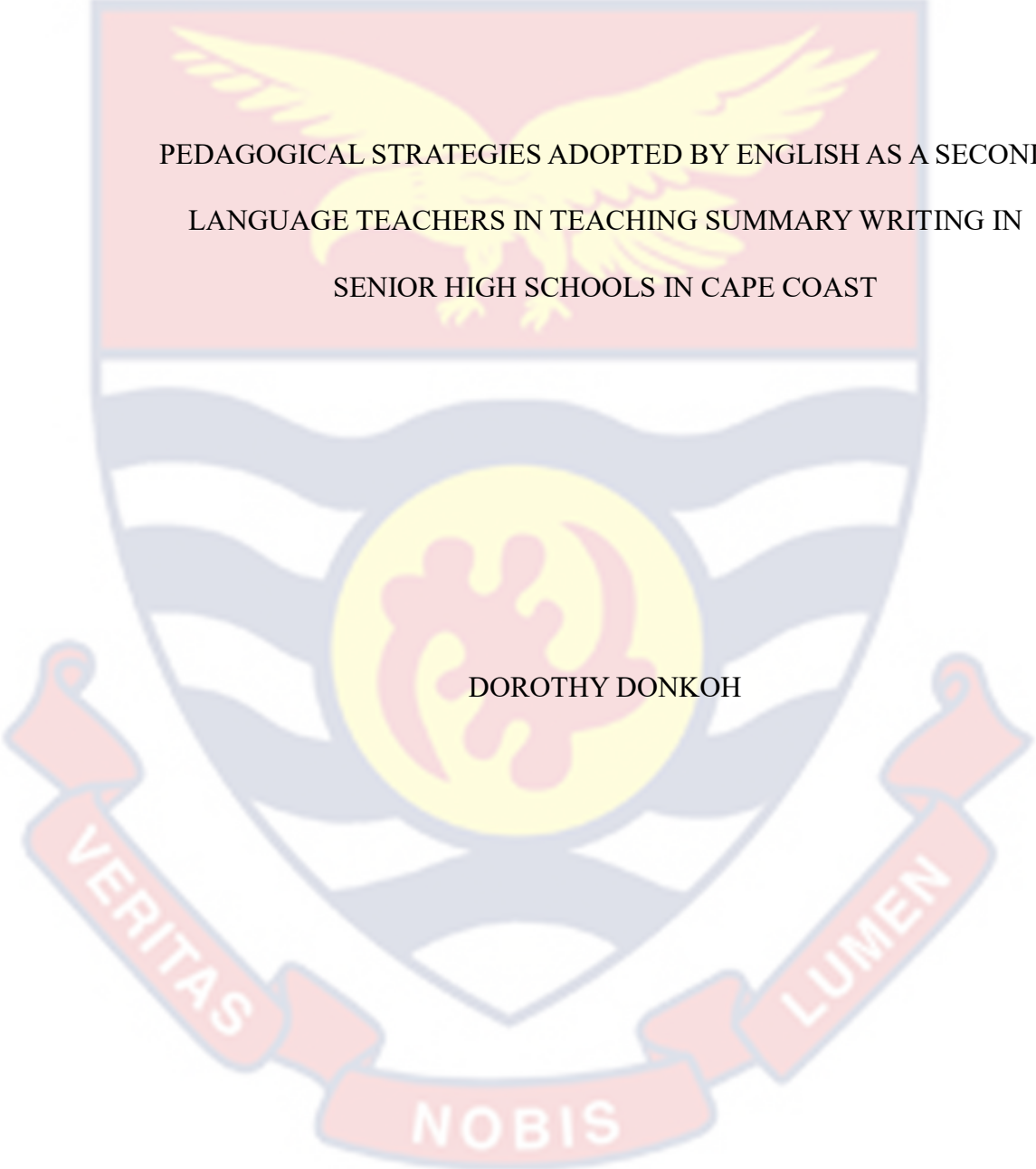UNIVERSITY OF CAPE COAST

PEDAGOGICAL STRATEGIES ADOPTED BY ENGLISH AS A SECOND

LANGUAGE TEACHERS IN TEACHING SUMMARY WRITING IN

SENIOR HIGH SCHOOLS IN CAPE COAST
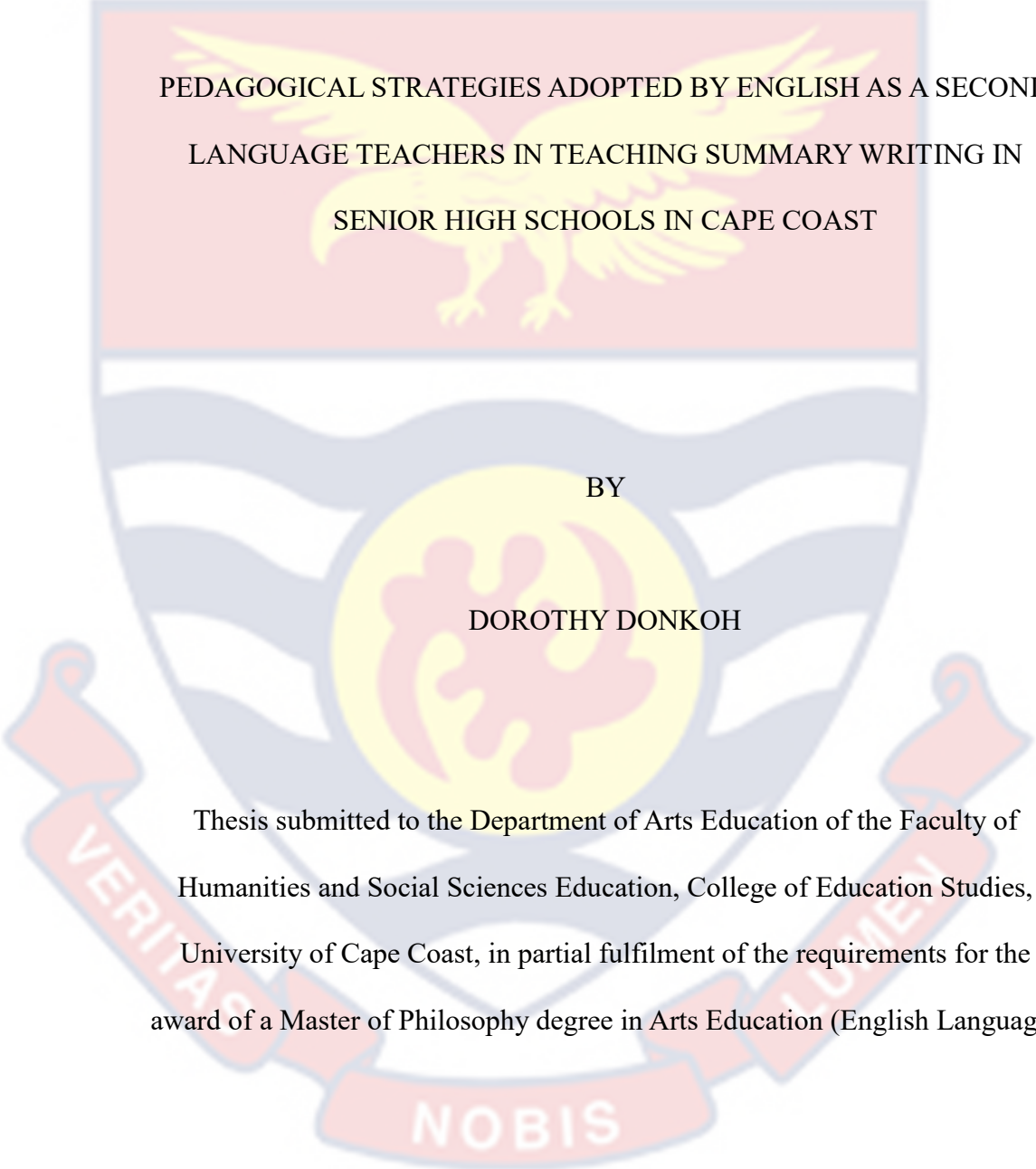
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PEDAGOGICAL STRATEGIES ADOPTED BY ENGLISH AS A SECOND

LANGUAGE TEACHERS IN TEACHING SUMMARY WRITING IN

SENIOR HIGH SCHOOLS IN CAPE COAST

BY

DOROTHY DONKOH

Thesis submitted to the Department of Arts Education of the Faculty of

Humanities and Social Sciences Education, College of Education Studies,

University of Cape Coast, in partial fulfilment of the requirements for the

award of a Master of Philosophy degree in Arts Education (English Language)

APRIL, 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is a true reflection of my original research and that no part of it has been presented for another degree in this university or elsewhere.

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

Name: Dorothy Donkoh

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of the thesis laid down by the University of Cape Coast and that the paper should be accepted to contribute to knowledge.

