

**UNIVERSITY OF EDUCATION, WINNEBA**

**Beliefs and classroom evaluation practices of Senior High School ESI Teachers  
and Students in Sunyani East Municipality**



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BELIEFS AND CLASSROOM EVALUATION PRACTICES OF SENIOR HIGH  
SCHOOL ESL TEACHERS AND STUDENTS IN SUNYANI EAST  
MUNICIPALITY

FEIKAAB NAANDUNG GORDEN

(220023211)



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## DECLARATION

### Candidate's Declaration

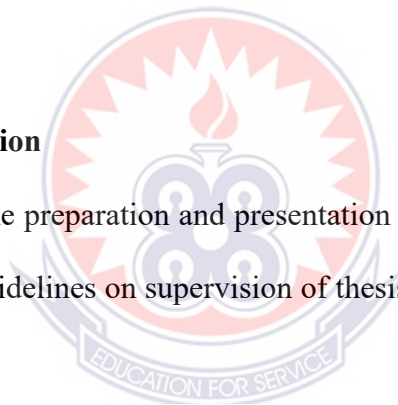
I, Gorden Naandung Feikaab declare that this thesis, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for the award of another degree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

Candidate's Signature .....

Date: .....

### Supervisor's Declaration

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



Supervisor: Dr. Sefa Owusu

Supervisor's Signature .....

Date: .....

## **DEDICATION**

I specially dedicate this work to my Spiritual Father, Rev Joshua Kere, my amazing wife Regina, whose support, encouragement and understanding has made this dream a reality, and to my wonderful children, Yennupang, Yennuyoo, and Yenupukin, who have had to put up with months of Dad working on his dissertation.



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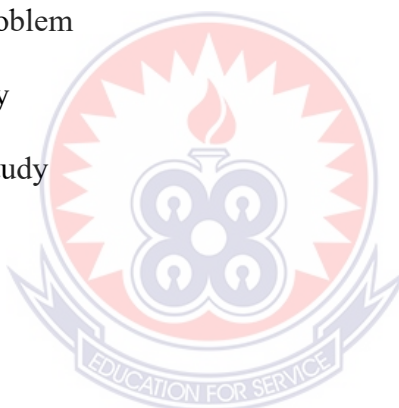
I wish to acknowledge and appreciate the contribution and support of the following people: Rev. Joshua Kere, for his fatherly love, prayers and who indeed has been the bedrock for this journey, without whom this dream wouldn't have materialized, my lovely brothers, Jeremiah and Isaac Doteeb for your immense support, and to Kwabena George I'm grateful to you for your timely support. You have proved to be more than just a friend but a brother who is always there for me.

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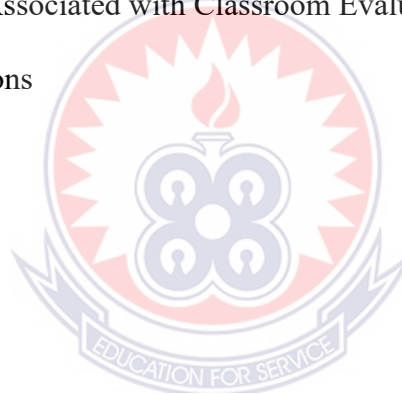


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## ABSTRACT

Beliefs and classroom evaluation practices form an integral part of the teaching and learning process. It helps in determining teaching pedagogy and also provides feedback to students to enhance their understanding of concepts taught.

The study investigated beliefs and classroom evaluation practices of Senior High School ESL teachers and students in the Sunyani East Municipality, Bono Region, Ghana. The objectives were: to find out Senior High School teachers' and students' beliefs about evaluation practices in ESL classrooms in Sunyani East Municipality; to identify what evaluation practices are deployed in ESL classrooms by SHS teachers in Sunyani East Municipality; and finally, to investigate the challenges teachers confront in applying classroom evaluation practices in ESL classrooms in Sunyani East Municipality. The mixed methods approach was adopted with convergent parallel design. The purposive and simple random sampling techniques were used to draw the participants from five public Senior High Schools for the study. The data were collected through researcher observation of classroom teaching and learning, and in-depth interviews of 10 teachers and questionnaires administered to 396 students. The findings revealed that the most common purpose of evaluation was to pass value judgement on students' performance followed by four students-centered purposes: to obtain students' progress; to provide feedback to students; to diagnose students strengths and weaknesses and to motivate students to learn. However, teachers' beliefs about evaluation were incongruent with their actual classroom evaluation practices. This was due to several contextual factors including overcrowded classrooms, excessive workload of teachers, students' inability to express themselves in the English language and time constraints. Students on the other hand saw questioning and discussion, group work, portfolio, class test, exams and peer assessment as forms of evaluation practices. It was recommended that there should be more professional activities inside schools to encourage teachers to equip themselves with contemporary approaches of classroom evaluation practices.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Formal education, generally, is seen as a means of imparting and acquiring knowledge. This is done through teaching and learning within the four walls of a school. The school system is established to facilitate teaching and learning. It empowers the students with the necessary knowledge and skills for an effective living in society. It is expected that classroom learning be transferred into solving problems in real-life situations. Hence, one of the practical ways to ensure an effective classroom is when teachers encourage student inquiry-based learning by developing research projects, and collaborative work and providing opportunities for students to examine issues from several viewpoints (Rau et al., 2017).

The term 'evaluation' is important in the teaching and learning process. Evaluation provides an opportunity for students to learn and it should be properly planned and implemented to bring about effective results. Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine how effective your teaching or program is, and the extent to which it is achieving its stated objectives and anticipated results (Howard & Donaghue, 2015). Students are assessed based on standardized examinations basically summative in nature as the evaluation measures the sum of their performance and the grades given are final. It is also norm-referenced whereby student performance is compared with others.

Since students possess multiple forms of intelligence, the outcomes from just one type of evaluation cannot indicate the multiple intelligence in learners nor project

their true capabilities. A single type of evaluation cannot do justice to the entire range of knowledge, skills, and cognitive abilities students possess.

Teaching is an incredibly complex profession. It requires teachers to maintain core skills and the necessary knowledge to help students succeed throughout their academic careers. While the teaching role is difficult and demanding from day to day, special education environments heighten the challenges some teachers face by requiring them to master additional skills. This includes differentiating instruction, implementing behavioural strategies and catering for individual needs and the use of appropriate evaluation practices.

Successful teaching is a multifaceted endeavour that entails the proper bridging between the knowledge base of teachers and student learning. The requisite skills for teachers to establish a sound and effective practice lie not only in possessing a fundamental knowledge of the subject matter but having the expertise to teach such knowledge to students in a meaningful fashion. Since “knowledgeable, skilful teachers form the bedrock of good schools” (Noyce, 2006, p. 36), the essential assets teachers need to optimize learning in the classroom are grounded on the principles of teacher knowledge that are tied to recognizing the cognitive characteristics of students.

The English as a Second Language (ESL) classroom is a distinctive communicative context because it is here that classroom teaching and learning as well as second language acquisition takes place. The dynamics of classroom communication will influence the students’ perceptions and participation in the activities conducted in the classroom. Thus, this interaction enables the students to engage in an environment that presents opportunities to use the language.

Studies based on classroom observation offer the opportunity to analyse, in detail, different dimensions of students’ evaluation. Since second language proficiency is

multifaceted, it is difficult to measure by any single test. One test cannot deal with all the skills involved or show skill development of learners. Even within one skill area, for example, reading, comprehension depends on the student's interpretation of the text, prior knowledge, purpose of reading, and reading strategies. The more dimensions teachers can take into account in their classroom activities, the more likely it will be that they will be able to assess their learners' progress, strengths, and weaknesses, and provide feedback which they and their students can use to enhance learning.

### **1.1 Statement of the Problem**

Evaluation is important in the teaching and learning process. It is used to assess the effectiveness of teaching and learning. Evaluation provides an opportunity for students to learn and it should be properly planned and implemented to bring about effective results. According to Klassen and Tze (2014), teaching is efficacious when students' learning is at the core of improving the students' social, emotional, and academic lives. This can only be achieved when teachers employ the appropriate evaluation strategies to diagnose students' problems and put the necessary interventions.

However, the present Ghanaian educational system especially at the secondary school level seems to be far from achieving the desired educational goals and objectives as there are noticeable evidence that education at that level is examination oriented. The traditional teaching paradigm is content-based and over emphasizes rote learning.

Many classrooms today are laced with a moribund teaching and learning system where students only study to pass and jettison the lifelong actions embedded in knowledge construction and development. The findings of Stephen and William (2021), indicated that students face classroom challenges: student anxiety, distrust in prior knowledge, and misconceptions that hinder an ineffective transfer and construction of

knowledge. Research findings also confirm that classrooms are faced with challenges such as a lack of teamwork, lack of knowledge retention, and power dynamics among students (Barrett & Feng, 2021; Marasi, 2019; Morrow N. J. 2020).

Inferring from this finding, I believe that classroom practices at all levels of education should be structured in such a way as to enhance students' immediate academic performance and inculcate life-changing skills that could make them self-reliant, participate in the knowledge economy, and contribute immensely to societal development. This can partly be realized when appropriate evaluation strategies are applied in the classrooms. However, it seems little has been done on this subject matter, especially in the Bono Region of Ghana. Therefore, to ensure an effective and productive ESL classroom, and to prepare students beyond the walls of the classroom, the place for appropriate use of classroom evaluation practices is non-negotiable, which is the major focus of this study.

### **1.2 Purpose of the study**

The main purpose of the study is to find out about the beliefs of Senior High School English teachers in classroom evaluation practices in the Sunyani Municipality and to what extent teachers beliefs were congruent with their actual classroom evaluation practices.

### **1.3 Objectives of the Study**

The main objective of this study was to assess the use classroom evaluation strategies in English as a Second Language classrooms for effective teaching and learning. However, the following specific objectives were explored:

1. To find out Senior High School teachers' and students' beliefs about evaluation practices in ESL classrooms in Sunyani East Municipality.

2. To identify what evaluation practices are deployed in ESL classrooms by SHS teachers in Sunyani East Municipality.
3. To investigate the challenges teachers confront in applying evaluation practices in ESL classrooms in Sunyani East Municipality.

#### **1.4 Research Questions**

The study seeks to answer the following questions:

1. What are Senior High School teachers' and students' beliefs about evaluation practices in ESL classrooms in Sunyani East Municipality?
2. What evaluation practices are deployed in ESL classrooms by SHS teachers in Sunyani East Municipality?
3. What challenges do SHS teachers confront in applying evaluation practices in ESL classrooms?

#### **1.5 Scope of the study**

The study will be limited to Sunyani East Municipality. The study will focus on evaluation strategies and classroom activities employed to help improve the competence and learning experiences of the L2 learner in ESL class.

#### **1.6 Limitations**

The researcher encountered material and logistical constraints. Time was also a problem looking at the period within which the study was conducted.

The researcher also used a structured questionnaire to gather the quantitative data for the study. Responses from research participants are superficial as they are not provided with the opportunity to explain further. To overcome this the researcher took the questionnaire through rigorous validity processes to ensure that the questions were as precise but detailed to exact the required responses.

Due to the use of an interview guide to gather data for the study, responses from research participants could deviate from the expected answers which could go a long way to make the results of the study unreliable. The research made careful use of probes and prompts during interview sessions to keep participants on track.

### **1.7 Significance of the study**

The study will be beneficial to the government of Ghana, ministry of education, curriculum planners, teachers and parents. The findings of the study will contribute to the relatively limited literature of factors affecting students' communicative competence and learning outcome in general in Senior High Schools and provide information to teachers on how to effectively use the appropriate teaching and evaluation strategies in ESL classrooms.

Again, the findings will enlighten teachers on the correct approach to the teaching and learning of the English language and the kind of teaching activities to be employed in the ESL classroom. Policymakers and stakeholders will also use the findings to make policies that will impact positively on students as well as to improve learning outcomes.

### **1.8 Organization of the Study**

The study will be organized into five chapters. Chapter one will deal with the introduction which includes background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, delimitation, limitations, and definition of terms. Chapter Two will deal with the literature review which entails the theoretical framework, conceptual base of the study, and empirical base of the study. Chapter Three will deal with the research methods component which includes research design, study area, population, sampling procedure, data collection instruments, data



collection procedures, data processing and analyses and chapter summary. Chapter Four will deal with results and discussions. Chapter Five will deal with summary, conclusions, recommendations and suggested areas for further research.

### **1.9 Chapter Summary**

The chapter started with the introduction and background of the study to orient the reader to the phenomenon being investigated. The statement of the problem, questions, objectives, and significance of the study were outlined.



## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

This chapter presents the review of literature relevant to the study area of teachers' and students' beliefs about classroom evaluation and how evaluation practices are applied. The literature review discusses the relevance of the theories to the subject area. In addition to the above, the chapter concludes with the empirical studies on the variables under study.

#### **2.1 Theoretical Framework**

The term 'evaluation' is important in the teaching and learning process. It is used to assess teaching and learning effectiveness. Evaluation provides an opportunity for students to learn and it should be properly planned and implemented to bring about effective results. Evaluations carried out in most schools and other institutions of learning are mostly examination-oriented. Students are assessed based on standardised examinations, basically summative in nature, as the evaluation measures the sum of their performance and the grades given are final. It is also norm-referenced whereby student performance is compared with others (Singh et al., 2022).

Since students possess multiple forms of intelligence, the outcomes from just one type of evaluation cannot indicate the multiple intelligence in learners nor project their true capabilities. A single type of evaluation cannot do justice to the entire range of knowledge, skills and cognitive ability students possess (Wei et al., 2018). This study takes a look at alternative evaluation strategies and teaching practices that ESL teachers can employ in their teaching in order to inculcate the right skills, values and attitudes in learners so as to prepare them well beyond the four walls of the school.

Therefore, social constructivism formed the theoretical basis for this study since it places the child at the center of the teaching and learning process. Social constructivism is a learning theory propounded by Lev Vygotsky, (1968). The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting. Since it takes a group of people to have language and culture to construct cognitive structures, knowledge therefore is not only socially constructed but co-constructed. The link here is that while the constructivist sees knowledge as what students construct by themselves based on the experiences they gather from their environment, the social constructivist sees knowledge as what students do in collaboration with other students, teachers and peers. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning under the guidance of a facilitator or in collaboration with other students.

In social constructivism children's understanding is shaped not only through adaptive encounters with the physical world but through interactions between people in relation to the world that is not merely physical and apprehended by the senses, but cultural, meaningful and significant, and made so primarily by language. Hein (1991) puts it in his own way that the level of potential development (academic achievement) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. He sees learning as a social activity associated with other human beings like the peers, family members as well as casual acquaintances. Social Constructivism recognizes the social aspect of learning and the

use of conversation, interaction with others, and the application of knowledge as an essential aspect of learning and a means to achieving learning objectives.

Vygotsky (1968), believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development. In other words, all learning tasks (irrespective of the level of difficulty), can be performed by learners under adult guidance or with peer collaboration. This theory helps to give a backup to the establishment of opportunities for students to collaborate with the teacher and peers in constructing knowledge and understanding. Kapur (2018), observed that social construction of knowledge takes place in various ways and at different locations. It could be achieved through group discussion, teamwork or any instructional interaction in an educational or training institution, social media forum, religious and market places. As students interact with people, the material and immaterial environment, they gain understanding and gather experience which is needed to live successful and functional lives.

Social constructivism is also called collaborative learning because it is based on interaction, discussion and sharing among students. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or students working in pairs on given projects or assignments. The underlying factor to the theory is that learners work in groups sharing ideas, brainstorming trying to discover cause and effect, answers to problems or just creating something new to add to existing knowledge.

