓ 2	
	(ii) made noise ✓	
	(iii) Intentionally ✓ 2	
	(iv) Surely ✓	
	(v) Beautiful ✓ 2	
	PARJC	24 20 28 02
	a. ✓	24
	b. Sad ✓	30
	c. Metaphor ✓	74
	d. irony ✓	

week: 04

Ex: 05

30th May, 2022

Answer the following questions

The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some culture, a married woman wore ring on the big toe of the left foot, a man might put rings on his second and third toes. Today, the practice of wearing rings in some cases include multiple facial rings as well as rings in many other areas of the body.

Answer the following questions.


(1) What is the paragraph mainly about?
The history of practicing to wear ring

(2) Which title best summarize this passage?

* The practice of wearing rings.

APPENDIX G

Permission letter

 UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF FOREIGN LANGUAGES EDUCATION
DEPARTMENT OF APPLIED LINGUISTICS
P. O. Box 25, Winneba, Ghana
+ 233 (03323) 20590

Our Ref: UEW/AL/IVOL/1/162
Your Ref:

5th September, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: GRACE OFOSUA (220004355)

Ms. Grace Ofosua (220004355) is a final year MPhil candidate in the Department of Applied Linguistics, University of Education, Winneba.

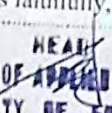
She is researching on the topic: Teaching Methods Employed by English Teachers at the JHS level: A case of Asamankese Circuit II.

I would be grateful if your outfit would grant her the access to administer necessary questionnaires, conduct interviews and/or collect necessary data relevant to the area of her research.

I hope she will have your co-operation to enable her gather the required data for her thesis.

Thank you.

Yours faithfully,


HEAD
DEPARTMENT OF APPLIED LINGUISTICS
UNIVERSITY OF EDUCATION
WINNEBA
Dr. Seth Owusu
Ag. Head of Department