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

Name: Dr. Wincharles Coker
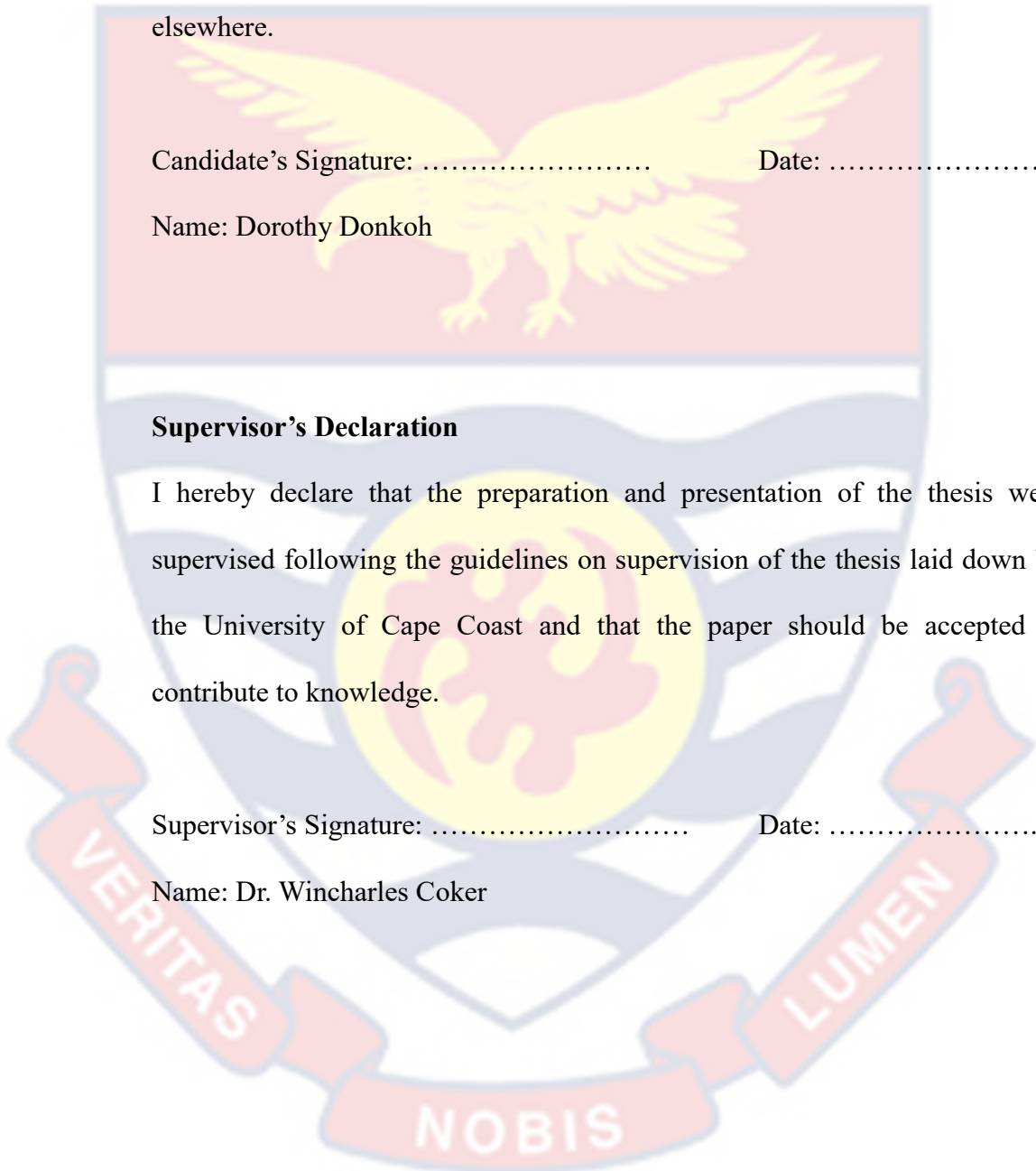
ABSTRACT

This comprehensive study investigates the intricate domain of pedagogical strategies employed by English as a Second Language (ESL) teachers in selected senior high schools within the Cape Coast Metropolitan Area of Ghana, focusing specifically on summary writing instruction. Utilizing a mixed-methods approach, combining interviews with teachers and an analysis of student responses to summary writing tasks, the research explores the relationship between teachers' motivational beliefs, innovative pedagogical approaches, and the diverse impact on student performance. Findings highlight the pivotal role of intrinsic motivation in guiding ESL teachers' pedagogical choices, with a strong emphasis on personal satisfaction derived from witnessing students' progress. Additionally, the study uncovers the theme of innovative sparks, ignited by challenges faced by students, exposure to emerging trends, and a commitment to inclusivity, driving teachers to develop new approaches for teaching summary writing. The impact of these implemented pedagogical strategies on student performance in summary writing reveals a spectrum of proficiency levels among students. While some demonstrate a commendable understanding and application of the discussed strategies, others face challenges, emphasizing the need for tailored and differentiated approaches in ESL classrooms. The study concludes that effective ESL education necessitates a multifaceted approach, considering intrinsic motivation, fostering innovation, and adapting teaching strategies to cater to diverse student needs. Recommendations are provided to empower Ghanaian teachers, promote student success, and contribute to continuous improvement in summary writing instruction. Future avenues for research include exploring the longitudinal impact of intrinsic motivation on student outcomes, conducting a comparative analysis between urban and rural schools, and investigating the role of technology in summary writing instruction.

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DEDICATION

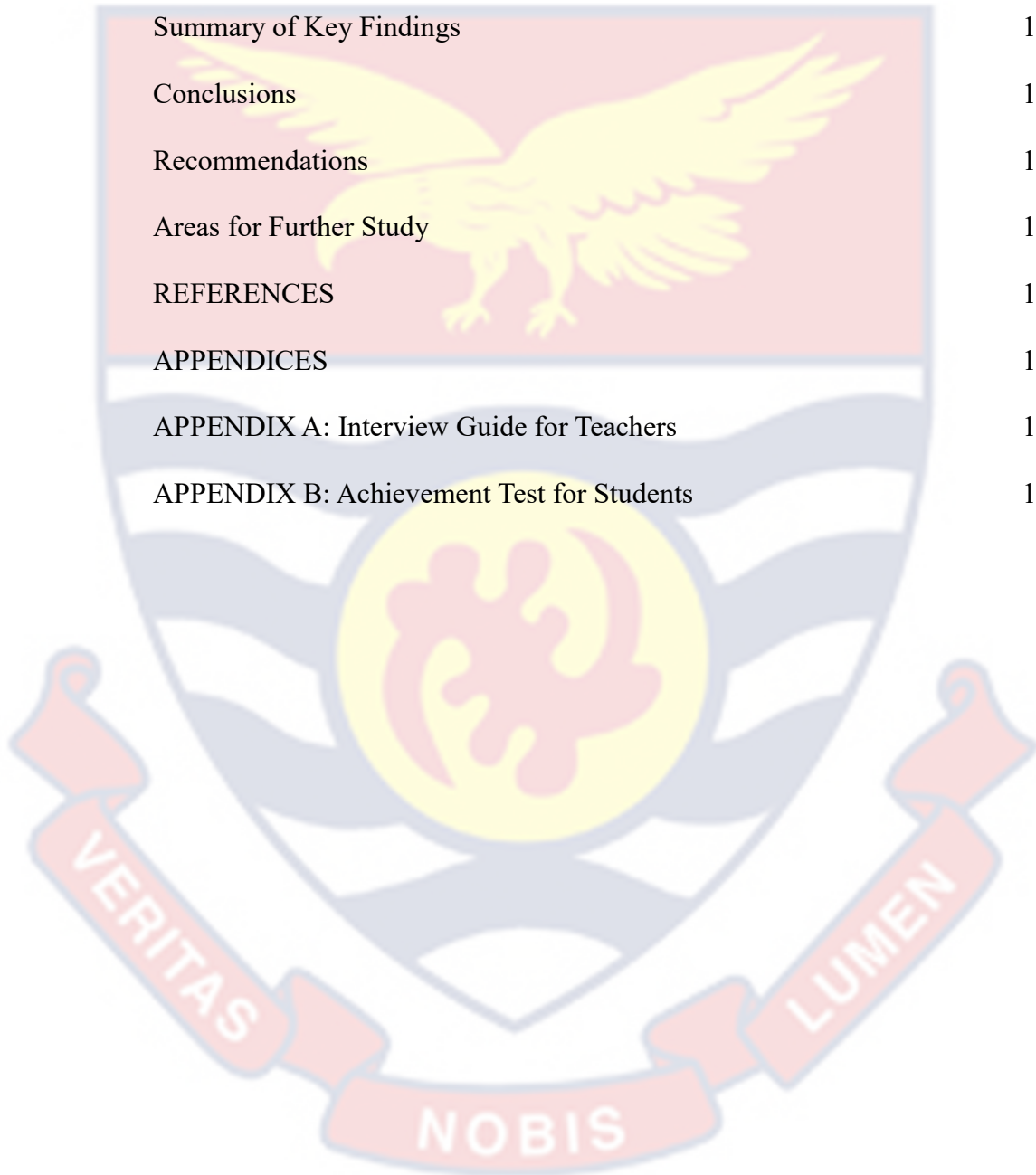To my dear mother, Madam Olivia Ama Yankson

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

x

CHAPTER ONE

INTRODUCTION

Background of the Study

In the global educational setting, the teaching of English has evolved beyond a mere scholastic pursuit; it stands as a cornerstone shaping students' academic journeys worldwide. The acquisition of proficient reading and writing skills in English is universally acknowledged as pivotal for effective communication, fostering critical thinking, and contributing to overall academic success (Kellogg & Raulerson III, 2007). English holds a unique and indispensable position in education systems globally, serving not only as a medium of communication but also as a fundamental subject that opens doors to knowledge and academic achievements (Nuckles et al., 2020). Its significance extends beyond linguistic competence to encompass a broader role in nurturing cognitive abilities and shaping students into well-rounded individuals. The versatile nature of English education is a shared phenomenon worldwide, emphasizing the importance of honing reading and writing skills as foundational elements essential for academic excellence.