### **2.1.1 Implications of social constructivism on teaching methods**

Teaching methods can also be said to be the fundamental art and science guiding the management and strategies used for lesson delivery in the classroom. Dorgu (2015) defines teaching method as the strategy by which a teacher delivers his/her

subject matter to the learner based on predetermined instructional objectives in order to promote learning in the students. Westwood (2008) sees teaching method as comprising the principles and methods used by teachers to enable student learning. These definitions reveal that teaching has principles and methods meant to maximize students' learning. These principles and methods are founded on theories of learning like social constructivism.

Social constructivism upholds that knowledge develops as a result of social interaction and is not an individual possession but a shared experience. Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning / group work, guide discovery learning, simulations among others. The teacher could sometimes divide the class into groups or pair the students and then guide by prompting, questioning and directing the groups or pairs to discover concepts or gather learning experiences according to the intended objectives.

Social constructivism teaching methods can be grouped into two major types, namely: discussion and activity/ group work. These methods are discussed briefly below:

Discussion teaching method: Omwirhiren (2015) defines discussion method as a method that utilizes guided interaction to highlight a particular subject matter with the aim of facilitating the students. Jegede (2010) says though the method is time consuming, it enhances learning by giving students room to develop their communicating skills, mental skills such as critical thinking , reflective thinking and evaluating diverse opinion. The role of the teacher in this method is that of a facilitator. The teacher guides the students through informed discussion to discover things for

themselves. This is a method of teaching in which students and teachers exchange ideas about a chosen topic. This can be done in the form of small group discussion or whole class discussion. The teacher guides the discussion while all students are allowed to air their views on a given topic or problem. Rules are established from the beginning to avoid rowdiness. This method boosts students' interest, aids retention, stimulates exchange of ideas and makes learners active participant in the lesson. It promotes democratic thinking among students as they freely share their ideas and challenge each other to arrive at a consensus. By so doing they develop reflective thinking skills which help them to deeply analyze and understand issues. This helps to improve their communication skills, develop tolerance as they learn to tolerate and respect other people's view even when it is not pleasant to them. Discussion method can take the form of debate, think-pair-share, role play, brain-storming, field trip and other socially interactive forms of teaching/learning. They encourage critical thinking, research, development of speaking and listening skills and ability to evaluate other people's opinion.

**Activity/Group work:** This teaching method involves small groups of learners working together to achieve an instructional objective. Each student takes on a role within the group that may be formal or informal and the role often alternates. It is focused on the learner's reflection and reasoning to construct their own learning. Simply put, it is identifying what they already know, what they need to know, the how and where to access new information that may lead to the resolution of the problem. The role of the teacher is to facilitate learning by supporting, guiding, and monitoring the learning process. The teacher aims to build learners' confidence when addressing problems, while also expanding their understanding. This method of teaching/learning represents a paradigm shift from traditional teaching and learning method which is

more often lecture-based. An example of group work is the problem-based teaching/learning method.

In talking about Project-Based teaching/Learning, Bell (2010) sees it as an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. With this teaching method, learners learn inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. Blumenfeld, Soloway, Ronald, Krajcik, Guzdial and Palincsar (2011) also affirm that project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. Another form of group/activity teaching method is the jigsaw.

Jigsaw: Jigsaw is a form of guided discovery teaching method that utilizes collaborative/cooperative learning technique. According to Igwe (2018), jigsaw instructional strategy adopts cooperative learning method and its principles. In this method of teaching, students are organized in groups and the teacher creates situations that encourage students' cooperation with each other in the teaching learning process. Ike (2016) says what makes jigsaw an effective teaching method is that each student's success is needed for the success of the group. This makes the group to work as a team to achieve success.

### **2.1.2 The teacher's role in the social constructivist classroom**

Social constructivism lends credence to instructional pedagogy by defining the teacher's role in the teaching/learning process. This implies that teachers should adopt teaching methods that are:

1. Learner centred: here the focus is on the students rather than the teacher. This means the students are urged to be actively involved in their own process of

learning. They are allowed to come up with their own ideas, questions, definitions and make-ups.

2. Collaborative in nature: here emphasis is placed on learning through social interaction. This is done by making students to work in groups to solve problems, investigate and explore topics/situations in order to arrive at conclusions. By so doing they discover or construct knowledge by themselves
3. Teacher guided: In social constructivist classrooms collaborative learning is a process of peer interaction that is mediated and structured by the teacher. Discussion can be prompted by the presentation of specific concepts, problems or scenarios, and is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material. Based on these, the teacher is expected to:
  - i. Provide a social constructivist classroom environment that will boost group interaction.
  - ii. Discourage competition while encouraging collaboration and sharing of experience among students.
  - iii. Consider the students opinion or contribution as important whether right or wrong.
  - iv. Providing the necessary resources and guidance needed to prompt the students into knowledge construction in the desired direction.
  - v. Ensure that students feel secured to ask/answer questions, interact and contribute to group discussions freely.
  - vi. Ensure that more and less brilliant students learn from each other.
  - vii. Provide scaffolding support where necessary, at the right time and the right level.



### **2.1.3 Implications on students' learning**

The implications of social constructivism on student's learning are that:

1. They no longer sit down to be informed or loaded by the teacher but discover lesson contents by themselves as they respond to the teacher's promptings in the form of questions, assignments, project works and such like.
2. Students now learn to work in groups as organised by the teacher for effective collaboration or cooperative learning.
3. They become co-custodian of knowledge as they share and build on their previous experiences to create new knowledge.
4. They take responsibility to learn by actively participating and collaborating in the process.
5. Students should learn to consider the opinion of others by appreciating and investigating new ideas and lessons learnt from their colleagues.
6. They should value every experience, learn from them and be ready to share with their groups in order to improve their cognitive ability continuously.

### **2.1.4 Importance of social constructivism in the teaching/learning process**

Social constructivism lends credence to teaching/learning process in the following ways:

1. Encourages active participation of students.
2. Encourages active participation and interaction among learners, the teacher and other components of the teaching learning process.
3. Encourages the development of skill.
4. Encourages students to develop and use their own initiatives.
5. Discourages rote learning and passivity on the part of students.
6. Stimulates interest and aids retention.

7. Develops critical thinking and problem-solving capacity.
8. Promotes individual and cooperative learning in the classroom.
9. Promotes team spirit among students as the work in groups.
10. Triggers curiosity on the part of learners through the use of activity-based teaching methods employed by the teacher.
11. Promotes high self esteem on the part of students based on their trust in self approach to learning. The teacher guides the students to trust, believe in themselves and demonstrate that they can accomplish given task.
12. Facilitates active construction of knowledge where students are encouraged to explore and interact with the resources available.
13. Concretizes learning and knowledge in the sense that students are more likely to retain the facts that they discover and construct by themselves than those they are told or given by the teacher.
14. Helps in developing episodic memory. This refers to the ability to reminisce or recall past event based on particular episodes or encounter that surrounded it. These episodes act as bench marks or memory prompts that facilitate retention and recall which are necessary for effective learning (Kanno, 2018).

Piaget (1952) asserted that "human cognitive development is a continuous process of assimilation, accommodation, and correction" (p. 21). According to Dewey, cognitive developmental abilities are the most important factor in students' ability to construct understanding. Piaget's developmental stages theory classified cognitive development into four stages.

1. Sensorimotor (birth-2).
2. Preoperatioal (2-7).
3. Concrete operational (7-11).

#### 4. Formal operational (adolescence-adulthood)

Students gain the ability to construct a more complex understanding of the surrounding world as they progress through these four stages (Piaget, 1952). "The essential functions of the mind consist of understanding and inventing, or in other words, structuring reality through the construction of structures," according to Piaget (1971). (p. 27). Piaget contended that learning is the result of a combination of the subject (the learner) and the object (the item or concept being studied) (Piaget & Inhelder, 1971).

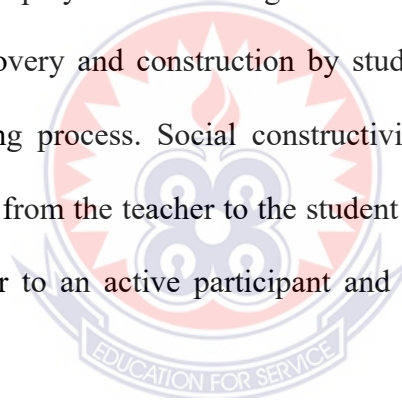
Vygotsky in contrast to Piaget's focus on how individuals acquire knowledge. Vygotsky (1978), was more concerned with the role of society in the development of an individual's knowledge. As a result, Vygotsky is regarded as the father of social constructivism (Chu Chih Liu & Ju Chen, 2010). "Human learning presupposes a special social nature by which children grow into the intellectual life of those around them," Vygotsky writes (Vygotsky, 1978, p. 88). The zone of proximal development, defined by Vygotsky as "the distance between the actual developmental level as determined by independent problem solving and the potential developmental level as determined by problem solving under adult guidance or in collaboration with more capable peers," encapsulates this theory (p. 86). These adults or peers were referred to by Vygotsky as an MKO or a more knowledgeable other. Vygotsky also made an important constructivist contribution with the concept of scaffolding, which states that different students require varying degrees of assistance to understand a topic.

According to Vygotsky (1987, 1994), social interactions and language use are critical aspects of culture that facilitate conceptual understanding of knowledge. Students learn through discourse that his interpretation of culture, which emerges through "scientific concepts" (Vygotsky, 1987), is a type of experience. The learner

gains the experience needed to actively pursue knowledge by creating and utilizing communication in a social setting. Glassman (2001) interprets Vygotsky as "human inquiry is embedded within culture, which is embedded within social history" (p. 3). As a result, the social relationships that exist between individuals can generate the necessary learning tools. This sociocultural theory serves as the foundation of experience, which is critical for productive comprehension.

### **2.1.5 Summary of Social Constructivism**

Social constructivism is a learning theory that views learning as a social process where students collaborate by engaging in group activities for meaningful learning to take place. Teachers employ instructional guidance by using teaching methods that allow knowledge discovery and construction by students as they interact and work together in the learning process. Social constructivism shifts the responsibility of knowledge acquisition from the teacher to the student and also transforms the student from a passive listener to an active participant and a co-constructor of knowledge among learners.



### **2.2 Teacher Education in Ghana**

Teacher education issues continue to receive much attention in the literature. One major reason for this has been the belief that students' learning outcomes, especially those from underprivileged and underserved communities are significantly influenced by their teachers. Such outcomes hinge on the educational quality and the efficiency of the educational system (Archibald, 2006; Darling-Hammond & Baratz-Snowden, 2005). As a result, I argue, that the educational system of any nation serves as a mirror through which the image of its future can be seen and shaped because it is from the school systems that the workforce of the nation are obtained. Therefore,

Ghana's quest at becoming an industrialised country depends on the quality of its citizens who are a product of its educational system (Azcona et al., 2008; World Bank, 2007). It may not be farfetched to appreciate why the country has undertaken a number of teacher education reforms within the last few decades.

In Ghana, the vision of pre-tertiary teacher education programme is to “prepare teachers to enable them function in the basic and second cycle schools and to develop and nurture them to become reflective and proficient practitioners capable of providing quality education for Ghanaian children” (Ministry of Education [MOE], 2012, p. 8). This statement and several others in the past have led to a number of reforms involving curricular changes and restructuring of teacher education institutions tasked with the responsibility of preparing teachers for the early grades to the senior high school levels. In spite of the numerous teacher education reforms that Ghana has experienced, the quality of teaching and learning leaves a lot to be desired due to a myriad of factors such as lack of policy coherence, the mismatch between expectations as espoused in official policy documents, and what is possible within a constrained school system among others. It is expected that classroom learning be transferred into solving problems in real life situation.

The present Ghanaian educational system especially at the secondary school level seems to be far from achieving the desired educational goals and objectives as there are noticeable evidences that education at that level is examination-oriented. Classrooms at the secondary schools are full of moribund teaching practices that only help students to recall or regurgitate during exams without necessarily employing the appropriate teaching and evaluation strategies like child-centered, peer assessment, group work, role play, portfolio in order to influence positive learning outcomes. Education should be geared towards developing the individual holistically so that they

can be able to face the greater life beyond the classroom and this can only be achieved by engaging the appropriate teaching practices of which evaluation is very key.

### **2.3 What is Evaluation?**

Evaluation is determining the value of something. So, more specifically, in the field of education, evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard (Weir & Roberts, 1994). The focus of the evaluation is on grades. It is rather a final process that is determined to understand the quality of the process. The quality of the process is mostly determined by grades. This type of paper will test the knowledge of each student. So, here with the grades, the officials come and try to measure the quality of the programme. Furthermore, evaluation is comparing a student's achievement with other students or with a set of standards (Howard & Donaghue, 2015). It refers to consideration of evidence in the light of value standards and in terms of the particular situations and the goals, which the group or individuals are striving to attain. Evaluation designates more comprehensive concept of measurement than is implied in conventional tests and examination. The emphasis of evaluation is based upon broad personality change and the major objectives in the educational program (Howard & Donaghue, 2015).

Evaluation can, and should, however, be used as an ongoing management and learning tool to improve learning, including five basic components according to Kizlik (2010):

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.

- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision-making.

Well-run classes and effective programs are those that can demonstrate the achievement of results. Results are derived from good management. Good management is based on good decision-making. Good decision-making depends on good information. Good information requires good data and careful analysis of the data. These are all critical elements of evaluation. Therefore, there is a need for teachers to see evaluation in a broader spectrum beyond just passing a value judgment on students' achievements but one that encompasses all classroom activities which is aimed at preparing self-reliant and independent students who would be able to face life outside of the classroom.

### **2.3.1 Functions of Evaluation**

Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine how effective your teaching or program is, and the extent to which it is achieving its stated objectives and anticipated results (Howard & Donaghue, 2015). Teachers can and should conduct internal evaluations to get information about their programs, to know who passes and who fails so that they can make sound decisions about their practices. Internal evaluation should be conducted on an ongoing basis and applied conscientiously by teachers at every level of an institution in all program areas. In addition, all of the program's participants (managers, staff, and beneficiaries) should be involved in the evaluation process in appropriate ways. This collaboration helps ensure that the evaluation is fully participatory and builds commitment on the part of all

involved to use the results to make critical program improvements (Howard & Donaghue, 2015).

## **2.4 Empirical Review**

### **2.5 Charlotte Danielson's Framework for Teaching**

Danielson's (2013) Framework for Teaching identifies the elements of an educator's responsibilities that have been demonstrated through empirical and theoretical research to promote improved student achievement. The Framework for Teaching evolved from the Educational Testing Service's (ETS) Praxis III: Classroom Performance Assessments, which were designed to provide a framework for agencies making teacher licensing decisions (Danielson, 2007). Danielson believed that the Praxis III criteria could be used for more than just licensing teachers, so she expanded the criteria into a framework with the goal of improving the professional lives of all teachers who used it. In contrast to Praxis III, Danielson's Framework for Teaching is intended to promote professional conversations and educator growth in addition to assessing and licensing teachers. Additional sources of inspiration for the framework include the National Board for Professional Teaching Standards (1991), research at the University of Wisconsin by Newman, Secada, and Wehlage (1995), Michael Scriven's (1994) ideas about teacher responsibilities, and research on the classroom implications of effective teaching practices (Danielson, 2013).

According to Danielson, the Framework for Teaching divides the complex act of teaching into four domains (Danielson, 2013). The four domains are planning and preparation, classroom environment, instruction, and professional responsibilities. Each domain is further subdivided into five or six components, each of which contains up to five elements. Each component describes a different aspect of the domain. Each

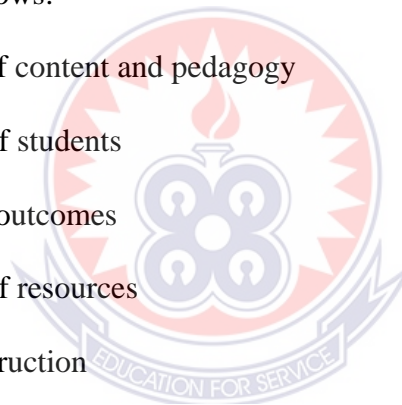


element describes a distinguishing feature of the component. For the purposes of this study, the domain 2 & 3 that is classroom environment and instruction were considered.