The afore explained global perspective sets the stage for a more in-depth examination of the role of English education in senior high schools in Ghana, where its impact is particularly significant. In the dynamic educational landscape of senior high schools in Ghana, the teaching of English is not merely a scholastic pursuit; it is a fundamental aspect shaping students' academic journey. The acquisition of reading and writing skills in English is pivotal for effective communication, critical thinking, and overall academic success (Kellogg & Raulerson III, 2007).

In the context of senior high schools in Ghana, the English language assumes a paramount role, uniquely positioned as a fundamental subject (Yiadom-Boakye, 2019). Far beyond being a simple medium of communication, English emerges as an indispensable gateway, facilitating students' access to knowledge and the attainment of academic achievements (Nuckles et al, 2020). Yiadom-Boakye's (2019) study underscores the intricate nature of teaching English, highlighting its multifaceted aspects. There is a particular emphasis on nurturing reading and writing abilities, recognized as pivotal elements crucial for achieving academic excellence. Drawing on Yiadom-Boakye's study, this statement reinforces the understanding that English education transcends linguistic proficiency, playing a foundational role in shaping students' cognitive and academic capabilities.

Within the broader scope of English language teaching and instruction, summary writing emerges as a critical and nuanced skill that demands focused attention (Hayes & Flower, 2016). Summary writing requires students to distill essential information from texts while maintaining accuracy and relevance (Marzec-Stawiarska, 2016). Despite its significance, the teaching of summary writing in senior high schools, particularly in the Cape Coast region, has raised noteworthy concerns.

Cape Coast, a town distinguished for its notable educational institutions (senior high schools in particular), notably St. Augustine's College, Wesley Girls' High School, and University Practice Senior High School, stands as a microcosm reflecting both challenges and opportunities embedded in English language teaching and instruction. Within this educational hub, characterized by a rich academic tradition, students grapple with the

2

intricacies of summary writing—a significant and demanding component of the English language examination. The esteemed institutions within Cape Coast, each with its unique fundamental values, contribute to shaping the experiences of senior high school students, who navigate the complexities of mastering summary writing skills as an integral part of their academic journey. This context underscores the importance of examining the pedagogical strategies employed by ESL teachers within such a distinctive educational setting.

The study drew upon empirical evidence gleaned from prior research endeavours to solidify the underpinnings of the study. Research conducted by Nanglakong et al. (2019) and Boahen (2021) illuminates a disconcerting trend – a discernible lack of emphasis on the teaching of summary writing in the educational landscape. This empirical gap accentuates the imperative for a thorough exploration of the pedagogical strategies employed by ESL teachers in navigating these challenges. Additionally, findings from a study by (Baah, 2017), which aligns with the observations made by Nanglakong et al. (2019) and Boahen (2021), further underscored the pressing need for an in-depth examination of how ESL teachers address the complexities associated with teaching summary writing.

The achievement of teaching summary writing and the persisting issues requiring attention remained central inquiries in this study. This statement suggests that the study focused on two primary aspects: the success of teaching summary writing and ongoing challenges that need to be addressed. The study aimed to explore and understand both the positive outcomes and the existing issues related to teaching summary writing.The gap

3

between theoretical understanding and practical application is evident. Students encounter difficulties in effectively summarizing texts, leading to challenges such as lifting entire sentences and struggling to discern key information (Ofori-Yeboah, 2021). This predicament underscored the need for a comprehensive understanding of the pedagogical strategies employed by ESL teachers.

The consequences of students facing difficulties in summary writing extend beyond immediate academic considerations. Proficiency in summary writing serves as a crucial gateway for students aspiring to transition seamlessly into tertiary institutions (Baafi, 2018). Acknowledging the pivotal role of summary writing in shaping academic success, the study endeavored to cast a spotlight on the nuanced strategies employed by ESL teachers. Through this examination, the study aimed to provide valuable insights that have the potential to enrich the teaching and learning experience in the realm of summary writing. This understanding underscores the broader significance of summary writing skills as a bridge connecting secondary education to the multifaceted landscape of higher learning.

While existing studies highlight the challenges students face in summary writing, such as difficulty in synthesizing information and expressing ideas concisely, there is a noticeable gap in understanding the specific pedagogical approaches used by ESL teachers in addressing these challenges. This gap is characterized by a lack of comprehensive insights into how teachers tailor their instructional methods to overcome these specific difficulties. Against this backdrop, this study sought to bridge this gap by not only identifying the existing pedagogical approaches but also evaluating their

4

effectiveness in addressing students' difficulties in summary writing.

Statement of the Problem

In the last decade (specifically from 2013 to 2023), the West African Examination Council (WAEC) chief examiner's reports have consistently pinpointed key areas where students could enhance their performance in the English language. The reports particularly emphasized improvement in the composition, summary, and comprehension sections. Notably, the summary writing component alone constitutes a substantial thirty percent (30%) of the overall English language examination scores. Doing poorly in summarizing texts can affect how well a student does in all their subjects. Despite its significant impact, there remains a surprising dearth of comprehensive studies on summary writing within the Ghanaian context.

Studies by Nanglakong et al. (2019) and Boahen (2021) shed light on the challenges students encounter in summary writing. Nanglakong et al. (2019) revealed a noteworthy lack of attention dedicated to the teaching of summary writing, suggesting a need for increased instructional time in this critical skill. Boahen (2021) further identified a struggle among students in discerning essential elements for inclusion in a summary, leading to the lifting of entire sentences and figurative expressions from passages intended for summarization.

While existing research, such as that conducted by Farooq, Chaudhry, Shafiq & Berhan (2011), has explored factors contributing to students' poor performance in English language, the focus has predominantly revolved around students' attitudes, learning strategies, and teachers' choice of language teaching methodology. However, scant attention has been paid to the specific

pedagogical approaches employed by teachers in teaching summary writing. This apparent gap in the literature poses a significant problem as these approaches wield considerable influence over how students acquire and apply summary writing skills. Therefore, the absence of sufficient guidance for both new and experienced teachers in enhancing their approaches and strategies becomes a critical concern.

This study is prompted by the distinctive educational landscape of Cape Coast, where renowned senior high schools such as St. Augustine's College, Wesley Girls' High School, and University Practice Senior High School are situated. The identified gaps in existing literature underscored the need to investigate the pedagogical strategies employed by English as a Second Language (ESL) teachers in summary writing within this specific context. Addressing these gaps, the study sought to contribute valuable insights that can inform improvements in teaching methodologies, aligning with the recommendations in the WAEC chief examiner's report.

Purpose of the Study

The purpose of this study was to investigate the pedagogical strategies employed by ESL teachers in teaching summary writing in senior high schools.

Objectives of the Study

The following objectives guided the study:

1. Identify and document the diverse pedagogical strategies employed by ESL teachers in teaching summary writing in senior high schools.

2. Investigate the motivational beliefs that guide ESL teachers in selecting specific pedagogical approaches for the instruction of

summary writing.

3. Examine the impact of implemented pedagogical strategies, as discussed by ESL teachers, on the performance levels of students in summary writing.

Research Questions

1. What pedagogical strategies do ESL teachers use for teaching summary writing in senior high schools?

2. How do motivational beliefs shape ESL teachers' choices of pedagogical approaches for summary writing instruction?

3. How does the implementation of discussed pedagogical strategies influence student performance in summary writing?

Significance of the Study

This study holds paramount significance as it seeks to bridge critical gaps in existing educational knowledge, particularly in the specialized domain of teaching summary writing. Traditionally, educational research has often treated motivation and pedagogy as overarching concepts, lacking the specificity required to address the unique challenges posed by the intricacies of summary writing instruction.

The importance of this study lies in its commitment to providing a more nuanced understanding of how teachers employ diverse strategies to enhance student motivation within this specific instructional context. Through delving into the lived experiences of educators navigating the complexities of teaching summary writing, the research aims to uncover practical insights that may not have been thoroughly addressed in broader educational literature.

The significance of this study is also underscored by its potential to

7

offer tangible benefits for educators. Through the presentation of firsthand responses from teachers regarding their varied approaches in the classroom, the study becomes a valuable resource, empowering educators to make informed decisions about the adoption of specific methods tailored to the intricacies of teaching summary writing. This practical significance directly aligns with the needs of educators seeking effective strategies for enhancing student engagement and performance in summary writing tasks.

In essence, the importance of this study lies in its capacity to address the specific challenges within summary writing instruction, contributing not only to theoretical frameworks but also providing practical guidance for educators. By doing so, the research aims to elevate the discourse in educational research and offer tangible solutions to enhance the teaching and learning experience in the context of summary writing.

Scope of the Study

This research was delimited to English language teachers within the Cape Coast Metropolis, focusing on three distinct schools: Wesley Girls' High School (an all-girls school), St. Augustine's College (an all-boys school), and University Practice Senior High School (a mixed-gender school). The selection of these schools was based on a careful application of the convenience sampling and purposive sampling technique. The rationale behind choosing schools in the Cape Coast Metro was rooted in the desire to embrace the unique educational environment of this region, renowned for schools like St. Augustine's College, Wesley Girls' High School, and University Practice Senior High School.

The deliberate inclusion of one female, one single-sex, and one mixed-gender school serves the purpose of providing a nuanced exploration of how English as a Second Language (ESL) teachers approach the instruction of summary writing in diverse school settings. This diversity in school types allows for a comprehensive understanding of the pedagogical strategies employed in varied educational environments.

While acknowledging that summary writing is taught in other language subjects, such as Ghanaian languages and French, the focus on English language teachers is intentional. This emphasis is placed on English language teachers due to their pivotal role in shaping students' language proficiency, especially given the expectation of a certain level of competence for students transitioning directly from senior high schools to tertiary institutions. This study aimed to provide insights into the specific strategies employed by English language teachers in the Cape Coast Metropolis, shedding light on their approaches to teaching summary writing in different school contexts.

Organization of the Study

The study is structured into five chapters. Chapter One served as an introduction, providing background information, articulating the problem statement, stating the purpose, objectives, research questions, significance, and scope of the study. Chapter Two presented a comprehensive review of relevant literature, delving into existing research on summary writing, pedagogical strategies, and the motivational beliefs of ESL teachers. Chapter Three highlighted the research methodology, detailing the study's design, participants, data collection procedures, and analysis techniques. Chapter Four discussed the findings derived from the data analysis, presenting a detailed

9

account of the identified pedagogical strategies, motivational beliefs, and student performance levels. Finally, Chapter Five summed up the study with a conclusion, summarizing key findings, discussing their implications, and suggested recommendations for further research and pedagogical practices.

10

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature on key concepts, ideas and studies about the present research. Specifically, the chapter examines literature concerning the factors that drive teachers to implement specific teaching methods in the context of English as a Second Language classrooms. It also discusses the theoretical framework that informs this research, establishing connections between the identified theories and the study itself. The chapter is structured into four parts: Approaches in teaching summary writing, motivation among teachers, pedagogical strategies employed in English as a Second Language instruction together with influence of teacher motivation on pedagogical methods, and theoretical frameworks.

Theoretical Framework

Psycholinguistic Theory

According to Arakelyan (2011), psycholinguistics is the interest in the mental processes involved in language acquisition, speaking and usage. It is therefore safe to support the study's definition which states that psycholinguistic theory is a way to explain language learning and acquisition psychologically.

This theory was propounded based on laws by American Psychologist Edward Thorndike. Thorndike was a psychologist who believed in language acquisition and usage being a cognitive process. The theory is oriented to results that can be measured and observed. The premise of this theory is that, it features the learner's mental processes or the changes in the processes that are

11

available.

Anglistika (2004), assumes that the main aims of psycholinguistics are; to address the relationship between meaning and language and to determine how these meanings are learned. This assumption somehow confirms the laws of language acquisition by Thorndike (2013) which also classify the acquisition of language more of a cognitive process than of a behavioral process. The modification of Thorndike's laws contributed to propounding the psycholinguistic theory.

The psycholinguistic theory is fast gaining grounds in education as a theory employed to explain the concept of literacy in education. Therefore, it is important to discuss psychology as the theory guiding any piece of writing and writing. Bever (1970), concluded that language behavior is the result of the interaction of linguistic structures and cognitive operations. Which translates, structures of language are as a result of the cognitive operations which take place in the mind. The art of writing especially has to do with the ability to translate what has been read into writing. This is also related to the ability to retain the information given to the writer. In summary writing, if an individual is able to retain an information, producing it will be easier for the individual as important information will not be missed from the original information being summarized. Writing involves many activities that go on in the short-term memory. These activities include: generating ideas, forming propositions, accessing lexical items, planning clauses and sentences, translating from semantic and phonological representations to orthographic ones and planning subsequent units. The above activities are all psychological activities which take place in the mind even before the writing itself takes

12

place.

Hulstijn (2006), talked about the psycholinguistic theory as probably the most relatable theory in language acquisition. It was reported in the study that second language acquisition goes through cognitive processes as proposed by Chomsky (1950). Based on this theory, it is safe to conclude that the students tasked to summarize passages for marks also go through the same cognitive process before they produce the summaries they produce. Due to this theory, a wrong presentation of a piece of writing will imply that the psycholinguistic or cognitive activity was not fully processed or the input was not adequate to warrant the most appropriate output.

Like any theories, the psycholinguistic theory has its advantages which make it a very suitable theory for this study. It is practical to utilize psycholinguistic theory to explain concepts such as Rakosi (2012) who emphasized some of the theory's advantages. Rakosi's (2012) study found that the theory eliminated subjectivity from the field of linguistics. This is because studies that support this notion have been shown to be conducted without the linguist's intuition. This makes it possible for research using this approach to create impartial, objective findings that are not dependent on the personal judgment of the researcher.

Rakosi (2012) highlights another strength of the psycholinguistic theory, emphasizing that data acquired through this theoretical framework can be deemed reliable. This reliability stems from the endorsement of a diverse community of researchers and linguists who assert that various data types, particularly those yielding objective results, should be deemed legitimate. The justification for this reliability lies in the rigorous adherence to empirical

13

methods within psycholinguistic studies. Researchers employing psycholinguistic approaches often rely on controlled experiments, cognitive assessments, and observable behavioral patterns, ensuring a systematic and objective foundation for data collection. This commitment to methodological precision enhances the credibility and reliability of the data generated through psycholinguistic investigations.

Aktar (2018), indicated that psycholinguistic theory covers a wide range of interests and other aspects which makes it a reliable theory to consider for most linguistic studies. Behaviorists, such as Skinner (1996) view language acquisition as an extrinsic process, focusing on external stimuli and reinforcement. In contrast, psycholinguists, guided by the works of researchers like Noam Chomsky (1950), perceive language acquisition as an intrinsic cognitive process rooted in mental mechanisms. This intrinsic nature makes psycholinguistic theory adaptable and applicable to various domains beyond language acquisition. From the study, psycholinguistic based studies attempted to demonstrate that language acquisition goes beyond behaviorism.

Regardless of these strengths, psycholinguistics has some limitations as well. These limitations prevent the fullness of the theory to be realized in research on language acquisition. Psycholinguistic theory employs certain economic criteria as reported by Segalowitz and Lightbown (1999), these criteria limit the extend the psycholinguistic theory can be used. This is because, no matter how well a phenomenon might fulfill the requirements, it cannot be utilized to respond or support a claim when it does not.

According to Sew (2007), the psycholinguistic theory has several limitations because it is cross-disciplinary in nature and overlaps with several

14

fields, including phonetics, language pathology, and language teaching pedagogy. This makes it difficult for this theory to specify a particular area. Again, the study stated that studies backed by psycholinguistic are usually inaccessible due to the way they are reported. I believe this is a follow up on the first limitation discussed because, the difficulty in reporting on the findings is probably as a result of the overlap in fields. Nevertheless, this study found this theory to be relevant since it covers the area of language teaching methodology that encompasses the teaching of summary writing.

Motivational Theories

There are various theories that underpin the phenomenon of motivation by tackling various aspect of motivation. The first theory to be discussed is the McGregor Theory. This theory, commonly called the Theory X and Theory Y, was propounded by Mcgregor, (1973). According to this theory, the way an organization runs depends on the beliefs of its manager. Theory X assumes that employees inherently do not like work and will avoid it as much as possible. For that reason, they have to be forced or even threatened in order to achieve the set goals. This means that employees only work better if they are extrinsically coerced. On the other hand, theory Y assumes that work is as natural as sleep or play and effort at work does not need to depend on coercion or threat. The nature of the work and its management is what influences the employee. Again, it assumes that human beings learn under proper conditions not only to accept but to seek responsibility. McGregor's (1973) theory is considered the two-faced as each half tackles one aspect of the major types of motivation-theory X for extrinsic motivation and theory Y for intrinsic motivation (Asare, 2021).