## **2.6 Domain 1: Planning and Preparation**

1 is demonstrated through a teacher's plans for teaching. It describes how teachers organize content and design instruction. It begins with an understanding of pedagogy and content, yet extends to transforming that content into instructional designs that engage students and result in learning. All components of the instructional design (activities, material, strategies, assessments) need to be appropriate for students and align with goals and standards. The components of Domain 1 (planning and preparation) are as follows:

- 1a. Knowledge of content and pedagogy
- 1b. Knowledge of students
- 1c. Instructional outcomes
- 1d. Knowledge of resources
- 1e. Coherent instruction
- 1f. Student assessments (Danielson, 2013).



### **2.6.1 Teacher Knowledge**

Rich, well-organized, and integrated knowledge from multiple domains is required for effective teaching, including knowledge of student thinking and learning, subject matter knowledge, and technology knowledge (Koehler & Mishra, 2009). Shulman (1986) argued that the content and pedagogy domains should be considered together rather than separately.

The quality of teachers has a significant impact on student achievement, as evidenced by a large body of research on the subject. Nonetheless, the majority of what

defines teacher quality is intangible. As a result, teacher quality is frequently measured in terms of outputs rather than inputs. According to Hanushek (2002), good teachers produce significant gains in student achievement, whereas bad teachers do not. Student achievement is commonly used as the output because it can be measured using tests and provides a fairly immediate indication of how the students are performing.

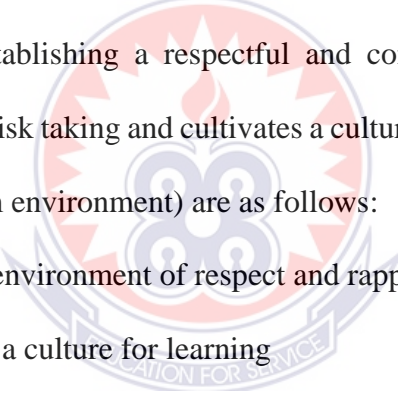
Teacher knowledge has consistently been found to have the strongest correlation with student achievement among the observable characteristics of teachers (Coenen et al. 2018; Hanushek 1997; Wayne and Youngs, 2003). However, it is unclear how to best conceptualize teacher knowledge because their profession necessitates a wide range of knowledge. Shulman, (1987) proposed at least seven categories of teacher knowledge that facilitate learning, which is a frequently cited categorization of teacher knowledge. Shulman defines content knowledge, also known as subject knowledge, as the knowledge, comprehension, and skills that students should acquire.

In the teaching and learning process, the teacher's content and subject matter knowledge is insufficient to influence the desired learning outcomes. The teacher must be acquainted with the students he or she is teaching, as well as their family histories and learning disabilities. The instructor must understand and value individual differences, as well as recognize that each student has distinct personality traits that differ from those of their classmates. These students advance at their own rate. Teachers will be able to adapt their instructional strategies and evaluation techniques to meet the needs of each student if this understanding is well-established. As a result, evaluation is a comprehensive and holistic process that begins with the teacher's content and subject matter knowledge, followed by pedagogical knowledge and knowledge of students as well as their family backgrounds.

A teacher must have the necessary knowledge and skills in the subject he or she claims to teach in order to teach effectively and use coherent and appropriate instructional techniques. Evaluation entails more than simply passing judgment on students' performance; rather, it entails the teacher putting on his act and doing what is expected of him before passing judgment on students' performance, regardless of its quality.

## **2.7 Domain 2: Classroom**

Domain 2 is primarily demonstrated through a teacher's interaction with students and on creating an environment conducive to learning. These elements are not related to content but on setting the stage for learning (Danielson & McGreal, 2000). Domain 2 is about establishing a respectful and comfortable environment, which creates a safe place for risk taking and cultivates a culture for learning. The components of Domain 2 (classroom environment) are as follows:

- 
- 2a. Creating an environment of respect and rapport
  - 2b. Establishing a culture for learning
  - 2c. Managing classroom procedures
  - 2d. Managing student behavior
  - 2e. Organizing physical space (Danielson, 2013).

### **2.7.1 Creating an environment of respect and rapport**

The school environment is a collection of internal characteristics that distinguishes one school from another and influences faculty and student behavior (Hoy & Miskel, 2013). Character formation begins in school. The school is a formal institution that promotes educational advancement in society. The school provides a suitable and conducive environment for character development through student

knowledge and behaviors. The classroom is where knowledge is imparted and human development is fostered. The teacher plays a critical role in implementing character values in the classroom by combining their expertise, competence, and skills with the most effective teaching and learning strategies and methods. The T&L process can be successfully completed with effective teacher-student interaction.

According to Sarjou, Soltani, Kalbasi, and Mahmoudi (2012), school culture refers to the values, principles, traditions, and habits formed in school, developed in school over time, and embraced and believed by all individuals in schools in order to foster the emergence of school community attitudes and behaviors. Erwin (2018) emphasized that school culture can foster or draw on student resiliency to help them graduate from high school. Finally, school culture is defined as a system of accepted and implemented values, beliefs, and norms, as well as full awareness of natural behavior that is influenced by the environment (De Vries, Bakker-Pieper & Oostenveld, 2010).

### **2.7.2 Managing Students Behaviour**

An established line of inquiry in educational psychology has focused on the classroom environment, a multidimensional concept describing the psychological climate of the learning context (cf. Fraser and Walberg 1991). Furthermore, educational researchers have focused on classroom management aspects as a predictor of the overall classroom environment (e.g., Jones and Jones 2016). Social psychologists have investigated the dynamics of the learner group within the context of the thriving discipline of group dynamics (e.g., Schmuck and Schmuck, 2001), whereas motivational psychologists have taken a different approach, focusing on the motivational teaching practices and strategies used in the classroom itself (e.g., Schunk et al. 2013). Despite the fact that these lines of inquiry represent slightly different

priorities and research paradigms, they are all ultimately concerned with the same larger picture and, as a result, have significant overlap.

One of the most important aspects of the classroom environment is the quality of relationships between classmates. The quality of teaching and learning varies greatly depending on whether the classroom atmosphere is one of trust and support or one of competition and hostility. If students form antagonistic cliques and subgroups and refuse to cooperate, the overall climate will be stressful for both teachers and students, and learning effectiveness will likely suffer. Positive group dynamics, on the other hand, have been shown to provide quantifiable benefits. Chang, (2010) finds positive correlations between group processes - group cohesion and group norms (see also below) - and aspects of L2 motivation, implying that these influences may be particularly strong in adolescent groups as their identities mature (findings also reflected in the education literature, e.g., Wentzel 1999; Schunk et al. 2013). Poupore (2016, p. 724) discovered a significant relationship between "group work dynamics," defined as "going beyond just the 'closeness' of the group [to include] a sense of accomplishment and goal-directedness, which may not be present in cohesive groups," and task motivation as well as language production. The importance of nonverbal behavior was a particularly intriguing finding of this study in this regard. Murphey and colleagues, (2012) investigate how "the concept of a present community of imagination provides teachers, researchers, and students with a pragmatic framework for understanding group dynamics" (p. 231). They emphasize the importance of human agency and the impact on current group dynamics of an individual's understanding of his or her past success or failure and future goals. It is worth noting that Chang (2010) and Poupore (2016) both emphasize the need for more research into the impact of these

group-level processes on language learner motivation in instructed contexts; despite the widely acknowledged benefits, this area of study remains remarkably understudied.

Questions such as how positive and negative patterns of relationships develop, as well as how negative patterns can be changed once established, have been extensively researched in the field of group dynamics (Forsyth 2019), and research into these questions in the field of SLA has produced detailed recommendations on how to develop classroom cohesion.

One of the most important characteristics of a successful group is a high level of acceptance among group members that is strong enough to overcome even negative feelings toward some group members. As a result, this accepting environment serves as the foundation for a more general group characteristic known as group cohesion. Group cohesiveness refers to a group's closeness and "we" feeling, i.e., the internal force that keeps the group together. Reunion parties held decades after a group's dissolution demonstrate that this bond can be very strong in some groups. Cohesiveness is founded on intermember acceptance, but it also includes two other factors that contribute to the group's internal binding force: members' commitment to the group's task/purpose and group pride, the latter referring to the prestige of group membership.

Dornyei and Murphey (2003), list the following primary factors for fostering acceptance and cohesion within a class group from an L2 teaching perspective:

1. Getting to know one another: This is the most important and all-encompassing factor in fostering intermember relationships, and it entails students sharing genuine personal information. Acceptance is impossible without a sufficient understanding of the other person; enemy images or a lack of tolerance are frequently the result of insufficient understanding of the other party.

2. Proximity, contact, and interaction: Proximity refers to the physical distance between people, contact refers to situations in which learners can spontaneously meet and communicate, and interaction refers to special contact situations in which each person's behavior influences the others'. These three elements are natural gelling agents that emphasize the importance of classroom issues such as seating arrangements, small group work, and individual student projects.
3. Difficult entry. This explains why membership in exclusive clubs is typically highly valued, and the same principle is intuitively applied in the numerous initiation ceremonies for societies, teams, or military organizations.
4. Shared group history: The amount of time people have spent together; "remember when we..." statements have a strong bonding effect.
5. The rewarding nature of group activities: Rewards can include the enjoyment of participating in the activities, approval of the objectives, achievement of these objectives, and personal benefits (such as grades or prizes).
6. Extracurricular activities: These are powerful experiences; in fact, one successful event is often enough to "make" a group, in part because students lower their "school filter" and relate to one another as "citizens" rather than "students" during such outings. This positive experience will then be etched in their minds, lending a new and genuine quality to their school relationships.
7. Intergroup competition (games in which small groups compete against each other within a class): This is a type of effective collaboration in which

individuals work together to achieve victory. This could be improved by grouping students who would not normally make friends easily together and rearranging sub-teams on a regular basis.

It is critical for effective teaching and learning to create a welcoming and conducive environment in the classroom. Managing the physical space through proper seating arrangement, ensuring safety, and facilitating accessibility are all important aspects of classroom management. It is necessary to motivate students to learn in addition to managing physical space and ensuring safety and accessibility. The teacher must be able to pique and maintain students' interest by using appropriate teaching methods and learning materials.

The majority of researchers and teachers agree that one of the most important factors in language acquisition is motivation (Krashen, 2009). Long-term goals would be difficult to achieve without motivation, regardless of the educational program or educator. Gardner (2007) defines motivation as learners' willingness to learn a second language as a result of their tendencies and activity satisfaction. In the English language learning process, motivation refers to a learner's desire and impetus.

### **2.7.3 Establishing a Culture for Learning**

A school with an established teaching and learning culture will also have a well-developed organisational structure and instructional programme that focuses on all aspects of academic achievement and the professional development of educators. The concept of a “culture of learning and teaching” is widely being used in the education context to generally refer to the attitude of all the role players towards teaching and learning and the presence of quality teaching and learning processes in schools.



Davidoff and Lazarus (1997:43) identify the following aspects of a sound culture of learning and teaching:

- where all role players value the processes of teaching and learning;
- where practices reflect a commitment to teaching and learning;
- where the resources needed to facilitate this process are available;
- where the school is structured to facilitate these processes.

The following are some of the most important factors that contribute to the lack of a sound culture of learning and teaching in some of our schools:

1. Negative attitudes amongst learners and educators
2. The poor state of repair of school buildings and facilities.
3. Large shortcomings in the provision of resources, facilities and equipment.
4. Overcrowded classrooms.
5. The lack of management skills needed to deal with the challenges of school management which are crucial to forming a sound culture of learning and teaching in a school.
6. Poor relationships among heads of schools, educators, learners and parents.

A poor culture of learning and teaching in a school refers to a school situation where proper teaching and learning has broken down. According to Chisholm and Vally (1996:1) the collapse of a culture of learning and teaching is most pronounced in secondary schools. Although schools with a lack of a culture of learning and teaching should be understood within their contexts, the following are common observable features of a poor culture of learning and teaching or a lack thereof: weak/poor attendance, educators do not have the desire to teach, tensions among the various elements of the school community, vandalism, drug abuse, high dropout rate, poor

school results, weak leadership, management and administration, demotivation and low morale, disrupted authority and the poor state of buildings, facilities and resources. At the base of these features lies the absence of a sound philosophy, values and norms which shapes the deeper attitude of the role players in the school with regard to education and schooling in general.

On the other hand, schools with a sound culture of learning and teaching will display certain common characteristics: a positive school climate, sound classroom environments, sound home–school relations, effective leadership, management and administration, neat buildings and facilities, availability of resources, high professional standards by educators, healthy relationships among all role players, order and discipline, effective instructional leadership and a shared sense of purpose.

Teachers are important to children’s social-emotional development (e.g., Graziano, Reavis, Keane, & Calkins, 2007; Stuhlman & Pianta, 2002), particularly in early childhood when children experience rapid changes in emotional competence (Calkins, Gill, Johnson, & Smith, 1999; Cole, Martin, & Dennis, 2004). One frequently cited way teachers assist in children’s emotion development is by establishing and maintaining caring and supportive relationships in safe, positive, and emotionally warm classrooms (e.g., Mashburn et al., 2008; Zins, & Elias, 2007). Well-managed, emotionally positive classrooms are the optimal climates that promote children’s academic and social success (e.g., Zins, & Elias, 2007; Mashburn et al., 2008). However, the creation and maintenance of such climates are not easy, and do not occur without sacrifices.

Teachers are tasked with fostering and maintaining positive classroom climates while also meeting the health, safety, academic, and social-emotional needs of their students. This task can be especially challenging given the likelihood that teachers will

face classroom situations that provoke negative emotions. In a moment of frustration, disappointment, or anger, a teacher must properly express and inhibit these emotions if they are to create a comfortable climate for children (Hargreaves, 2000).

Positive, well-managed classroom climates are marked by (1) supportive teachers who are sensitive to academic and emotional needs, (2) the expression of positive affect (e.g., singing, dancing, smiles, and excitement) by children and teachers alike, (3) and caring teacher-child relationships (Rimm-Kaufman, La Paro, Downer, & Pianta, 2005). The classroom is positive, caring, safe, respectful, and conducive to learning. Teachers can cultivate this environment in a multitude of ways, such as upholding rules for appropriate behavior, nurturing caring relationships with all students, and facilitating positive peer interactions (Furlong et al., 2003). In comparison, negative climates tend to be less engaging, less emotionally supportive, less sensitive, more chaotic (Jennings & Greenberg, 2009), and have more instances of student misbehavior (Rimm-Kaufman et al., 2005; Werthamer-Larsson, Kellam, & Wheeler, 1991).

The tenor of the climate children learn and develop in has routinely shown to impact their academic and social success. For instance, the relative positivity and negativity of a child's preschool classroom is associated with academic achievement (Zins, & Elias, 2007), social competence (Howes, 2000) and behavior problems (Mashburn et al., 2008; NICHD ECCRN, 2003), all in the expected directions. Furthermore, the relative consistency of classroom positivity is important. Children in consistently positive preschool classroom climates showed greater gains in both academic and social skills over the course of the school year than children in less consistent (but still on average positive) classrooms (Curby, Brock, & Hamre, 2013). Although teachers' instructional practices play an important role in establishing the

routine and tenor of a classroom, the climate of the classroom is also influenced by teachers' and students' intra- and inter-personal characteristics (e.g., children's heritable characteristics (Houts, Caspi, Pianta, Arseneault, & Moffitt, 2010) and teacher gender and previous experiences (Yoon, Sulkowski, & Bauman, 2016)) as well as by factors outside of the classroom (e.g., school climate (Zinsler & Curby, 2014) and management practices (Zinsler, Christensen, & Torres, 2016)).