15

Just like the theory X and theory Y, Herzberg (1959) also propounded the Two factor based on the feedback of two hundred engineers and accountant collected in the USA regarding their personal feelings towards the working environment (Yusoff, Kian & Idris, 2013; Robin, 2009). Herzberg (1959), defined that two sets of factors decide employees' working attitude and level of performance. These factors are motivation and hygiene. According to Yusoff et al. (2013), the motivation factors are intrinsic factors that increase employees' job satisfaction while the hygiene factors are extrinsic that prevent employees' dissatisfaction. In addition to that, Herzberg (1959) posited that the full supply of Hygiene factors alone will not result in employees' job satisfaction. It was proposed that motivation factors must be addressed in order to increase employees' productivity because extrinsic factors contribute less to the employees' needs. On the other hand, intrinsic factors are able to contribute to employees' level of job satisfaction because if employees are able to intrinsically satisfy themselves with the work they do, then extrinsic motivation only becomes an addition to maintaining more durable positive effects of the employees' productivity (Yussof et al, 2013). It must however be noted that no matter how intrinsically motivated an employee may be, the extrinsic factors are also important in maintaining the performance of the employees. It is therefore important to integrate the intrinsic and extrinsic motivational factors in order to achieve the maximum employee performance hence the notion of the two-factor theory. The psycholinguistic theory, grounded in cognitive processes, explains how language acquisition influences writing and teaching practices. Motivational theories, such as McGregor's Theory X and Theory Y or Herzberg's Two-

Factor Theory, provide insights into how different motivational beliefs impact educators' approach to teaching and writing tasks.

Hanson and Filbert (2008), in their book "*What the research does and does not say*", looked at a framework intended to support learners and make learning comprehensible to students. The framework included thirty (30) features and eight (8) major components. This study will concentrate on the components of the framework, more specifically, the strategies. The components include; Preparation, Building background, Comprehensible input, Strategies and Interactions.

The first component (i.e. preparation) looks at instructional benchmarks. The component devises relevant activities to achieve the goals. It also chooses language objectives for each session that are specific to that lesson taken from language arts or English as a Second Language (ESL) requirements. Certain guidelines that were chosen Language arts are also posted. Therefore, both the pupils and the professors are clear about the lesson's focus with the ultimate goal of students achieving mastery. The second component; The building background component, with this, Professors relate pupils' past experiences and previous encounters with the new Experiences. It assists students in comprehending by teaching vocabulary that is necessary for comprehension of the content.

The third component which is comprehensible input concentrates on teachers using vocabulary that will be understood by the learners. Prediction guides, visual aids, and other extra materials are made available to the students. The information is disseminated at the proper time, tempo and well enunciated. Aside from these three, another component used is interaction. The

17

teacher gives the students numerous opportunities to interact with one another. Flexible grouping allows peers to interact with one another. The students are sometimes in pairs, triads, or small groups where each kid has a chance to speak freely. These components are what informs strategies to be used according to the study.

Self-Efficacy Theory

The self-efficacy theory, introduced by Bandura in 1977, was formally defined in 1986. According to Bandura (1977), "Perceived self-efficacy is defined as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 391). This theory was propounded to predicate on the premise that psychological procedures, in whatever form they take, function as a means to an end of establishing and reinforcing goals. Personal efficacy is a term used to describe someone's ability to do something. This ability must evidently lead to the person attaining an outcome. Expectations of efficacy are different from expectations of success. This theory focuses on the individual's perception on their ability to do something (Bandura, 1977).

The above illustration is the pictorial description showing how an individual's behaviour affects his or her results. From the illustration, we see that the individual's efficacy expectation comes before the behaviour and the outcome expectation comes before the outcome itself. This can simply be explained that what the individual thinks he or she can do affects what he or she does and what the person expects to achieve affects what they achieve due to what they do. In other words, the efficacy expectation is different from the outcome expectation because, outcome expectancy is defined as a person's

18

approximation that a given behavior will lead to confident outcomes.

An efficacy expectation is the opinion that one can effectively perform the behavior required to produce the outcomes. Teacher self-efficacy in this study refers to teachers' perceptions of their drive to review and improve their educational techniques in English-language classes. This self-efficacy theory is rooted in the social cognitive theory propounded by Bandura in 1976. The social cognitive theory works with the human agency. Human agency, according to social cognitive theory, is the ability of humans to choose and pursue certain courses of action (Bandura, 1982). Bandura calls this mechanism "triadic reciprocal causation," in which an individual's past and current conduct, cognitive characteristics (such as motivation), and environment have causal effects on one another. Individuals' perceptions of their ability to achieve a goal are influenced by the interrelationships among these three forces.

Self-Efficacy of Teachers

This study pays particular attention to teachers' self-efficacy in the language classroom. Not only does teachers perceived self-efficacy impact activity and setting choices, it can also influence expectations of success. Eventually, success in the classroom can have an impact on coping efforts once they have been initiated. Teachers' expectation for efficacy determines the amount of work that they will undertake depending on how long they will stay active in the face of obstacles. The higher one's perceived self-efficacy, the better and greater the intensity of the efforts they put in. This has been found to be true in the classroom. The higher the teacher's self-efficacy, the more intense effort they put in. This basis gives teachers themselves voices

19

(Ho-Ying, 2014).

Ho-Ying (2014) makes reference to Skinners' (1996) appreciation of Bandura's (1977) work as being one of the few studies of human control that draws a clear line between agent-means belief which posits that one can use a particular method and the means-end belief which implies that a particular strategy will lead to a definite end. Skinner (1996), also commended Bandura (1977) on drawing attention to a missing link, that is the person's reaction to the methods of teaching and how it might influence the goals. This missing link is important because it is a more reliable predictor of behavior than just looking at the means-end relationship (Bandura, 1977). Per this definition, we can assume that a teacher with no confidence in implementing a practice may not adopt the practice even though they believe in the effectiveness of the teaching practice (Tschannen-Moran et al., 1998).

Meanwhile, investigating the instructors' opinions of their abilities may provide more information, such as the teachers' previous training or experience with, sentiments towards, and contextual considerations in implementing a new teaching approach. That is, instructors' behavior, cognitive evaluations of their abilities, and environment (triadic reciprocal causation) all have a role in influencing teachers' educational approach selections and implementation (Ho-Ying, 2014).

Klassen et. Al (2008), in their study on the relationship between the teacher self-efficacy and job satisfaction in teachers from five different countries discovered that teachers' sense of self-efficacy has been growing over the last decade. The study also talked about how little attention is paid to building understanding of the construct. The self-efficacy measures showed

that teachers with similar cultural and geographical backgrounds showed strong invariance. The study recommended that researchers interested in the comparative study of teachers' motivation beliefs across cultures and countries should consider teacher self-efficacy as a measure that shows strong conceptual and theoretical foundations. This therefore means that, in identifying motivation of teachers, their self-efficacy must also be considered. The study exposes or reveals the importance of teacher self-efficacy. It therefore makes it difficult for researchers like myself to talk about motivation without looking at the self-efficacy of the teachers.

Dellinger et.al (2008), in their study measured teachers' self-efficacy beliefs and how it is developed and used in their duties. From the study, they tried to show a distinction between the self-efficacy propounded by Bandura (1977) and teacher efficacy which they believe is related but has a different construct. The study addressed issue of how teachers and researchers have in recent years combined the self-efficacy theory with teacher efficacy which is recently gaining grounds. The study points out that regardless of the similarities between the two, teacher efficacy is a different of efficacy on its own and that teachers have over time built their own form of efficacy based on the original self-efficacy. I believe it is an important and peculiar type of theory because though teachers can all fall under the normal self-efficacy theory, there are some character traits that are peculiar to teachers. It is therefore necessary to have a theory that can address those aspects as well. The study therefore provides an insight of how the beliefs of teachers coupled with their self-efficacy becomes a more effective way to identify what motivates teachers.

21

Teachers' Self-Efficacy and motivation

As established earlier, self-efficacy is a notion that refers to people's belief in their ability to perform a specific behavior or complete a specific goal (Bandura, 1986, 1997). Also, self-efficacy has an impact on people's behaviors, thinking processes, and motivation, according to Bandura (1986, 1997). Teacher motivation is thought to have a significant impact on both teaching procedures and educational outcomes. Factors such as dominant leadership approach and students' academic achievement are some factors that affect self-efficacy of teachers. Bandura (1986,1997), pointed four sources of efficacy expectation which allowed this study to have a clear way of determining the development of senior high school teachers' motivation.

The four sources of self-efficacy beliefs are; mastery experience (prediction of performance based on successful or failed experiences), vicarious experience (changes of self-efficacy based on observation of others 'performance), social or verbal persuasion (changes of self-efficacy based on performance feedback), and physiological feedback (the influence of feelings such as anxiety or excitement on forming positive or negative self-efficacy). The above sources are important to the Study because they will assist in explaining the motivational beliefs of instructors in adopting and creating various pedagogical strategies. This is because, it is inadequate to just conclude that a teacher has either low or high self-efficacy without paying attention to what exactly influences the self-efficacy beliefs. Efficacious teachers, for example, are more committed to reviewing their pedagogy and experimenting with new educational techniques, according to empirical studies (Allinder, 1994; Stein & Wang, 1988).