From all angles, teachers are receiving the message that the maintenance of a positive well-managed classroom climate is highly valued and most beneficial for their students. What is less well understood is how the barrage of messages about the importance of maintaining classroom positivity impacts teachers' own feelings in the classroom and their perceptions of children's emotions and behaviors, especially if their practices are ineffective. Without hearing directly from the teachers, we do not know how teachers are assimilating the various messages they receive about the importance of maintaining a well-managed classroom climate with their perception of their social-emotional teaching efficacy and their own emotional experiences in the classroom.

#### **2.7.4 Teachers' Contributions to Classroom Climate**

Two key contributions to teachers' understanding and beliefs about the messages they receive on positive classroom climates are likely their own emotional experiences in the classroom and their sense of self-efficacy in supporting children's social-emotional development. Teachers' social-emotional competence is integral to the successful management of the classroom and high quality social-emotional teaching (Jennings & Greenberg, 2009). There is a critical gap in the field currently, where we fail to understand how teachers view not only their students' emotions, but also their own within the context of the classroom. The classroom climate is dependent, in part, on a teachers' perceptions of whether and which emotions are beneficial to learning. In

a review of the literature, Sutton, Mudrey-Camino, and Knight (2009) reported that teachers desire to minimize their negative emotions, seeing them as disruptive to the class, and to instead focus on positive emotions. These results suggest that teachers' view emotions as a teaching tool to maintain a harmonious classroom (Sutton et al., 2009). Therefore, expressing negative emotions threatens their idea of professional competency. In comparison, positive emotions are seen as a hallmark of a successful educator and therefore teachers are more likely to make concerted efforts to express positive emotions (Sutton et al., 2009).

### **2.7.5 Managing Classroom Procedure**

The success and smoothness of education cannot be separated from a classroom management. In a classroom, a teacher has a more dominant role than the students. The teacher plays an important role in the classroom especially in English as a foreign language. The teacher's role is as a mediator, facilitator and monitor (Richards, 2011). The teacher strategy is a component that will determine the extent of her success in managing the class. Therefore, the teacher is not only able to master the learning topics delivered to the students but she must also be able to manage the class appropriately. Thus, the teacher is the most important factor because s/he plans, organizes, implements, and evaluates teaching. The teacher tries to lead the students to achieve learning goals by becoming effective teachers who are able to bring about the intended learning outcomes (Javaid et al., 2020; Weber in, 2014). In other words, the ability of teacher to organize the class and manage his/her student's behavior is very important for positive educational outcomes (Oliver & Reschly, 2007). In the teaching learning process, the teacher implements a series of activities that can be categorized into two namely, instruction and management (Weber in Cooper, 2014). Weber believes that the instruction aims to facilitate the direct achievement of specific students, for example,

diagnosing student needs, planning lessons, presenting information, asking questions and evaluating student progress. Whereas, management aims to create and maintain conditions in which instructions can take place effectively and efficiently for example, respecting punctuality, developing teacher-student relationships and establishing productive group norms. This activity refers to class management. Meanwhile, the ability to manage students effectively is very important and is a component of the teacher's professional identity (McCormic & Shi, 1999 in Lewis, et. al, 2006).

A classroom is not only considered as a place for academic learning, but also as a place to build friendship and shared learning. Therefore, the teacher can make efforts so that the students respect each other. The students need to be encouraged to share knowledge, attitudes, experiences, happiness, and help one another without coercion (Benlahcene et al., 2020). The effective relationship between teacher and student is not determined by the good nature of the teacher but rather the use of appropriate behaviors, strategies, and fundamental attitudes. The teachers who are able to build good relationships have fewer problems with classroom behavior and have a better academic performance (Marzano, Marzano, & Pickering, 2003). Some teachers consider classroom management as the biggest challenge that must be done (Cooper, et.al. 2014). This often makes the teacher feels frustrated, pessimistic, and gives up when teaching students because s/he does not know how to apply good classroom management. What most makes the teachers feel insecure is that they will lose control of the class so that they cannot reach the learning goals. In addition, many teachers failed to control the classroom management and create the comfortable environment (Marcellino, 2008; Mattarima & Hamdan 2011).

Weber (in Cooper 2014) argued that classroom management is a series of activities to build and maintain classroom conditions that facilitate effective and

efficient teaching. Specifically, class management in language teaching refers to the way in which student behavior, movements, interactions, etc., as long as the class is organized and controlled by the teacher or sometimes by the students themselves to enable teaching to take place most effectively (Arends, 2003). In other words, class management refers to the act of managing class and students to ensure that pressing and non-educational situations are avoided and students learn topics and subjects effectively (Diamond, 2011).

Pretorius and Lemmer (in Coetzee, et al., 2008) stated that classroom management is the process of working with individuals, groups and other resources such as students, educators, administrative staff, parents or other stakeholders, to achieve educational goals and learning outcomes. Student characteristics, teacher efficacy, environmental situations, and student achievement standards are influential factors in classroom management (Fowler & Şaraplı, 2010; Baker, Lang, & Lawson, 2002). Class management is a series of teacher activities to organize, direct, and control class life to meet teaching and curriculum goals (Wright, 2006).

Van Deventer and Kruger (in Coetzee, et al., 2008) stated that classroom management is a planned and organized activity that allows teaching and learning to take place effectively. It is characterized by planned and varied lessons, minimal distractions and disciplinary problems, calm instruction and problem solving, different instructions for students with different needs (Saare et al., 2018), routines built for certain behaviors, an atmosphere of respect, and consistency. This was confirmed by Cooper, et. al., (2014) and Brophy & Good (2003) that classroom management is action taken by teachers to create an effective learning environment that is mutually respectful, attentive, well-structured, and productive for teachers and students. It is as the teacher's effort to build and maintain classrooms as an effective environment for teaching and

learning. It also discusses the importance of a close and mutually supportive relationship between effective classroom management and effective curriculum and teaching. Good class management implies good instruction. So, it can be concluded that classroom management is a series of actions taken by both teachers and students in an effort to create conditions for a positive and productive learning environment so that the learning process can go according to its purpose.

### **2.7.6 Managing Students Behaviour**

The teacher duty is not only to teach or impart knowledge into students but the social and moral upbringing of the students also rest on the teacher. The teacher has the responsibility of controlling the behavior of the students in the classroom to ensure effective teaching and learning. A teacher must have the ability to organize classrooms and manage student behaviour so that educational outcomes can be achieved properly. Teachers need to build a psycho-social environment that allows good teaching (Emmer & Stough, 2001). In managing the psycho-social environment, a teacher needs to provide a classroom atmosphere that can build student confidence and self-esteem so that they can learn more effectively and fun. There are several important points that teachers need to consider in managing their class, including teachers who can make routine activities to be repeated every day or every week so that students gradually become accustomed to established class routines, the teacher must give signals to attract students to use the word / phrases, pats, musical instruments or beats on the table. So he needs to find an acceptable noise level. When children do the work, the noise level will increase. If too much is crowded, select the noisiest group and give their cues to calm down and rethink the task so that it is not too easy or too difficult. Finally, he needs to praise. A young student teacher needs to show specific behavior that is praised,



give praise with sincerity and enthusiasm in various ways, give it consistently and frequently and vary to whom it is addressed (Brewster et. al. 2003).

The psycho-social environment includes setting rules and providing rewards and feedback (Oliver & Reschly, 2007). There are several strategies that can be developed to improve the psycho-social environment in education such as setting rules, giving gifts and giving feedback. Rules are defined as general expectations about acceptable and unacceptable behavior that will cover situations, such as expecting students to be calm when the teacher speaks (Waring in Siswayani 2009). Effective rewards are awards that can have positive effects on students and without side effects. Prizes have effects including, first, prizes can reduce intrinsic motivation for the target behavior or activity. Second, tangible and dependent gifts can disrupt the process and quality of learning. This means that student-oriented change from learning material to extrinsic rewards. Third, prizes undermine the ability of students to organize themselves independently. Specifically, verbal praise can increase and decrease intrinsic motivation, depending on how and in what context is conveyed. In addition, praise is only given meaningfully in the context of real effort and good work rather than just completing a task. Prizes are given by the teacher as one of the corrective approaches in the classroom, especially for students who can contribute to the learning process. The teacher can take many forms of strategic rewards, such as: praise is said, some comments; additional value points or individual or group awards. Prizes serve to establish good relations with students by praising good behavior, commenting on good work, making suggestions and suggestions that encourage student efforts.

The teacher needs to ensure that there are no physical threats and disturbances, for example preventing the emergence of low self-esteem to students, preventing domination by some students and even by the teacher, and ensuring nothing physically

harms students. The teacher needs to create a friendly interactive atmosphere by encouraging students to respect each other, encourage and encourage strong students to help the weak. The teacher needs to make students happy to be class members by making students feel they have a role so that their existence is meaningful, for example by assessing their contributions which can be questions, opinions, and willingness to work together and obey the rules and use the word "we" to create a sense of belonging in the classroom. Teachers need to create a learning environment that tickles their thoughts and feelings, for example by using relevant and interesting media, using reading and discussion topics that are appropriate to students' interests and at a level of difficulty that is slightly above the student's limit. Teachers need to create a cooperative-collaborative learning atmosphere by using group learning techniques (Myint Swe Khine et al, 2005). In addition, verbal communication between teacher and student needs to be improved through efforts to let the teacher's body posture breathe confidently, express optimism, cheerfulness, and warmth through facial expressions, using facial and hand cues to reinforce the meaning of words and sentences which if not without being clear, make eye contact as often as possible with all students in the class, not too closely following notes and lesson plans, being careful not to stand in one place while teaching, moving around the class without disturbing student concentration, following social norms about distance and touches that apply in student culture, and dress in accordance with student expectations and the culture of the teaching place (Brown, 2007).

### **2.7.7 Organizing Physical Space**

The physical environment influences student learning, participation, and involvement in class activities. The teacher must take the time to decide how to best arrange the environment to accommodate various class activities. The physical

environment of the classroom includes views, sound and comfort, seating arrangements, and the use of instructional media in the classroom (Brown, 2000). Classes are neat and clean, have enough light, and are free of noise will make students feel comfortable and ready to learn the material. The teacher must make and arrange the classroom arrangement based on the teaching objectives. They also need to maximize the use of classroom equipment to support the learning process.

Seven points that can be considered in managing the physical environment of the classroom are (1) classrooms must be arranged so that they are aligned with learning goals and activities, (2) classroom furniture must be reorganized to provide sufficient space for students to move freely, (3) ensure that all students can see and hear the teacher, (4) material that is often used and supplies must be accessible to students, (5) presentation and learning display must be seen by students, (6) class must be made to feel comfortable, and (7) whiteboards and other tools must be used for the common good (Myint Swe et al., 2005 and Brown, 2007). In line with these points, Brown (2007) suggests that in managing the classroom, the teacher pays attention to (1) vision, sound, and comfort so that all students can see clearly what is presented by the teacher, hear the teacher's voice, and are not physically disturbed; (2) seating arrangements so that students can easily communicate in practicing the target language, and (3) the use of blackboards and equipment so that the benefits to support student learning can be optimized.

Setting the table and class facilities is often a compromise between what the teacher wants and what might happen in the classroom. The physical environment of the classroom is managed when the teacher prepares a class for students (Bohlinet, 2009) and (Hussain et al., 2016). There are at least three factors that must be considered in designing classroom namely, visibility (i.e. the room must be arranged well so that

all students can see the blackboard, overhead projector or other display), accessibility (i.e. the room must be designed in such a way that objects owned students, such as pencils, sharpener and where students place the paper, remain clear and separate from each other) and distractibility (i.e. the desks must be arranged so that they can potentially cause disturbances such as minimized door and window movements) (Everston in Jacobsen 2009).

Many experienced teachers recommend that the purpose of student seating is to facilitate discipline and teaching. They argue that students who are left to choose their own seats will always choose a seat that places the teacher in the most unfavorable position. Some rules to guide classroom settings, (1) Students must sit in the teacher's place of attention. (2) High-traffic areas must be free of traffic. (3) Students must be able to see the blackboard, screen and teacher clearly. (4) Students must sit facing the front of the room and away from the window. (5) Classroom arrangements must be flexible to accommodate various teaching activities (Dunbar, 2004). Changing the physical layout of a room can make a classroom more attractive for learning because it can make collaboration easier, revitalize tired students, reduce stress in the classroom and facilitate learning (Petra, 2013). Most in the world, in arranging student seats, teachers can place a regular line in which all students face the teacher in front; circle and horse shoe where students sit in a circle or horse shoe, and the teacher's position is in line with the student seat; or in the form of separate tables where student seats are grouped in a certain number and positioned in their own groups. Whatever seating arrangements in students' classrooms can be organized in different ways because they work as a whole class, in groups, in pairs and individually. This grouping certainly has their advantages and disadvantages (Harmer, 2007).

## **2.8 Domain 3: Instruction**

Domain 3 (instruction) involves the components at the center of teaching: engaging students in content. This domain emphasizes enhancing student learning. Quality instruction focuses on students building complex understanding of content and participating in a community of learners. Instruction is the implementation of plans created in Domain 1 (planning and preparation). Like Domain 2, instruction is primarily demonstrated through a teacher's interaction with students. Components of Domain 3 (instruction) are as follows:

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness (Danielson, 2013).

### **2.8.1 Teacher Communicating with Students**

Communication skills are defined as the transmission of a message that involves shared comprehension between the contexts in which communication takes place (Saunders and Mills, 1999). Furthermore, a teacher's communication skills are required for delivering instruction to students (McCarthy and Carter, 2001).

Reading, writing, listening, and speaking are all examples of communication skills. To be an effective educator, one must be proficient in all of these areas. A teacher with strong communication skills simplifies and clarifies everything. Effective communication skills are required for teaching students, managing the classroom, and interacting with students. Teachers must teach students to think in a variety of ways. A teacher must use communication skills to motivate students to participate in the learning process in order to teach according to their ability and capability (Sng Bee, 2012).

Language teachers, like all other teachers, multitask constantly while instructing in second/foreign/additional language (L2) classrooms. They manage materials, behaviors, content, and discourse while also organizing and co-constructing learning environments (with students). At the heart of this multitasking is a split-second decision-making process in which they initiate turns, respond to student utterances, and address linguistic errors in milliseconds. Teachers' responsiveness to students' needs may become second nature as they gain experience and expertise (not necessarily parallel to age). Successful educators coordinate their "online decision making" (Walsh, 2011: 221) with the current pedagogical goal.

Language learning opportunities are increased when interactional practices are fine-tuned to the goal of teaching the L2. This necessitates a teacher's responsiveness to the moment, also known as the principle of contingency (Waring, 2016); as a result, it is inextricably linked to teachers' awareness of language and interaction. A development facilitator is Teacher Language Awareness (Walsh, 2003). It gradually and eventually transforms the more abstract concept of awareness into a set of skills that teachers cultivate, namely Classroom Interactional Competence (Walsh, 2006, 2011), which is defined as the ability to facilitate and mediate classroom language learning.

Because of its robust analytic tools that unpack social actions that teachers and students employ in the classroom, conversation analysis (CA) has recently played a prominent role in describing micro-level details of teaching and learning events in L2 classrooms. Studies that describe pedagogical activities with a focus on interactional practices of teachers and students (e.g. Waring, 2009; Sert and Walsh, 2013; Matsumoto and Dobs, 2017) and studies that describe conversation analytic studies of classroom interaction (e.g. Hellermann, 2008; Markee, 2008; Sert, 2017) have

tremendous potential to inform teacher education. However, in order to reach out to teacher educators and teachers, we may need to look beyond the findings of classroom interaction studies. We must (1) raise practitioners' awareness of the importance of classroom interaction in relation to learning, (2) provide them with tools for incorporating classroom interaction into teacher education, and (3) provide evidence of how teaching practices have evolved over time.

Walsh (2006) contends that teachers play a far more important role in language classrooms than both Communicative Language Teaching and Task-Based Language Learning advocate (p. 3). It has been discovered that the importance of teacher-talk in encouraging or discouraging student participation, and thus engagement, is critical for creating language-learning opportunities (Walsh, 2002). Various aspects of teacher discourse have been studied by researchers. According to Waring (2008), explicit positive feedback (such as when an L2 teacher says "very good" in response to a student's response) produced by a teacher may be preferred sequentially and affectively, but it may hinder learning opportunities. In a more recent study, Fagan (2014) shows that positive feedback turns from ESL teachers can maintain interactional flow and ensure "information clarity with all students in relation to the immediate talk goals" (p. 45). Jacknick (2011) illustrates instances of student agency in language classrooms in which students, rather than teachers, initiate turns, revealing "students' ability to control talk sequences in the classroom" in a second significant study (Jacknick, 2011: 49). Successfully managing learner initiatives has been identified as an important teacher skill in language classrooms (Waring, 2011), and it has been suggested that how teachers manage interaction in such sequences may "advance learning" (Waring et al., 2016).

Seedhouse (2004), one of the most influential researchers to use conversation analytic methodology to investigate L2 classroom interaction, provides a comprehensive description of L2 classroom interactional dynamics. Based on the premise that any generalization is insufficient to comprehend the local management of interactions in classrooms, Seedhouse (2004) developed a variable perspective and demonstrated that there are different L2 classroom contexts "each with its own pedagogical focus and corresponding organization of turn taking and sequence" (p. 101). He proposes four L2 classroom contexts: form-and-accuracy, meaning-and-fluency, task-oriented, and procedural. His research has helped us understand the dynamic nature of classroom interactions and provided evidence of the reciprocal nature of pedagogy and interaction. Seedhouse's variable approach to L2 classroom interaction analysis (see also Seedhouse, 2019) is having an increasing influence on future research in this field.

Walsh (2006, 2011) defined Classroom Interactional Competence as the ability "to use interaction as a tool for mediating and facilitating learning" (2011: 158). CIC refers to all aspects of classroom interaction that contribute to the effectiveness of the teaching/learning process. These characteristics include: (a) maximizing interactional space; (b) shaping learner contributions (seeking clarification, scaffolding, modeling, or repairing learner input); (c) effective elicitation; (d) instructional idiolect (i.e. a teacher's speech patterns); and (e) interactional awareness. All of these interactional characteristics can be considered meaningful if they align with the current pedagogical goal (Walsh, 2006). For example, during a speaking activity in which the emphasis is on meaning and fluency (what Walsh refers to as the classroom context mode), explicit corrections can be both disruptive and obstructive. This variable approach and



sensitivity to local contingency in classroom discourse influenced more recent studies that have focused on multimodal and multilingual aspects of classroom interaction.

### **2.8.2 Adaptive Teaching**

In educational settings, students from various social and linguistic backgrounds with varying cognitive, motivational, and self-regulation resources are common. Individual student needs have recently resurfaced as a major concern in theoretical, empirical, and practice-oriented research, particularly in contexts with high student heterogeneity, such as inclusive educational settings. Numerous studies in the field of education have found that teachers' adaptations to their students' unique developmental stages are an important component of effective instruction (for an overview see Parsons et al., 2018). These adaptations, according to Corno (2008), may refer to either the macro or micro level of instruction, such as planned programs for groups of similar students, differentiated learning materials and tasks, or contingent support, ongoing diagnosis, and didactical moves. Although intuitively appealing, theoretical considerations and methodological approaches to the concept of adaptive teaching are far from unified. Adaptive teaching, according to Parsons (2008), is "teacher action that (a) is non-routine, proactive, thoughtful, and improvisational; (b) involves a change in professional knowledge or practice; and (c) is done to meet the needs of a student or an instructional situation" (p. 20). Adaptive teaching, according to this definition, necessitates professional knowledge, beliefs, and skills, as well as the teacher's recognition of individual student needs. Furthermore, Glaser's (1972) early definition of adaptive teaching as "a wide variety of instructional methods and success opportunities" is consistent with the concept of adaptive teaching as non-routine and adaptable (p. 6). Corno (2008), on the other hand, proposes a definition of adaptive teaching that focuses on teachers' considerations in instructional design and

implementation (macro-adaptivity) as well as teacher-student interaction (micro-adaptivity). Weinert and Helmke (1997) define adaptive teaching as a subcategory of effective teaching and instructional quality that refers to proactive and active teacher behavior in meeting each student's unique needs. Similarly, "adaptive education" is listed as one of ten effective educational practices by Walberg and Paik (2000).

### **2.8.3 Portfolios**

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate it. They are considered both student-centered and authentic assessments of learning (Anderson & Bachor, 1998; Barootchi & Keshavarz, 2002). Portfolios are one of the most flexible forms of assessment because they can be effectively adapted across subject areas, grade levels and administrative contexts (i.e. to report individual student progress, to compare achievement across classroom or schools and to increase parent involvement in student learning) (Sweet, 1993; National Research Council, 2002). The content included in the portfolio, along with who chooses what to include, vary by the teacher and the learning goals associated with the portfolio. Some portfolios only include final products, while other portfolios will incorporate drafts and other process documents. Some will contain items chosen exclusively by the teacher, while others will fold in input from the student, their peers, administrators and even parents.

One of the strengths of the portfolio as an assessment tool is that it can be smoothly integrated into classroom instruction (as opposed to be an add-on style of the

standardized summative test). The portfolio acts as a repository for work assigned and completed throughout the year. It does not necessitate additional tests or writing assignments. The additional inputs required (i.e. student reflection (written or spoken), student-teacher collaboration, rubric creation and implementation) aid rather than distract from the teaching and learning process. Barootchi and Keshavarz highlight that the student portfolio is an assessment that is “truly congruent with instruction” because of its ability to simultaneously teach and test (p. 286). In fact, when implemented effectively, portfolios can supplement rather than take time away from instruction (Sweet, 1993; National Research Council, 2002).

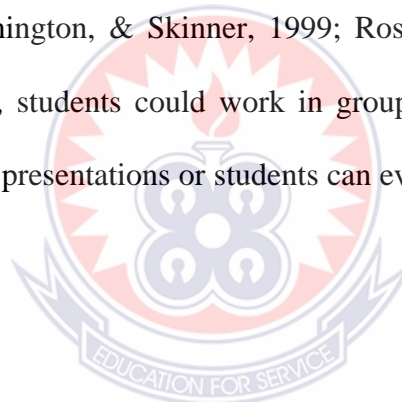
All high-quality portfolios involve students at some point in the process. In fact, the selection process can be hugely instructive and impactful for students as they are asked to collect, select and reflect upon what they want to include in their portfolio (Sweet, 1993). Portfolios foster self-reflection and awareness among students as they are often asked to review previous assignments and projects and assess strengths and weaknesses of both their processes as well as their final products (Sweet, 1993). Barootchi and Keshavarz (2002) also emphasize the role that portfolios can have in helping students to become more independent learners (p. 281). When well integrated, portfolios can also foster collaboration both among students and their peers as well as between students and their teacher (Tezci & Dikici, 2006). Students’ critiques and evaluations of classmate’s work can even be included as an additional artifact in the portfolio collection. Nunes (2004) believes that one of the underlying principles of portfolio development is that “it should be dialogic and facilitate ongoing interaction between teacher and students” (p. 328).

#### 2.8.4 Peer Assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning (Topping, 2005). Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work (Topping, 2009). Peer assessments can be used for variety of products like papers, presentations, projects, or other skilled behaviours. Peer assessment is understood as more than only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and assessee's skills and knowledge (Li, Liu, & Steckelberg, 2010; Orsmond & Merry, 1996). Feedback that students are asked to provide can confirm existing information, identify or correct errors, provide feedback on process, solutions to problems or clarity of communication (Butler & Winne, 1995).

The primary goal for using peer assessment is to provide feedback to learners. This strategy may be particularly relevant in classrooms with many students per teacher since student time will always be more plentiful than teacher time. Although any single student's feedback may not be as rich or in-depth as a teacher's feedback, the research suggests that peer assessment can improve learning. The research base has found peer assessment strategies to be effective in different content areas from language arts (Karegianes, Pascarella, & Pflaum, 1980; McLeod, Brown, McDaniels, & Sledge, 2009), to mathematics (Bangert, 2003; Jurow, Hall, & Ma, 2008) and science (Peters, 2008). Peer assessment has even proven beneficial for students as young as six years old (Jasmine & Weiner, 2007). There is research on peer assessment from the North America and Europe (Sluijsmans, Dochy, & Moerkerke, 1999; Topping, 2005), and there are a few research studies from Asian countries (Bryant & Carless, 2010; Carless, 2005).

Peer assessment is associated with performance gains and cognitive gains for students who receive feedback and for students as they give feedback. When done properly, peer assessment strategies can improve the quality of learning to a degree equivalent to gains from teacher assessment (Topping, 2009). Giving and receiving feedback impacts meta-cognitive abilities like self-regulation (Bangert, 2003; Butler & Winne, 1995) influencing time on task and engagement in learning and improving learning outcomes. Asking students to provide feedback to others can also improve their own work as they internalize standards of excellence (Li, et al., 2010). When used in conjunction with collaborative peer learning assessment can also improve interpersonal skills like group work, consensus building, or seeking and providing help (Brown, Topping, Henington, & Skinner, 1999; Ross, 1995). In collaborative peer assessment techniques, students could work in groups to review work, entire class might evaluate student presentations or students can even be asked to assess their own groups' work.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter provides a detailed description of the data and their collection process. It dwelled hugely on data gathered from observation during teaching and learning, recordings from interviews of teachers, and questionnaire administered to students. The recordings were analysed for evaluation strategies in ESL classroom and how they reflected the understanding of teachers about students' evaluation in the classroom towards improving learning outcomes. The interview sessions involving the teachers were aimed at acquiring a fuller explanation to the rationale behind students' evaluation in the classroom by teachers. The questionnaire administered to the students sought to find out their perspective about classroom evaluation by teachers. The subsections that follows presented the methods used in this study. It included the research approach, and design, study settings, target population, sampling, and sampling techniques. In addition, it presents discussions on data collection, analysis, and ethical consideration.

#### **3.1 Research Approach and Design**

The study adopted mixed-methods approach with convergent parallel design. A mixed-methods was considered appropriate for the study because the researcher wanted to have a better understanding of the phenomenon; the rational behind teachers evaluating students, the strategies involved and whether they reflected their actual classroom evaluation practices. Toomela (2008), Ponterotto et al. (2013) and McKim (2017) emphasize that mixed-methods research helps the researcher to deeply and accurately understand the phenomena under study.

This design gathers both quantitative and qualitative data. Both the quantitative and qualitative data were gathered at the same time. The mixed approach is characterised by a rigorous use and integration of both qualitative and quantitative approaches or collection of qualitative and quantitative data from different sources. The two data sets are put together and analysed to come out with the findings of the study (Kuranchie, 2021; Creswell, 2019). Again, the qualitative aspect of the mixed method often involves an inductive approach which involves the gathering of qualitative data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.

Additionally, Plastow (2016) refers that in mixed-methods the strengths of one research method compensate the weaknesses of another. This helped offset inevitable method bias. Creswell and Plano (2011) comment that this approach enables a greater degree of understanding to be formulated than if a single approach were adopted to specific studies. It is far more important to focus on understanding an issue and finding solutions to problems than focusing upon specific methods or approach.

### **3.2 Study site**

The study site is Sunyani East Municipality. The Sunyani East Municipal is one of the 261 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana, and forms part of the 12 of Municipalities and Districts in the Bono Region with the capital as Sunyani.

The Municipality was established on 10th March, 1989 by a legislative instrument (LI) 1473. This was the period Ghana adopted the District Assembly concept. The overall goal is to accelerate growth and development in the Municipality. The Sunyani West District was carved from this Municipality on November 2007.

The Sunyani Municipal Assembly is located at the heart of Bono Region lying between Latitudes 70 20'N and 70 05'N and Longitudes 20 30'W and 20 10'W and covers a total land area of 131.9 Km<sup>2</sup>. The Municipality is bordered on the north by Sunyani West Municipal; west by Dormaa East District, to the south by Asutifi South District to the south and east by Tano North Municipal. The population of the Municipality according to the 2021 Population Housing Census stands at 136,022 with 67,251 males and 68,771 females. The town, by virtue of being the regional capital has a lot of Senior High Schools of the Ghana Education Service. The researcher chose to use schools in Sunyani Municipality because of the convenience and accessibility of the study site. The selected schools consist of both boarding and day schools.

The Municipality has a number of educational facilities. Under the public sector, it has 111 basic schools, 50 Junior High Schools, five Senior High/ Vocational and two tertiary. The private sector on the other hand has 117 basic schools, 37 Junior High Schools and four Senior High/Vocational Schools.

### **3.3 Population**

Population refers to the total number of target groups that the researcher intends to use as participants in the study. It can also be seen as the set or group of all the units on which the findings of the researcher are to apply (Shukla, 2020). The target population for this study consists of all students and English teachers of Senior High Schools in the Sunyani Municipality. This includes English teachers and students of Forms 3. Since the study is about evaluation strategies in ESL classroom, the researcher considered it appropriate to involve only teachers and students, without school administrators or managers. The Forms 3 students were selected because they have been in school for about two years now and might have written class exercises, test and end



of semester exams. Therefore, they have fair knowledge of what students' evaluation is. The data collection process ran from November, 2022 to March, 2023.

### **3.4 Sampling Technique and Sample Size**

The researcher used purposive and simple random sampling technique to draw the participants for the study. Purposive sampling attempts to select participants according to criteria determined by the research purpose (Tuckett, 2004). It is the deliberate choice of selecting an informant for a study due to the qualities he or she possesses (Tongco, 2007). This sampling technique allowed the researcher to decisively select the study participants based on the qualities they have by satisfying the criteria determined by the purpose of the research (Denzin & Lincoln, 2011). Ten teachers were purposively selected to participate in the study. Purposive sampling was deemed important as through this type of sampling, the researcher would be able to gain in-depth and rich information that would assist in answering the research questions (Patton, 2015). All the ten teachers are still actively teaching in selected secondary schools. Six from the ten teachers had more than nine years of teaching experience, two have more than four years of teaching experience, while the remaining two have more than twenty years of teaching experience.

Simple random sampling technique was applied in the case of the students. The simple random sampling technique provided equal opportunity for participants wanted to have participated in the study. Form three students from the five schools from the General science, General Arts, Home Science, Agric Science, Visual Arts, and Technical were randomly selected and questionnaires administered to them.

### **3.5 Research Instrument**

This study adapted an evaluation questionnaire for the quantitative data, namely Language Orientation Questionnaire from Dörnyei & Chan (2013) and modified it to suit the researcher's purpose. The questionnaire contained 15 items, 10 questions were to examine students' perception on the kinds of evaluation strategies used in the classroom by teachers, and 5 questions to find out the impact of evaluation on students learning outcomes. The instrument used for the qualitative data was a structured interview questions developed by the researcher and classroom observation.