22

Some effective teachers, on the other hand, may be reluctant to the new teaching approaches because they do not see the need to change their proven ways (Wheatley, 2005). This proves that even teachers who are very efficacious may react to the idea of using new pedagogies. Self-efficacy beliefs also provided a more complex lens through which to analyze sources of motivation in this study on teacher motivation, rather than simply labeling them as good or negative motivators (Ho-Ying, 2014).

Even though Bandura (1977) claims motivation provides an incentive that results into the imitation of learned behaviour, studying the incentives alone may not fully explain whether the teacher will pursue a goal. Teachers' self-efficacy serves as a professional filter through which motivational sources pass (Smylie, 1988). For instance, when a teacher is offered monetary incentive to introduce an approach in the classroom, the teacher's inability to adopt a more effective approach and the student's unwillingness to learn will make this monetary incentive irrelevant. Hence, it must be noted that motivation from different sources is mediated first by one's self-efficacy beliefs, then transformed into a goal, and last into an action. Teachers develop judgments about their skills to attain a teaching goal based on influences from their previous and current behavior. This self-assessment made by teachers then transforms their self-efficacy beliefs.

Varied levels of motivation are determined by different self-efficacy beliefs. Stronger motivation may lead to a higher objective, as well as more work and perseverance in achieving it (Carbery & Garavan, 2007). Paying particular attention to the role of self-efficacy in motivation, teachers' self-efficacy supports the study in these ways;

23

1. Firstly, having an understanding of teachers' self-efficacy formation will help establish the beliefs of Senior High School teachers' ability to introduce and adopt different teaching practices to solve the issue of adopting and developing new pedagogical strategies.

2. Secondly, teachers can use self-efficacy beliefs to give meaning to their associated talents, as well as their thoughts and evaluations of their existing, current, and future skills. As a result, rather than only eliciting answers regarding the sources of motivation, using self-efficacy beliefs permits the research question to incorporate both the formation of senior high school teachers' motivational beliefs and the way these beliefs evolve over time.

3. Self-efficacy belief also allows the Study to answer questions which are usually not asked such as; Why would teachers with low self-efficacy who are supposed to be promoting pedagogical reform be hesitant to do so? How can effective teachers be persuaded that implementing new teaching practices would not jeopardize their track record of success?

4. The concept of self-efficacy beliefs makes room for assessment of the teacher self-efficacy literature. Most empirical studies on teachers' self-efficacy categorize teachers into only two groups: those with high self-efficacy and those with low self-efficacy, with the former usually associated with stronger willingness for pedagogical change. Wheatley (2005), an advocate for rethinking teacher efficacy research, points out that most empirical studies on teachers' self-efficacy categorize teachers into only two groups: those with high self-efficacy and those

24

with low self-efficacy. However, such a blanket statement has flaws since it ignores the fact that some very effective teachers may lack the drive to improve their already effective teaching methods (Brodkey, 1993; Tschannen-Moran et al., 1998). Because efficacy beliefs are changing (Bandura, 1989) and context-specific, using the idea of self-efficacy beliefs in the literature review helps appraise the strengths and limitations of the teacher efficacy research (Bandura, 1977).

5. Self-efficacy theory will also help in selecting the appropriate method for this study. The Interpretative phenomenological analysis (IPA) technique allows the researcher to interpret the meanings that the interviewed instructors attach to their motivational beliefs in adopting different instructional practices through one-on-one semi-structured interviews. Hence, the use of the interpretative phenomenological analysis.

Like any other phenomenon in the world, this theory is not perfect as it tends to exhibit some draw backs such as the fact that, teachers' judgments of their own talents to generate educational tactics may be influenced by their personal histories as well as their professional lives. This study aims at pointing out the fact that teacher motivation is important in developing pedagogical strategies and implementing them. If the findings point out personal or background issues, then the authorities of the school may not be able to tackle this issue. However, if the findings point out issues that have professional support, then the authorities of the school will be able to work toward solving the problem.

25

Review of Concepts

Approaches in Teaching Summary Writing

According to Eze (2013), summary writing is the reduction of text into its basic essentials. Again, Eze (2013) described summary writing as the process of rewriting a passage to make it shorter while maintaining essential points. The ability to produce a properly written summary implies that students should have been able to read a given passage and fully understand the passage read. Olatunji (2011), draws a very important link between reading comprehension and summary writing especially when it comes to English language examinations. According to Olatunji (2011), comprehension and summary writing are very essential to the success of students' academic achievement. The ability to properly test the comprehension ability of a student is dependent on his or her ability to summarize a given passage (Olatunji, 2011). He described summary writing as the condense form of comprehension where one is required to reproduce what was read in one's own few words. As comprehension and summary constitute a huge percentage of the public examination, it is an important aspect of the communication skills that must be developed.

The development of this skill also has its own pedagogical approaches teachers use in the classroom. These approaches play the role of helping students to adequately put their thoughts across without deviating from the passage given. From the study using direct instruction involves the use of critical thinking. As such, there is the gradual process of the release of instructor support. The use of direct instruction has been discussed in various models that provide a framework for teaching the rules of summary writing.

26

The model includes: explanation, modeling, questioning and application (EMQA). This process is done by explaining the relevance of reducing the task to have purpose for learning. Brown and Day (1980) offered four rules for writing summary. These rules make it easier for accomplishing a good summary writing practice. The rules involve eliminating minor and redundant details, categorizing similar information with appropriate labels, choosing main idea sentences when provided by the author, and crafting main idea sentences in instances where the author is not explicit.

The use of direct instruction in teaching summary provides students with a learning strategy that increases their comprehension and can be applied across the curriculum (Casazza, 1993). This approach however fails to critically look at the proposed steps. For instance, the first step fails to consider that identifying minor and redundant details are relative to specific students. But there is a benchmark for objectivity in summary writing. In such cases, those students who do not consider the redundant things as redundant will obviously get it wrong. The same goes for the other steps. Students who are unable to combine similar details may not be able to get it right even if they understand the passage. For the third step, the students who depend on the main ideas provided by authors may not be able to identify main ideas on their own when they are not highlighted. Finally, a student who is not creative enough cannot invent a main idea.

Another approach teachers use in teaching summary writing is the collaborative writing approach. Collaborative writing emphasizes interactive teaching and learning in writing (Lin & Maarof, 2013). The idea of collaborative writing is underpinned by Vygotsky's (1983) sociocultural

theory. With this theory, social interaction is an integral component of learning. Collaborative writing encourages students to present their summaries in groups. This allows them to learn from their colleagues to be used in their individual summary writing classroom. Studies discovered that students had positive perception towards the use of collaborative writing because it helped in developing grammatically accurate writing and better organization and vocabulary (Shehadeh, 2012). Though students learn better when they are grouped, the study refused to consider the implications of this approach on students who do not learn well in groups. As teachers, who are supposed to include all students in lessons, this approach alone will be beneficial to the few who subscribe to this style.

Keyword method and question generation is another approach adopted in teaching summary in the ESL classroom. Chou (2012), in a study on teaching summary in an EFL classroom using keyword method and question generation approach revealed that the approach helped students improve their English summary writing. This approach is implemented by asking students to identify key words in a given text and also come with some important questions that can be asked from reading the text. These questions generated are supposed to be at least five questions. After doing the above, students are required to answer the questions they generated themselves taking into consideration the keywords they identified from the passage or text. Chou (2012), reported that using this approach helped students to grasp the main idea presented in the various articles and also helped students to write a quality summary from answering the questions they generated. Campbell (1990), describes quality summary writing as comprehending the text,

selecting important information, combining ideas and paraphrasing in one's own words. This definition of quality summary provides a guide to students in their summary writing classroom (Chou, 2012).

There is the use of blended approach in teaching summary writing as discussed by Yang (2014). Curtis, Graham. Cross and Moore (2005), described blended teaching as the combination of instructional modalities, instructional methods or combination of online and face-to-face instruction. This approach is considered a mixture of multiple learning techniques, technologies and delivery modalities to meet individual needs of students. Due to its' effectiveness in improving language learning, Yang (2014) adopted it in teaching summary writing by means of teacher modelling. This was done by guiding students to be outliners and summarizers over a period of time and later guide them to take on the role of feedback givers over a period of time. As outliners, students were encouraged to write the main and supporting ideas of each paragraph and then integrate the main ideas into a summary of the entire passage playing the roles of summarizers as well. The students later played the roles of feedback givers by sharing their suggestions on the works of their peers. After this period, teachers resorted to the use of computer assisted language learning approach by using the CSCL system for summary writing. From the study, it was discovered that using the blended method helped students to identify the main idea without any problem. The supporting ideas were however not easily identified like the main ideas. These approaches allow teachers to teach students in an organised manner following the laid down steps. Duffy (2002), adds that using specific teaching strategies is based on the notion that clear and concise instructions are essential in the classroom.