### **3.6 Data Sources and Collection Method**

Data for the study were collected solely from a primary source. As Kagan (1990) argued, the complexity of teachers' knowledge cannot be captured by a single instrument. Particularly, assessing the subject content knowledge of teachers in relation to classroom evaluation of students requires a combination of approaches that can collect information about what teachers know, what they believe, what they do, and the reasons for their actions (Baxter and Lederman 1999). In this regard, data were collected from multiple sources including classroom observations, semi-structured interviews, and questionnaire. The data were collected through researcher observation of classroom teaching and learning of teachers, and in-depth interviews of 10 teachers and questionnaire administered to 396 students. The researcher developed and prepared an interview protocol to be used as a guide. It consisted of semi-structured questions validated by some teachers and experts in evaluation. Each interview with the teachers lasted about twenty minutes. Rubin and Rubin (2012) and Patton (1990) stated that data obtained from interviews are able to provide detailed, in-depth and rich information of the phenomenon being studied and diverse characteristics of the sample. All the teachers' interviews were recorded and transcribed. The transcripts were then analysed

manually for recurring themes. The in-depth interviews allowed participants to express themselves freely on the phenomenon under study and also aided the researcher to ask open-ended questions that called for follow-up questions. This also allowed participants to provide information that was relevant to the study. Questionnaires were also administered to 396 students.

### **3.7 Data Analysis**

Data analysis is a procedure which involves bringing order, structure and meaning to the mass information collected by the researcher using the research instruments. The quantitative data in this study was coded and checked for completeness before being analysed with descriptive and inferential statistics and displayed in tables using the Statistical Package of Social Science (SPSS) version 27.

The recorded data for the qualitative analysis were transcribed orthographically from audio to text format. The data were then analysed thematically based on Braun and Clarke's (2006) six steps in analysing qualitative data. The first step is familiarization with the data. The researcher read and re-read the data to immerse himself in and became familiar with the data. The second step is coding, which involves generating labels for important features of the data that are important to the research question(s). After familiarizing himself with the data, the themes that emerged were identified and labelled by the researcher. This includes the evaluation strategies used in the classroom by teachers to ensure effective teaching and learning. The next step involved searching for themes. This included looking for coherent and meaningful patterns in the data that were relevant to the research questions. As such, the researcher started searching for common patterns in the data that were relevant to the research questions. The fourth step is reviewing themes. At this point, themes in relation to both the coded extracts and full data set were checked for by cross checking the data with

the research objectives. The fifth step is defining and naming themes. This required of the researcher to write and conduct detailed analysis of each theme that emerged. I went through all the themes that emerged and selected the final set of themes that would be useful in presenting the findings.

### **3.8 Validity and Ethical Considerations**

To ensure trustworthiness of the study, peer debriefing was employed. This was done by requesting my supervisor to review the data and make his input. According to Creswell and Miller (2000), peer debriefing is the evaluation of the information and research process by an individual who is well known in the study being investigated. Thus, in ensuring the validity of the study, the researcher adopted a mixed method approach, which is considered appropriate when investigating current real-life contextual phenomena (Yin, 2003).

The use of personal observation and face-to-face interview also enhanced the validity of the study. For instance, as noted by Hasan (2015), face-to-face and telephone interviews are considered more effective than internet techniques such as emails and online correspondence; since the former enables the researcher to capture other hidden details behind the interviewee's voice such as emphasis, body language, intonation, etc. According to Dialsingh (2008), interviews are the best form of data collection since it reduces non-response and maximizes data quality by enabling the interviewer to observe non-verbal forms of communication and incorporate them into the analysis.

One of the key aspects of research involving human subjects is ethics. Research ethics, according to Polit and Beck (2014), is a system of moral values that pertain to the degree to which the researcher adheres to professional, legal, and sociocultural obligations to the study participants. In ensuring that the researcher follows ethical procedures, a permission letter was sent to the headmasters of the selected schools for

their consent. The researcher discussed the purpose of the study with the teachers whose classes were involved and they willingly allowed him to sit in their classrooms for the observation. Thus, the participants of the study were informed about the purpose of the study, the benefits, the risks involved and their choice to either participate in the study or quit before the commencement of the data collection. The researcher also informed them of the options available to them to withdraw from the study, should they decide to do so along the course of the study. They were made to sign a consent form before taking part in the study. To ensure confidentiality of participants, pseudonyms were used in place of actual names of the schools and the study participants.

Likert scale was used to collect the data. The mean and standard deviation of each of the five items on the Likert scale were used. The expressions of the students with respect to various dimensions of this instrument were categorized below:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

### 3.9 Reliability Statistics

Variable	No. of Items	Cronbach's Alpha
Classroom instruction	10	.639
Classroom environment	5	.662

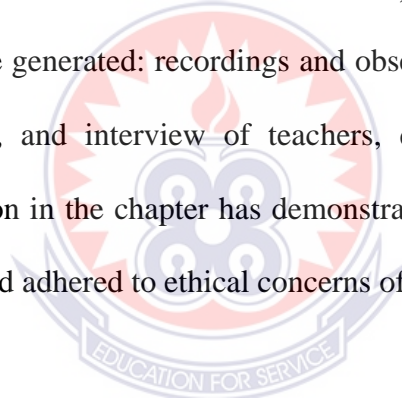
### 3.10 Limitations of the Study

The study sought to explore the phenomenon of beliefs and classroom evaluation practices of SHS English teachers and students in Sunyani Municipality. As such, views that have been presented by participants may have been limited to individuals who were involved in evaluation strategies in ESL classroom. Also, the study setting was Sunyani which may have a slightly different school culture and classroom situation from other towns; hence the views of the research participants

concerning the phenomenon may not be a reflection of what happens in every town in the country. Furthermore, data loss may have occurred when interviews were being transcribed from audio to text; however, this was controlled to the best possible minimum by the researcher by reviewing the transcribed data more than twice, through the assistance of colleague teachers.

### **3.11 Conclusion**

This chapter has presented the methodology of the study. It has been shown that a mixed method approach with a concurrent triangulation design was used for the study of evaluation strategies in ESL classroom. With an accessible population consisting of both English teachers and their students, the chapter has explained how data for the study were generated: recordings and observations of classroom teaching and learning sessions, and interview of teachers, questionnaires administered to students. The discussion in the chapter has demonstrated how the researcher ensured validity of the study and adhered to ethical concerns of the research.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter discusses the results from the analysis of the data gathered on the evaluation strategies in ESL classrooms. The analysis focuses on data gathered from observation during classroom teaching and learning, recordings from interviews of teachers, and questionnaires administered to students. The recordings were analyzed for evaluation strategies in ESL classrooms and how they reflected the understanding of teachers about students' evaluation in the classroom towards improving learning outcomes.

The study was based on mixed methods research paradigms. The quantitative data was collected through questionnaires administered to students and analyzed statistically using SPSS to examine their perception on evaluation and what impact evaluation could have on their learning. The qualitative part of the study was based on classroom observation and the interviews conducted from the ESL teachers in their classes. The analysis of the interview was done on the thematic pattern. The themes were generated from the data obtained from the respondents. The findings were discussed thematically.

#### **4.1 Students Beliefs in Evaluation.**

##### **The Mean Threshold**

The mean threshold for the study was put at **3.5**. Therefore, a mean score of **3.4** or below was deemed to have been rejected while a mean score of 3.5 or above was deemed accepted. The analysis is presented in the table below. **N** in the table represents the number of participants, **M** = Mean; and **SD** = Standard Deviation

**Table 1. Students Beliefs in Classroom Evaluation Practices.**

<b>Statement</b>	<b>N</b>	<b>M</b>	<b>SD</b>
1. Evaluation is when teachers pass value judgement on my work by grading me.	396	4.28	0.98
2. Evaluation is when the teacher asked me questions during lessons.	396	4.08	1.01
3. Evaluation is when the teacher answers my questions with enough explanations.	396	4.33	0.91
4. Evaluation is when teachers give me feedback on my performance by correcting my mistakes.	396	4.38	0.84
5. Evaluation is when I work with other students in groups during lessons.	396	4.31	0.89
6. Evaluation is when the teacher usually gives me exercise to do after lessons.	396	4.12	0.88
7. Evaluation is when students often interact with one another during lessons.	396	4.21	0.93
8. Evaluation is when the teacher often discusses my grades and assignment with me.	396	4.04	0.89
9. Evaluation is when I am asked to assess the work or opinions of my peers during learning.	396	3.99	1.02
10. Evaluation is when teachers usually engage students in activities	396	4.22	0.87

**Source: Field data 2023**



**Table 2: The Impact of Evaluation on Learning**

<b>Statement</b>	<b>N</b>	<b>M</b>	<b>SD</b>
11. Evaluation will help teachers to know my strengths and weaknesses.	396	4.29	0.97
12. Evaluation will give me feedback on my performance.	396	4.25	0.93
13. Evaluation will help improve my learning outcomes.	396	4.56	0.83
14. Evaluation will motivate me to learn.	396	4.23	0.99
15. Evaluation will help develop my critical thinking abilities.	396	4.13	1.00

**Source: Field data 2023**

To examine students' beliefs of their teachers' classroom evaluation practices, students were asked to rate their beliefs of 10 items on a five-point Likert scale. The table contains means and standard deviations from 396 respondents as showed above. As indicated early, the researcher employed mixed methods approach in this study. A questionnaire with five Likert scale point with 1 means strongly disagree (**SD**), 2 means disagree (**DA**), 3 means neutral (**N**), 4 means agree (**A**) and 5 means strongly agree (**SA**) were administered to 400 students. However, four participants did not respond therefore, bringing the total number of respondents to 396.

The mean of the measured items ranged from 3.99 to 4.56 and the standard deviations ranged from 0.83 to 1.02. From the results, respondents have expressed their beliefs on what they think constitute evaluation. They are in high agreement with the fact that evaluation was necessary and could impact or improve learning outcomes.

For example, looking at the table 1, item 1 on the Likert Scale which states that "evaluation is when teachers pass value judgement on my work by grading me," recorded a mean mark of 4.28 with a standard deviation of 0.98 from 349 respondents out of 396, representing 88.1% of the total respondents. This is above the mean

threshold of 3.5. What this means is that, majority of the students agreed that part of evaluation is when teachers grade their work to help them assess their performance. Students believe that grading their work is a form of evaluation.

The students also held the position that questioning and answering questions with enough explanations are forms of evaluation. At the table, item 3, “evaluation is when the teacher answers my questions with enough explanations,” recorded a mean mark of 4.33 with a standard deviation of 0.91 from 347 respondents representing 87.7% of the total respondents of 396. This shows that students believe that questioning is very important in the teaching and learning and can influence learning outcomes. It confirms that the teachers’ question facilitates learning input and feedback for the students (Darong et al., 2021; Guangwei Hu & Duan, 2018). Furthermore, it supports the theory of Krashen & Krashen (1983) regarding the input hypothesis in which language learners need adequate and comprehensible input to acquire the language. Yang (2017) argued that the teachers can vary their questioning strategies to provide the students' input, which further promotes their comprehensible output as correspond with Krashen’s Input Hypothesis. With sufficient input and support, the learners become more exciting and enjoy learning, thus motivating them intrinsically and improving their learning achievement. However, based on the observation result, the teachers less utilized questioning in the classroom. This finding is inconsistent with the previous studies that found that the EFL teachers most use it as they argued that foreign language learning requires more assistance and directions from the teacher (Aisyah, 2016; Nasir et al., 2019; Suartini et al., 2020). It can be assumed that these previous findings are in line with the questionnaire and interview results.

Furthermore, students believe that given the opportunity to interact among themselves or in groups will go a long way enhance their learning. From the findings,

students' interaction recorded a mean of 4.21. It has been argued that students classroom interaction gives them the opportunity to exchange ideas when they face difficulties, working cooperatively, helping each other by combining their competencies and ability. These findings are congruent with some previous studies that students interaction within group contributes to the students' motivation if the students incorporate the fair responsibilities and roles among the group members and some interpersonal skills (e.g. understanding each other, empathy, etc) as the crucial features of the group interaction (Alfares, 2017; Dyson et al., 2016). This kind of interaction affects the students' motivation and satisfaction with the teaching and learning process (Ali et al., 2020; Arzieva et al., 2020; Baena-Extremera et al., 2015). Therefore, teachers should create an interactive environment to promote the students' positive attitudes and motivation so as to enhance classroom discussion.

#### **4.2 Teachers Beliefs in classroom Evaluation Practices**

Evaluation forms an integral part of the teaching and learning process. The purpose of the research was also to find out about teachers' perspective or belief in evaluation and what type of evaluation strategies were used in ESL classrooms. Ten teachers were interviewed after classroom observation. All the ten teachers interviewed showed their understanding of what evaluation is and believed that evaluation is very important in the teaching and learning process. At the end of the interviews, teachers' perspective or belief in evaluation was similar to that of the position held by the students. This was what the respondents had to say when they were asked about their understanding of evaluation:

Teacher 1:

*Evaluation is the gathering of information on a person or program or a process and trying to make a value judgment about the effectiveness of what is being evaluated. So, if one limits it to the students, it's a way of trying to find out the outcome of your teaching by grading your students after exams.*

Teacher 2:

*Evaluation to me is making a value judgment on what you have taught either through grading or marks. It is used to determine whether you are making progress or not. In totality, I will say evaluation is to make a value judgment on what you have done.*

The traditional understanding of evaluation by majority of teachers are that, evaluation is used in making judgement or giving final grades to students. This has been highlighted in the above extracts. Evaluation encompasses just passing judgement or giving final grades to students. Current research points to the fact that evaluation should be looked at in broader context beyond just passing judgement on students' performance but include other areas that are very critical in ensuring positive learning outcomes. This has been emphasized in Danielson (2013) model for teaching effectiveness. Some of these areas include knowledge of content and pedagogy, questioning and discussing, communicating with students, good classroom management procedures, and creating an environment of respect and rapport. These important areas should not be overlooked when it comes to students' evaluation. Evaluation should also be seen as a diagnostic tool that can be used to identify students' strengths and weaknesses. Evaluation can also be used to give feedback on students' performance.

Teacher 4:

*Evaluation deals with how you assess your students after every topic or course you taught in a particular subject in order to get feedback from them, whether they have understood the concept or not.*

This resonates with Wicking's (2017) findings on teachers' beliefs and practices in language assessment. The survey questionnaire was used to investigate 148 English teachers in Japanese universities. The study aimed to look into three assessment beliefs including assessment purposes, assessment methods, and assessment procedures. The results revealed that the most common purpose of the assessment was to determine students' final grades, followed by four student-centered purposes: to obtain students' progress, to provide feedback to students, to diagnose students' strengths and weaknesses, and to motivate students to work harder. Regarding the teaching purposes, their agreement on using assessment as a tool for teaching and teacher self-improvement purpose was not as strong as for student-focused purposes because they were still unsure about using assessment for their own professional development. Overall, these Japanese teachers held the belief that the purpose of assessment should aim toward student-oriented principles and empower the learners' learning performance.

The ability of the teacher to evaluate his students effectively hugely depends on the quantum of knowledge he has in his subject area. A teacher must have the necessary knowledge and skills in the subject he or she claims to teach in order to teach effectively and use coherent and appropriate instructional techniques. Evaluation entails more than simply passing judgment on students' performance; rather, it entails the teacher putting on his act and doing what is expected of him before passing judgment on students' performance, regardless of its quality. This is what a respondent had to say about knowledge of the subject area:

Teacher 4:

*Knowledge of your subject area as a teacher is very key because that is what is going to help you assess your students properly in order to influence their learning outcomes. If the teacher is not well versed in your subject area, what are you going to evaluate? We have some students who are well-read. So as a teacher, if you don't have command over the subject you are teaching, you might be embarrassed in the classroom. So, it's prudent that you get the time to go over your concepts and get yourself well-prepared before entering the class.*

The quality of teachers has a significant impact on student achievement, as evidenced by a large body of research on the subject. Nonetheless, the majority of what defines teacher quality is intangible. As a result, teacher quality is frequently measured in terms of outputs rather than inputs. This claim has been supported by Hanushek (2002), who said good teachers produce significant gains in student achievement, whereas bad teachers do not. Student achievement is commonly used as the output because it can be measured using tests and provides a fairly immediate indication of how the students are performing. This is also in line with the findings of (Coenen et al. 2018; Hanushek 1997; Wayne and Youngs 2003), who according to them said teacher knowledge has consistently been found to have the strongest correlation with student achievement among the observable characteristics of teachers. However, it is unclear how to best conceptualize teacher knowledge because their profession necessitates a wide range of knowledge.

### **4.3 Classroom Evaluation Practices**

Teachers' ability to employ the appropriate evaluation strategies in teaching is very important in helping to improve students' performance and learning outcomes. From the observation and the interviews conducted, the researcher discovered a number of strategies that can be used by teachers in evaluating students in ESL classrooms which are discussed below:

### 4.3.1 Questioning during Teaching and Learning

During the findings, it was observed that one of the ways teachers used to evaluate their students were the use of questioning. Questions were either used at the beginning by way of trying to link students' relevant previous knowledge with the new thing they were about to learn or they were used at the middle or end of the lesson to check students understanding of the concept. Questioning skills are significant competencies that English teachers must possess especially in teaching reading narrative texts. These competencies include the ability to create various levels of questions and strategies. Some of them shared their views with regard to questioning:

Teacher 5

*Questioning is an important evaluative tool that can be used to diagnose students' strengths and weaknesses when used properly. It is a skill that needs to be developed. Questions should be directed to the class and not to an individual unless otherwise, you are seeking some clarification from a particular student. When you are asking questions, you need to consider your position, body language, tone, and facial expression. You must avoid questions that elicit yes or no responses, other than that you might not get the students to talk. When questions are properly used, they can help enhance students' communication skills.*

From the above extract, it is clear that questioning during teaching and learning should not be done anyhow but require some form of skills in order to get the right kind of responses from students. Questions should be devoid of ambiguity and should require the student to explain himself or herself rather than eliciting a yes or no response. This is in line with the findings by Aydemir et al. (2013) which revealed that evaluation questions require students to make an assessment.

Questioning is easy to trigger thinking, ignite inquiry, and establish a dialogic relationship and it is viewed as a way to create interaction among teachers and students and assess the students to achieve the objective of the lesson (Ma, 2008). Teaching and learning cannot be separated from the questions since it is a bridge of communication

that connects students' and teachers' interaction. It also helps a teacher to direct a meaningful discussion, compile students' ideas, do an ongoing assessment, and encourage the students to be more productive in thinking (Chin, 2007). Thus, to build communication in classroom discussion, a teacher is supposed to ask the right questions. As stated by Ziyaeemehr (2016), asking the right question is the heart of effective communication and interaction during the learning process. Doing so in a particular situation can increase a whole range of communication skills. For example, we can gather better information and learn more; we can build stronger relationships, organize people more effectively, and help others to learn too. Through consistent dialogue and communication during the learning process, teachers can get the answer they want and evaluate students' answers at the same time.

Skill in the art of questioning is the basis of all good teaching. The teacher requires mastering the basis of questioning during the teaching and learning process. Hence, teachers have to know the type of questions to ask. The question itself is classified by the level of cognitive demand to answer it. The cognitive level of questions refers Bloom's Taxonomy in which there are six levels of the cognitive level that come from the lowest to the highest. There are three types of questions, they are cognitive, affective, and psychomotor. The cognitive domain included in Revised Bloom's Taxonomy, as stated by Anderson & Krathwohl (2001) is remember, understand, apply, analyze, evaluate, and create.

The existence of questions in learning is mostly about assessing students' understanding, whereas it serves different functions. According to Kanchak & Eggen (1989, as cited in Ma, 2008), the functions of questions are divided into three categories: diagnostic, instructional, and motivational, but a question can have more than one function. Questioning is regarded as a beneficial and relevant medium to create



classroom discussions in the classroom. As Maiza et al. (2015) stated, in order to build a good classroom discussion, teachers should have the initiative to activate students' interest. One of the best ways to form classroom discussions is through questioning. Ocbian & Pura (2015) even argued that there will be no useful discussion during the class if questioning is not applied. Teachers must be purposeful in asking questions during learning. Therefore, purposeful questioning means that the teacher encourages the students to participate in the classroom discussion by responding to questions and asking questions by themselves so they might increase their levels of understanding.

It is important to note that questioning and questioning strategies are inseparable. It is not enough to ask questions but you should know how to ask it. Teachers must know how to use the right questioning strategies to elicit students' responses during the questioning section. The strategies rely on sophisticated utterances that are influenced to produce critical responses made by the students. According to Chen (2016), some strategies could be implemented to get students' responses related to higher-order questions. Those strategies are waiting time, repetition, paraphrasing, simplifying, and the last strategy is probing. Probing is a strategy that provides an opportunity for the teacher to scaffold students' thinking in order to facilitate the elicitation of students' responses.

Thus, in the learning process, teachers need to ask various questions to guide understanding. This behavior is a manifestation of the teachers' competence in teaching languages. This competence to explore students' reading skills can lead to using questioning strategies. The questioning strategy used aims to activate and motivate students to take part in the teaching and learning process. David et al. (1989) stated that there are three questioning strategies used in reading classes, namely: redirection, prompting, and probing. Redirection and prompting questions help establish positive

patterns and active student interactions in the classroom. Using these strategies can lead students to find some clues in answering the questions well. Cooper (2010) revealed that the probing question in the class as teaching skills is useable to improve students' high-level thinking skills in understanding a reading text in the ESL/EFL reading class.

Another research on guided questioning strategies using flipped classrooms toward students' reading comprehension skills by Brown et al. (2016) revealed that guided reading questions positively impact student motivation, reading comprehension, effort level, and understanding of the material before attending class. Other research related to the strategy of asking questions by Joseph et al. (2016) reported that to improve students' self-confidence and enhance reading comprehension performance across a range of diverse learners and various educational settings needs teachers' competence in using a questioning strategy in ESL/EFL classrooms.

Referring to questioning strategy, research executed by Liu (2020) revealed significant interactions between questioning strategies and comprehension measures, controlling for individual-level differences in first language reading ability (L1), L2 vocabulary size, and topic familiarity. Using a questioning strategy significantly facilitates student comprehension in answering the questions that require brief answers but not multiple-choice questions. There are three themes regarding L2 readers' perceptions of questioning strategies: identifying and memorizing text details, understanding the main ideas, and interfering with reading fluency.

#### **4.3.2 Group Work / Presentation**

Today's teachers generally recognize that group work among learners of most subjects or learning courses is obviously one of the prominent features of a learner-centered classroom, especially in communicative language ones for it is supposed to provide learners of all abilities and learning styles an equal opportunity to work, express

themselves, speak out their minds and learn from others in one way or another. In this vein, if administered properly, group work in ESL/EFL speaking classes is highly promising to be a freely available tool for teachers to help learners not only practice speaking English communicatively but also improve the ability to work with others in collaboration to complete common goals

Another evaluation strategy that was used by teachers was group work and presentation. During the classroom observation, I met a group presentation at a particular class. The students were put in groups and given an essay question under article writing to prepare and present it in groups. When I asked the teacher the essence and why essays for group work and how will that enhance individual performance in essay writing with this strategy. This was what the respondent said:

Teacher 6

*“The importance of group work is to help build students confidence in speaking, ensure classroom participation, tolerance, and cohesion as well as improve students’ learning. When I give them group essays, I make sure that I mark them after the presentation pointing out their errors to them. Afterward, their works are given to them for a second draft. This can go on up till the third draft. When I am satisfied, I asked each person to copy it into their notebooks for future reference. Also, during the presentation each person has a portion to present. By keenly observing, I am able to identify individual strengths and weaknesses.”*

The findings show that teachers were quite aware of what they should do to assist students in group activities as revealed in the extract above. They surely understood that group works for students does not mean absolutely freeing the teachers from the instructional job, but rather shifting their role from the teacher-centered method of teaching to students-centered and making them planners or organizers of how groups should work.

For its various benefits in second language learning, group work has long been supported by pedagogical arguments (Long & Porter, 1985). Harmer (1991) believes

that group work facilitates students in readily taking part in activities and reducing anxiety in order to promote language fluency in language classes. This position has been confirmed by (Brown 2001) that group work provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems. Along the same line, Alfares (2017) states that group work benefits language learners in the learning process from cognitive, emotional, and motivational aspects. Groups are helpful for students because of its independence thanks to the encouragement from learners to learners. Language learning can be promoted by group activities in the following ways (Long & Porter, 1985): (1) Language input: Group work is one of the most valuable sources of input if it is properly handled; (2) Fluency: Students attain fluency in the use of language items already learned; (3) Communication strategies: Students learn strategies of (i) negotiations to control input (seeking information and conformation, checking information, repetition); (ii) keeping a conversation going in speaking activities.

Students engaged in group work, or cooperative learning, show increased individual achievement compared to students working alone. For example, in their meta-analysis examining over 168 studies of undergraduate students, Johnson et al. (2014) determined that students learning in a collaborative situation had greater knowledge acquisition, retention of material, and higher-order problem-solving and reasoning abilities than students working alone. There are several reasons for this difference. Students' interactions and discussions with others allow the group to construct new knowledge, place it within a conceptual framework of existing knowledge, and then refine and assess what they know and do not know. This group

dialogue helps them make sense of what they are learning and what they still need to understand or learn (Ambrose et al. 2010; Eberlein et al. 2008).

#### **4.3.3 Class Exercises/Tests**

Class exercises and class tests were another form that teachers used to evaluate the learning outcomes of students during the observation. When the researcher wanted to know the rationale behind that; this is what a respondent had to say:

Teacher 7

*We conduct class exercises periodically and class tests when we finished treating a major topic in order to assess students' progress. It also serves as a form of feedback to students to help them know how they are faring in class and this can be a form of motivation for students to continue to work hard. Apart from this, the class exercises and tests form part of their Class Based Assessment (CBS) which is computed with their end-of-semester marks to determine students' final grades.*

The class exercise/test is an important diagnostic tool that when used properly can help identify students' strengths and weaknesses and teaching methods adjusted when necessary. For example, feedback from class exercises/tests can call for differentiated teaching methods in order to meet individual needs. When this is done, it would go a long way to enhance teaching and learning outcomes. It is however unfortunate that most teachers do not vigorously pursue this for a number of reasons. Some teachers complain of densely populated classrooms with very high numbers coupled with other unfriendly learning environments which makes it difficult for them to regularly conduct class exercises/tests and mark. To some other teachers, it is pure negligence and failure to do what is required of them as professionals.

#### **4.3.4 Peer Assessment**

Peer assessment was also one of the strategies observed during the study. This is where students are given the opportunity to assess or critique the submissions of their

colleagues in the classroom during teaching and learning. This was mostly seen during group presentations where after a group finished presenting, the class was given the chance to interrogate or scrutinize the work presented by the group. Peer assessment has a lot of benefits and teachers should be encouraged to use it during teaching. When used well, it will enhance classroom interaction, boost students' confidence in speaking, and above all, help improve students' communication competence.

The research suggests that, when done properly, peer assessment strategies can improve the quality of learning to a degree equivalent to gains from teacher assessment (Topping, 2009). Giving and receiving feedback impacts meta-cognitive abilities like self-regulation (Bangert, 2003; Butler & Winne, 1995) influencing time on task and engagement in learning and improving learning outcomes. Asking students to provide feedback to others can also improve their own work as they internalize standards of excellence (Li, et al., 2010). When used in conjunction with collaborative learning peer assessment can also improve interpersonal skills like group work, consensus building, or seeking and providing help (Brown, Topping, Henington, & Skinner, 1999; J. A. Ross, 1995). In collaborative peer assessment techniques, students could work in groups to review work, entire class might evaluate student presentations or students can even be asked to assess their own groups' work.

#### **4.3.5 Classroom Management**

Classroom management procedures have also been seen as one of the ways that teachers can use to evaluate the learning outcomes of students. Effective classroom management support and facilitate effective teaching and learning. One of the responsibilities of the teacher is to ensure effective classroom management. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher–student relationships

(Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999). Teachers managed the behaviour of students during learning. Teachers who are able to create an environment of respect and rapport get their students talking and by so doing, they do not only identify their problems but also, they help students to improve in their fluency. This is the response of one of the respondents on how classroom management relates to students' evaluation:

#### Teacher 8

*Classroom management is very important when it comes to teaching and learning. Students hardly talk in a hostile environment and if they don't, how will you get to know their problems and intervene? Therefore, it is important for every teacher to try to create a friendly atmosphere if they want to have effective teaching and learning environment. The teacher is an agent of change and we must be an example in everything we do. We must learn to show respect to the students we are teaching and be open to them so that they can always find it easy to approach us any time they have challenges.*

The physical environment influences student learning, participation, and involvement in class activities. The teacher must take the time to decide how to best arrange the environment to accommodate various class activities.

Weber (in Cooper 2014) argued that classroom management is a series of activities to build and maintain classroom conditions that facilitate effective and efficient teaching. Specifically, class management in language teaching refers to the way in which student behaviour, movements, interactions, etc., as long as the class is organized and controlled by the teacher or sometimes by the students themselves to enable teaching to take place most effectively (Arends, 2003). In other words, class management refers to the act of managing class and students to ensure that pressing and non-educational situations are avoided and students learn topics and subjects effectively (Diamond, 2011).

Van Deventer and Kruger (in Coetzee, et al., 2008) stated that classroom management is a planned and organized activity that allows teaching and learning to

take place effectively. It is characterized by planned and varied lessons, minimal distractions and disciplinary problems, calm instruction, and problem-solving, different instructions for students with different needs (Saare et al., 2018), routines built for certain behaviours, an atmosphere of respect, and consistency. This was confirmed by Cooper, et. al., (2014) and Brophy & Good (2003) that classroom management is an action taken by teachers to create an effective learning environment that is mutually respectful, attentive, well-structured, and productive for teachers and students. It is the teacher's effort to build and maintain classrooms as an effective environment for teaching and learning. It also discusses the importance of a close and mutually supportive relationship between effective classroom management and effective curriculum and teaching. Good class management implies good instruction. So, it can be concluded that classroom management is a series of actions taken by students in an effort to create conditions for a positive and productive learning environment so that the learning process can go according to its purpose.

#### **4.4 Challenges Associated with Evaluation**

It is an established fact that evaluation is very important in the teaching and learning process. However, evaluation strategies sometimes are not successful due to certain barriers which include teacher quality, students speaking competence, the learning environment, and time constraints. Teachers are aware of some of the evaluation strategies but are not able to implement them due to certain difficulties. Below are some of the factors:



#### 4.4.1 Communication Problem

Classroom interaction is a big issue due to the low proficiency level of majority of the students. Teachers hardly get students contributing during lessons and most at times lessons are always teacher-centered which is not the best.