This study looked at how different approaches can be used in teaching summary writing which in my opinion is a good approach since the teachers are allowed to select the approach which best works for various students in a class. This approach may however not be enough as the study did not clearly state how effective the approaches have been to the teaching of summary writing.

Again, there is the use of cognitive strategy in teaching summary writing. This strategy involves the use of the mind to complete a task or solve a problem. This approach or strategy helps students to use self-regulation strategies in structured cognitive routines that enables students monitor and evaluate their comprehension. This strategy makes use of mental processes to achieve a particular goal. This approach allows students to explore their ideas without strict guidance from teachers which makes students active in the learning process. This strategy however fails to consider that students are supposed to use their cognitive abilities to create. Therefore, the cognitive strategy alone does not seem adequate to provide a good summary to a passage. The student must be creative enough to produce a writing from the cognitive process the student has undergone.

Read-text strategy is also another strategy or approach used in teaching summary writing. This strategy is defined as "goal directed activity of reading in order to write" (Flower et al, 1990). As its name suggests, this approach enables students to undertake purposive reading where they specifically read in order to reproduce it in writing. It specifically concentrates on the appropriate use of vocabulary, cohesive devices and syntax (Pinca in Badger & White, 2017). Previous studies have however disproved the efficiency of

this approach as the WAEC chief examiner's report indicated that students had difficulty in reading and understanding summary passages therefore copying both relevant and irrelevant points as answers. This in the long run affects their performance (Toro, Umar & Motanya, 2017).

Nunan (1995), argues that "Teachers must understand that motivation is a factor in determining whether or not students are eager to speak a language being taught. Clearly, the more significant the materials and tasks are for the participants, the better the outcome. As a result, whether a teacher utilized explicit or embedded approaches in the classroom is irrelevant. However, the effectiveness of the outcome in the classroom is determined by how motivated the teacher and students are. A teacher can utilize either explicit or embedded approaches, but if the instructor isn't driven enough to employ meaningful materials and tasks in the class, the students won't master the abilities that are required of them. This is supported by Ur (2005), who asserts that teaching styles that concentrate mostly on reading and writing abilities do not encourage learners to acquire speaking abilities. Inadequacies in English language teaching are the result of unsatisfactory performance on the part of second language learners. As teachers are required to educate learners how to increase their linguistic talents using modern teaching methodologies, this assertion explicitly blames teachers for the defects of learners.

In the classroom, teachers are the most persons as they are the ones that teach pupils the many subject areas' methodologies and talents. They are not only responsible for delivering, but also for creating an atmosphere in which a second language can flourish and the target language is easily learned

31

by students. However, students are not encouraged to depend solely on teachers' knowledge in the classroom. Abbasi (2011), urges learners to identify strategies that help them to develop their abilities more instead of relying solely on the teachers.

Choy and Lee (2012), examined the effects of teaching paraphrasing skills to students of tertiary level on summary writing. Their study was relevant because in Malaysia, most colleges use English language as their medium of instruction and students' incompetence in summary writing has led to high plagiarism in their academic work. They therefore conducted the study to determine how students perceive the effectiveness of the summary writing skills they were taught in class. The study was also to find out whether their performance reflected their perception on the summary skills already discussed. The study revealed that students found paraphrasing and summary skills difficult to learn. Some students found it difficult to identify the main ideas in given texts even with the help of keywords. Some also argued that unless they are guided by their teachers, they do not know the main points to pick in order to make a suitable summary. With this, it was concluded that the selected students actually perceived summary writing to be difficult therefore no matter the approach taught to these students, once they already consider it difficult, their interest in it reduces. Some students however confessed that the difficulty in this field is as a result of their limited vocabulary hence their difficulty in properly summarise or paraphrase a text. From the study, some of the students claim that even after being taught the various skills, they are still unable to improve when it comes to summary therefore claiming that the summary skills, they were taught were ineffective. This study provided a

32

general overview of the various perception students had when it came to summary writing skills. What it failed to do however, was to align the particular skill to a particular student's perception. Therefore, making it difficult for a reader to know what skill works for what student. If the study had been able to draw such links, other researchers would have been exposed to the various approaches used by teachers and to determine the ones that yielded the most positive responses.

Khazaal (2019), researched on how to improve the writing skills of postgraduate students with summarizing strategy. From the study, it was discussed adopting summary writing skills is a very necessary skill for post graduate students who undertake academic writing. The study also talked about how students need to extract relevant information from each paragraph when making a summary. According to Marse (2008), summary writing requires crucial reading, thinking and writing skills which are fundamental to success at any course level. From the study, it was discovered that summarizing skills improved the academic writing skills of the postgraduate students. This was identified when the researcher tested the students before taking them through the summarizing skills and again tested them after taking them through the summarizing skills. From the study, the score of students after undergoing the training on summary skills was higher than the initial score they had before they were taught the summarizing skills. Therefore, it can be concluded that, the summarizing skills taught to the post graduate students made it possible for them to produce better written documents. The study talks about only the positive side associated with the teaching of summary skills. It refuses to look at the negative aspects associated with it.

33

There may be students who may not have improved due to the summarizing skills. That should have been looked at in the study.

Abbasi (2012), conducted a study on the teaching strategies employed by public and private school ESL teachers in Sindh at the intermediate grade level. After conducting the study, it was concluded that strategies employed by public school teachers are more outdated as compared to the strategies employed by the private school teachers. The public-school teachers relied on old approaches such as the grammar translation and loud reading. With the grammar translation method, language professors believed that by studying English grammar, learners would gain a better understanding of the grammar of native speakers. And having this acquaintance would be beneficial as it can help them improve their speaking and writing skills. This method did not prove to be as useful as it was intended to be because learners were not able to develop the intended communication competence. In as much as this strategy was not as successful, public-school teachers were still using it in the ESL classroom because they were not eager to change their strategies. Meanwhile, private school teachers were using modern and advanced strategies such as; Audio lingual Method, Direct Method and the Communicative Approach. These modern approaches were discovered to prepare students for the target language. These methods mostly involve drills especially the Audiolingual method as such, rapid results were expected. Regardless, this method stopped being effective at a point due to repeated practice of the same slot and making the learning process an artificial one. From the above comparison, it can be seen that the old approaches the public schools usually relied on were not as effective as the new approaches which prepared learners for the Target

34

Language by using modern approaches.

Teacher Motivation

Every individual's action is backed by a motive and usually, this motive informs how the individual undertakes the action (Gardiner, 2001). Various studies have been conducted in the classroom on how to motivate students to learn a second language. For instance, studies such as the one conducted by Dörnyie and Czisér (1998) presented ten (10) commandments for teachers that aim at improving student's motivation. This shows how important it is for learners of a second language to be motivated. Gardiner (2009), supports the point raised by Noels (1994), which implies that there is no direct relationship between the strategies used in the classroom and motivation as well as the language achievement of the individual learners. However, some studies have come to say that whatever happens in the classroom can influence students' attitude and motivation (Gardiner, 2009). Based on the above, it can be assumed that whatever the teacher does can also influence how students will learn the second language and how they can perform better in the language.

Porter and Lawler's (1968) expectancy theory is one of the most influential and widely used descriptions of motivation. Porter and Lawler classified motivation into two categories, intrinsic and extrinsic motivation, based on Vroom's (1964) expectancy-valence theory of work motivation. The majority of research that used expectancy theory found that intrinsic elements such as student motivation and job contentment influenced teachers' motivation. This means that teachers were motivated and happy with their jobs when students are also motivated (Scott, Dinham, & Brooks, 2003). Aside

35

intrinsic motivation, extrinsic motivation such as salary, job security and extra incentives were only treated as basic necessities by the teachers (Shoaib, 2004). From this finding, it was concluded that the major reasons teachers do what they do is because they are intrinsically motivated.

Although this conclusion seems almost plausible, aside from those teachers who are intrinsically motivated and thus do their work diligently, most teachers who are not intrinsically motivated can also carry out their duties almost as well if they feel they are receiving enough extrinsic motivation. In other words, extrinsic motivation can push even the most unserious teacher to do their best. Aside from the intrinsic and extrinsic types of motivation, Deci and Ryan (1985) also came up with two other types of motivation which are, autonomous and controlled motivation. According to the study, autonomous motivation implied that the teacher was achieving an aim that he or she considered worthwhile meanwhile, if a teacher was doing something based on factors such as rules, rewards or punishments, then the teacher's behavior was influenced by control motivation.

Though these types of motivation are similar to the intrinsic and extrinsic motivation, there is a significant distinction between them which is choice. With the autonomous and controlled motivations, the teacher has the choice to select what will influence his or her actions. These types of motivation were also criticized as a false dichotomy. Amabile (1993) agreed, criticizing the overly restrictive classification of motivation and pointing out that multiple types of motivation have a collaborative relationship.