Teacher 9

*Majority of our students are not fluent. It is difficult to get them talking in class during lessons. They are always afraid to speak with the fear of making an error and being mocked by colleagues. Sometimes you will ask a question, and a student will ask whether she can use the local dialect in responding to the question because she knows what to say but how to say it in English is the problem. This fluency issue is not only peculiar with the students alone, some teachers have the same problem and so classroom discussion become a challenge.*

Teachers and learners are the significant determiners of academic outcomes. All learning activities are, therefore, successfully addressed if teachers and students involve together. Indeed, the teachers are the most crucial element in running the teaching and learning processes (Kaur, 2019). However, it is getting more difficult to get successful outcomes when the teachers do not have adequate communication proficiency, which influences the students' high expectations of good learning opportunities (König et al., 2016). Particularly, in English Language Teaching (ELT), if English teachers do not comprehend communicative language teaching philosophies, the accurate sociolinguistic context, the appropriate evaluation strategies, and the students' need for language acquisition, it can be a problem in implementing teaching practices (Yulia, 2013). Teachers and students deal with various problems and challenges in language teaching and learning. The issues partly come from students and English teachers (Mumary, 2017). Despite having learned English for years, many students still find it challenging to communicate with the target language, particularly in speaking, which commonly requires them to transfer their ideas orally and other skills (Abrar et al., 2018). As a result, several students are rarely motivated to study English due to

difficulties, poor learning resources, and limited time and opportunities to practice. Moreover, the students' motivation is an essential part that needs to be developed by the English teachers to involve them in English teaching and learning. Thus, it is one of the challenges teachers faced when it comes to evaluation. Students hardly participate in classroom discussions because of their low proficiency rate and the fear of being ridiculed by colleagues when they make a mistake. Furthermore, the teachers also face many other challenges to optimize language learning, like students' different backgrounds and characteristics that affect their language acquisition.

#### **4.4.2 Over-Crowding**

Over-crowded English classes are also still one of the biggest problems faced by English teachers, and the effect of such a situation can be seen during the process of teaching and learning (Mumary Songbatumis, 2017). According to Badriah (2019), the over-crowded class is widely known as one difficulty teaching English. Consequently, the teacher will find new problems, which include more difficult class management, noisy class, and the teacher cannot pay attention to each student.

For teaching and learning to be more effective, there is the need for an organized environment and a serene atmosphere. Classrooms should be spacious for proper seating arrangement to be done to meet special needs. It is however unfortunate that teachers of late have to work under heavily crowded classrooms which makes it very difficult to implement most of the evaluation strategies such as group work, conduct regular class exercise and mark them, peer assessment, attending to individual needs and so on. The extract below depicts the problem that confront teachers with regards to over-crowding in classrooms:

#### Teacher 9

*Evaluation in recent times had become a challenge due to over-crowding and students' inability to express themselves in English language. The free SHS policy which was introduced by the current government has brought increase in enrollment. Most of the classrooms are choked up with sometimes over 70 students in class and so it's not easy to give exercises regularly and mark. Movement in class has become difficult, you cannot walk around to monitor students' behaviour. One has to peck himself in front till the end of the lesson.*

The above extract explains the realities that teachers face in the classroom thereby making it difficult for them to apply appropriate teaching practices and evaluation strategies in order to influence positive learning outcomes.

#### 4.4.3 Time Constraints

Apart from poor teaching environment which is a major problem that impede effective teaching and learning, time constraints was another issue raised by the teachers. Teachers need to spend quality time with their students to be able to help them better but this is not so under the current educational reforms.

#### Teacher 10

*Contacts hours with students for teaching have become a big challenge of late. With the introduction of the free SHS policy, enrollment in the Senior High Schools have increased and this has led to serious accommodations challenges in most schools. Most schools cannot have the three badges in school at the same time, some would have to stay in the house to pave way for the others. However, the irony of the whole matter is that, students rather spend more days in the house than they do in the school. Most times students spend less than two months in school, but stay home more than two months. This makes it difficult for us to cover the topics we are supposed to cover within the semester and so we are not able to do any proper evaluation.*

For teachers to do much in the lives of their students, there is the need for teachers to have quality contact hours with the students. When contact hours are compromised, it affects the quality of teaching and evaluation in terms of areas to be covered and the quality of test items during exams.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, RECOMMENDATIONS, AND CONCLUSION**

#### **5.0 Introduction**

This chapter presents the conclusion of the study. It summarises the key findings of the research and some recommendations for further studies. With the main objective of the study seeking to investigate the kind of evaluation strategies that are being carried out in the classrooms of senior high schools in Ghana specifically in the Bono region, the study took a systematic approach to study the phenomenon. Thus, the researcher was interested in classroom teaching procedures in terms of creating an environment of respect and rapport, engaging students in learning using appropriate feedback techniques, managing students' behaviour, communicating with students and creating a culture of learning among students. It therefore aimed at investigating evaluation strategies employed by teachers in the classroom and students' perception on evaluation; understanding the rationale behind students' evaluation as a tool used to improve students learning outcomes in the teaching and learning process.

A mixed method was chosen for the analysis of the data from 396 students and 10 teachers making a total of 406 participants in the Bono Region of Ghana. The quantitative part sought to examine students' perception on evaluation and its impact on learning. From the findings, students demonstrated that they should be evaluated through different evaluation strategies such as questioning, group work, peer assessment etc. They also believed evaluation serves as a diagnostic tool that can help teachers to identify their strengths and weaknesses in order to put the necessary interventions so as to help improve their learning outcomes. The qualitative also looked at teachers' belief in evaluation, the kind of evaluation strategies they use, and the

challenges they face in applying evaluation strategies. The results indicated that teachers believe students should be evaluated and also mentioned various kinds through which students can be evaluated. However, teachers are not able to apply most of the evaluation strategies they mentioned due to many challenges which confronts them including large class sizes, time and logistical constraints.

## **5.1 Summary of the Findings**

The findings of the study are presented in accordance with the specific objectives of the study which are to assess the perception of students on evaluation in ESL classrooms of Senior High Schools in the Bono Region; find out how evaluation strategies are applied by teachers in ESL classrooms; examine the challenges that teachers face in applying evaluation strategies in the classroom. The findings on each of these objectives are discussed in the sections that follow:

### **5.1.1 Findings on teachers and students' beliefs in classroom evaluation practices**

The present study indicates that majority of the students opined that evaluation is not just passing value judgement on students' performance by given them final grades after exams but other classroom activities like group work, questioning, peer assessment, classroom interaction are all forms of evaluation which when utilized well will go a long way improve students' learning. From the findings, students also believed that evaluation can impact their learning by being used as a diagnostic tool to identify their strengths and weaknesses. This will help teachers to put the necessary measures to improve teaching effectiveness. This is supported by the findings of Wicking's (2017) on teachers' beliefs and practices in language assessment. The study aimed to look into three assessment beliefs including assessment purposes, assessment methods,

and assessment procedures. The results revealed that the most common purpose of the assessment was to determine students' final grades, followed by four student-centered purposes: to obtain students' progress, to provide feedback to students, to diagnose students' strengths and weaknesses, and to motivate students to work harder.

### **5.1.2 How evaluation strategies are applied in ESL classrooms by SHS English teachers.**

Evaluation forms an integral part of the teaching and learning process as it gives students feedback on their performance and also help teachers to assess their teaching effectiveness in terms of methodological application and best teaching practices. The findings revealed that teachers have high beliefs in evaluation and think when done proper, it can influence learning outcomes. While majority of them see evaluation as a form of passing value judgement by grading students after final exams, it was discovered that there are other forms through which students can be evaluated other than final exams. These included group work, questioning and discussion, role play, peer assessment, observation, communicating with students or classroom interaction, classroom management procedures and many more.

Classroom management procedures should not be overlooked as it forms an important part of evaluation. The teacher has the responsibility of monitoring and assessing students' behaviours, creating an environment of respect and rapport that is conducive for learning. Evaluation is all encompassing and teachers should not only focus on grades of students but also ensure effective and efficient classroom management in order to create an enabling environment for learning to triumph. It is critical for effective teaching and learning to create a welcoming and conducive environment in the classroom. Managing the physical space through proper seating arrangement, ensuring safety, and facilitating accessibility are all important aspects of

classroom management that can lead to effective evaluation. It is necessary to motivate students to learn in addition to managing physical space and ensuring safety and accessibility. The teacher must be able to pique and maintain students' interest by using appropriate teaching methods and learning materials.

The school environment is a collection of internal characteristics that distinguishes one school from another and influences faculty and student behavior (Hoy & Miskel, 2013). Character formation begins in school. The school is a formal institution that promotes educational advancement in society. The school provides a suitable and conducive environment for character development through student knowledge and behaviors. The classroom is where knowledge is imparted and human development is fostered. The teacher plays a critical role in implementing character values in the classroom by combining their expertise, competence, and skills with the most effective teaching and learning strategies and methods. The T&L process can be successfully completed with effective teacher-student interaction.

### **5.1.3 Challenges Associated with Classroom Evaluation Practices**

While teachers admit from the results that evaluation is crucial in the teaching and learning process and pointing out to some evaluation strategies, they are however unable to implement most of the evaluation strategies identified due to several factors including students and teachers' proficiency problems in the language, over-crowded classes, time and logistical constraints. From the current findings, it was revealed that most students are always afraid or feel shy to express themselves in class for fear of making mistakes because they are not proficient in the language, and such, it makes it difficult to identify their problems and put the necessary interventions. This problem was not only peculiar to students alone, but like-wise some teachers too have issues with proficiency.

Teachers and learners are the significant determiners of academic outcomes. All learning activities are, therefore, successfully addressed if teachers and students involve together. However, it is getting more difficult to get successful outcomes when the teachers do not have adequate communication proficiency, which influences the students' high expectations of good learning opportunities (König et al., 2016). Particularly, in English Language Teaching (ELT), if English teachers do not comprehend communicative language teaching philosophies, the accurate sociolinguistic context, the appropriate evaluation strategies, and the students' need for language acquisition, it can be a problem in implementing teaching practices (Yulia, 2013).

One of the problems that was identified and which appeared to be the biggest problem that impedes the implementation of classroom evaluation strategies was overcrowded classrooms. Classrooms at the secondary schools are choked-up due to the implementation of the free senior high school. In some classrooms, students were over 70. This way, classroom management become a challenge. Teachers are not able to give assignment regularly and mark or do group work. This result is in tandem with the findings of Badriah (2019), who indicated that over-crowded class is widely known as one difficulty teaching English. Consequently, the teacher will find new problems, which include more difficult class management, noisy class, and the teacher cannot pay attention to each student.

The findings of the study conducted by Cohort Nominate (2016), also inline of the present study concluded that teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. Similarly, it is not only necessary for a teacher to have good knowledge but equally important for a teacher to have a good communication skill. Same result also found by David Andrade, (2015)



according to him Communication is a dominant factor effecting the academic achievements of the students. The author further argued that good communication not only important for a teacher but it is also very important for students for promoting their academics.

## **5.2 Practical Applications**

The implication of this study is that teachers' use of different evaluation strategies in the ESL classrooms can complement teachers' strategies of employing different pedagogical approach focusing on students' learning. Role-plays, group discussion, questioning strategies and presentations can be used during teaching and learning activities to chart new directions and development for instruction (Dikli, 2003; Veloo & Khalid, 2016; Mulyadi et al., 2021). The study showed that student involvement in activities and tasks can provide some hints to the teachers to assist students accordingly to look into their strengths and weaknesses in learning and this is supported by (Ichsan et al., 2021) that teachers can assess students' learning based on different levels of thinking. By doing so, teachers can then plan accordingly to provide remedial activities for weak students and enhanced activities for able students; proper planning and implementation is crucial so that students are guided accordingly.

## **5.3 Suggestions**

From the findings, it was discovered that teachers are unable to implement most of the evaluation strategies due to congestion in the classrooms. It is suggested that the classroom environment at the Senior High School level should be given the needed attention to ensure effective teaching and learning. This will enable teachers to implement evaluation strategies such as group work, role-play, effective classroom discussion, peer assessment and many more during teaching.

Teacher quality also plays an important role in students' evaluation and therefore, in-service teachers should be encouraged to participate in continuing professional development (CPD) focusing on classroom assessment training for young learners as well. In addition, the teachers should be equipped with both theoretical and practical knowledge, especially on students' evaluation. To enhance teachers' continuing professional development, more hands-on and practical workshops should be provided for the teachers so that the teachers can apply the practical knowledge to their classes.

Finally, teachers should be encouraged to participate effectively in the on-going professional learning community (PLC) instituted in the Secondary Schools recently by GES in order to improve teaching effectiveness. Based on the findings of the study, it is recommended that quantitative research be conducted on teachers' evaluation to find out how educators evaluate teachers for teaching effectiveness which includes the ability of the teacher to evaluate students effectively.

#### **5.4 Conclusion**

There is a relation between effective teaching and students learning outcomes. Therefore, good teachers will definitely influence positive learning outcomes in students. Students' evaluation has been a constant challenge to many teachers as teacher quality in recent times has been of great concern. For example, developing test items and even questioning in the classroom is a big deal for most teachers. The teacher who is at the center of students learning must have proper understanding of what evaluation is and the kind of evaluation strategies that are workable in the teaching and learning environment.

Teaching and learning are interrelated processes. Similarly, evaluation and instruction are also related components. The feedback gained through evaluation plays

a vital role in the adoption, rejection and adaptation of certain teaching strategies and methodologies. The result of evaluation is not only grading of students' achievement but also help teachers to take decisions for their teaching styles.

The study therefore provides recommendations for teachers to employ different evaluation strategies to expose students to chart and assess their own learning that would indirectly expose them to higher-order thinking skills and be accountable for their own learning. Evaluation is not about giving single grade or score to students but it has to be viewed in a broader sense whereby evaluation can expose students to the 21st century skills needed to survive challenges outside the classroom. This study also suggests that teachers should not put much focus on final grades to determine students' accomplishment in learning; instead, teachers should expand their perspectives and conduct evaluation not solely for ranking and achievement but to make important decisions regarding student learning. The findings obtained from this study are in line with classroom evaluation strategies and practices whereby the main purpose of evaluation is to ensure learners master the content taught, and are guided toward the values and skills required for life rather than focused only on test scores.

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## APPENDIX

### UNIVERSITY OF EDUCATION, WINNEBA.

### DEPARTMENT OF APPLIED LINGUISTICS

#### APPENDIX'S A: QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

I am a master student at the University of Education, Winneba. This questionnaire is administered to collect information for my study entitled: 'EVALUATION STRATEGIES IN ENGLISH AS A SECOND LANGUAGE CLASSROOM: A SURVEY OF SOME SENIOR HIGH SCHOOLS IN SUNYANI MUNICIPAL'. The study forms part of my studies toward the award of a Master of Philosophy in Teaching English as a Second Language. Thank you for taking time off your busy schedule to participate in this study. This questionnaire has been designed to solicit information for purely academic purposes. Do not provide your name anywhere. Your names remain unknown to the researcher. All the information given would be treated with the utmost confidentiality.

Thank you

#### SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender? Male  Female
2. What is your age in years?  
Less than 14 years  15-18 years  18-22 years  Above 22
3. School: SUSEC  TASTECH  SDA  St. James   
Methodist Vocational
4. Form? 1  2  3
5. Programme/ Course .....

**SECTION B: STUDENTS PERCEPTION ON EVALUATION**

6. What is your level of agreement with the following statements on evaluation. Use a scale of 1-5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree

Statement	1	2	3	4	5
To what extend do you agree with the following statement as forms of evaluation					
Evaluation is:					
1 when my teachers grade my work after exams.					
2 when my teacher asked me questions during lessons.					
3 when my teacher answers my questions with enough explanations.					
4 when teachers give me feedback on my performance by correcting my mistakes.					
5 when I work with other students in groups during lessons.					
6 when my teacher usually gives me exercise.					
7 when students usually interact with each other.					
8 when my teacher often discusses my grades and assignment with me.					
9 when I am asked to assess the work or opinions of my peers during learning.					
10 when teachers usually engage students in activities.					
<b>The Impact of Evaluation on Learning</b>					
11 Evaluation will help my teacher to diagnose my strength and weaknesses.					
12 Evaluation will give me feedback on my performance.					
13 Evaluation will help improve my learning outcome.					
14 Evaluation motivates me to learn.					
15 Evaluation will help develop my critical thinking abilities.					