Other scholars have also pointed out the drawbacks of overlapping categories or prior teacher motivation studies' definitions; the ignoring of the

36

contextual, nuances of a cultural or subject-specific nature. These critics all point out to the fact that researchers rather than regarding teachers as passive agents that react to the same motivating element in any setting should start looking at how teachers perceive their own motivational requirements in a specific setting.

Researchers have begun to look at motivation in the light of the cognitive ability of the teacher (Weighting et al, 2008). According to the study, one category of motivation included the self-perception of one's capacity to do a task. This therefore implies that, what one thinks he can or cannot do, is a form of motivation for the individual. This corpus of literature on the evolution of teacher motivation research demonstrates a new study trend: instead of presuming instructors are passive agents impacted by various motivating factors, researchers are now recognizing the active role teachers play. Motivation can be influenced by one's self-perception and beliefs. Theoretically, the latter trend exists.

Self-efficacy theory is concerned with people's perceptions of their ability to achieve a goal, a goal is a projected outcome (Bandura, 1997). The majority of empirical studies on teacher motivation are that the intrinsic rewards motivate teachers the more (DÖrnyie, 2001). According to Sharabyan (2011), teacher motivation has always received less attention in literature as compared to student motivation. It is important to pay attention to ESL teachers' motivation because they do more than impart knowledge. They are responsible for how well the learners use the language outside the classroom. The ESL teachers are faced with more difficulties as compared to the other subject teachers. ESL teachers are expected to select the medium of

37

instruction, balance the four skills (listening, speaking, reading and writing) and plan instructional practices with the students (Chambers, 1997). It is therefore very important for the teachers who are tasked with these responsibilities to feel motivated enough to carry out these important tasks.

There are few studies conducted specifically on the motivation of ESL teachers. Pennington (1995) discovered various motivational variables that are particularly relevant to ESL teachers, such as the ability to engage with students and people from diverse cultures, as well as travel chances and top exchange programs for students. From this, we see that the ESL teachers from the study were more interested in the educational growth and opportunities for the students rather than seeking anything for themselves. From. Also, it was realized that the students who had chosen to study English language mostly did so out of their own free will and desire to study the language. This personal decision by the students pushes them to study hard and willingly put in the effort. Considering the correlation between teacher motivation and student motivation, it can be assumed that teachers will therefore be motivated as well to give their utmost best to the motivated learners. It must however be noted that teachers' motivational beliefs are subject to change unlike that of students' motivation which hardly changes.

Salifu and Agbenyega (2013) in their study on viewing teacher motivation in the Ghana Education Service through a post-colonial lens posited that existing literature proves that teachers who work under the GES see themselves as slaves serving under a master in poor conditions such as overcrowded classrooms, low salaries, and lack of adequate teaching resources. With these alone, most teachers will end up being demotivated in

38

one way or the other. According to Osei (2006), teachers in Ghana are given classes that are larger than the stipulated teacher pupil ratio (TPR) which is 1:24 whereas the real situation in Ghana is 1:70. These large classes also have very few furniture and textbook for students. These unfair conditions meted out to the teachers in Ghana inclines them to stress and hardships hence their lack of motivation in the classrooms. In addition to these issues, teachers are also usually not involved in decision making.

The above makes it difficult for the decision makers to make decisions based on issues on the ground as they themselves do not face the same challenges as teachers on the ground. They end up making decisions that makes the job of teachers more difficult such as the change in duration of Senior High Schools from three years to four years and back to three years. Though all the above issues can be placed under extrinsic motivation, it can be argued that, motivation allows people to do better whether they are intrinsically motivated or extrinsically motivated hence, if fixing these issues in the Ghana Education Service will motivate teachers especially language teachers, then these issues must be looked at critically so that teachers will be motivated enough to do their job well.

As established earlier, a teacher's performance is largely based on how motivated he or she is. The more motivated the teacher is, the better the performance of the teacher. Teachers usually work directly under a principal or in the case of Ghana, a head teacher. These leaders are expected to make provisions for teachers for them to be comfortable in their work places. Mohammed and Abdulai (2016), have come up with some strategies that could be employed by the leaders to enable the teachers feel motivated to undertake

their tasks. There should be an established cordial relationship between the leader and the teachers. This makes it easy for both parties to work hand in hand to ensure that students get the best education they can get. A strife between the leader and the teacher creates tension in the workplace making it difficult for them to execute their duties. The reduction of the workload and work hours may also motivate teachers. Teachers are usually burdened with the work load of marking scripts and monitoring students which is included in the duties of the teacher but if the teacher has to do these and still have an outrageous number of lessons to teach in a day or week, it demotivates the teacher and makes him or her to perform his or her duties without passion.

The issue of motivation of teachers is a very crucial one because teachers are the most important human resource in the classroom since they deliver instructions to the students (Barmby,2006). This implies that teachers do what they do in the classroom based on what drives them. When teachers are motivated, they are likely to employ different approaches in the classroom for learners to fully grasp the instruction. In the same way, when teachers are demotivated, they are likely to not do the bare minimum in the classroom. There may be established approaches to be adhered to in the classroom but it could be that these approaches are not effective enough or these approaches do not allow learners to fully understand what they are being taught. Depending on how motivated a teacher is, he or she may decide to stick with the existing traditional approaches though they may not be working or the teacher may decide to adopt and adapt to new approaches in other for learners to get the full understanding they need.

Teacher Motivational Beliefs and Development of Pedagogical Approaches

Earlier sections have looked at motivational beliefs and pedagogical approaches as two separate entities. This section looks at literature on both issues together and determine how others perceive motivational beliefs and development of pedagogical approaches. A teacher's belief is the broad way he or she sees issues in general. However, this study looks at teachers' educational beliefs, which pays more attention to teachers' educational attitude about school, teaching, learning and students. Therefore, the motivational beliefs of teachers concentrate on what influences the teachers' decisions about school, teaching, learning and students (Ho-Ying, 2014). It is important to note that when teachers are motivated to adopt new approaches, the new approaches will be adhered to effectively.

Fullan (2001) believed that, teachers' perceptions about teaching, as well as their cognitive processes related to teaching have an impact on their teaching methods and practices hence, teachers adopt various teaching methods based on what they think about the particular method. Even though this assertion is agreeable, it must also be noted that some teachers adopt certain methods though they do not agree with the method, but because they are required to use such methods. In such cases, the teacher fails to properly use that approach since he does not believe in its efficacy.

In the same way, a teacher may implement a not so good strategy properly because he believes in its efficacy. Underhill (1999) summed this up that as "New techniques with old attitudes may amount to no change, while new attitudes even with old techniques can lead to significant change" (p.

41

131).There have been numerous studies that concentrates on the implementation of different kinds of teaching strategies which include: Abrami, Poulsen, & Chambers, 2004; Breen, 1991; Breen et al., 2001;Borg, 2003; Ertmer, 2005; Foley, 2011; Hu, 2002; Karaman, Okten, & Tochon, 2012). Though these studies concentrated on the implementation of teaching approaches, they also in one way or the other pointed out the significance of studying the teachers' motivational beliefs rather than concentrating solely on the procedures, details or effectiveness of the teaching practice.

Teachers' expectations for success and cognitive negotiations may influence motivational factors. A common observation by most of these studies is that, when deciding whether or not to teach, teachers constantly make judgments about their internal attributes (confidence, capabilities) as well as external factors (students, school policy). In trying to make the connection between teachers' motivational beliefs and teaching practices, it must be noted that, according to Guskey (1986), teachers formed their beliefs after a successful implementation of a teaching practice. This meant that a teacher may try out an approach and only fully implement it when a positive outcome is achieved from the trial. If the trial fails, the teacher is likely to never use that approach again no matter how effective it may be considered to be. It can therefore be assumed that the motivational beliefs of teachers are very important to the pedagogical approaches and practices in the classroom. Regardless, there are other studies that dispute the causal relationship that exists between these two issues.

This study therefore comes in to throw more light on the relationship between ESL teachers' assessments of their abilities to develop various

42

pedagogical approaches and their willingness to put them into practice.

Pedagogical Approaches

Pedagogical strategies or approaches have been defined simply as the way teachers carry out a lesson (Kanpol, 1999). By this definition, pedagogical strategies are considered to be directly related to classroom teachers, their actions and inactions in the classroom. As these strategies that have been seen to be predominantly teachers' job to implement, this study seeks to dive into the reason of using such approaches or strategies in lesson delivery in the ESL classroom. Baumann et al. (2018) assert that people's actions are typically influenced by underlying reasons, emphasizing that decisions or activities, regardless of their scale, are grounded in often unspoken motivations. Baumann's study suggests that instances of acting without reason are rare and usually associated with mental instability. Moreover, the reasons guiding decision-making can be linked to various factors such as age, gender, or social constructs. In the context of teaching, educators, like any other individuals, make decisions or undertake actions, such as selecting instructional methods, implementing classroom management techniques, and designing assessment practices, during lesson delivery. These actions, integral to lesson delivery, are termed pedagogical strategies. Baumann et al. (2018) emphasize that teachers' utilization of pedagogical approaches is substantiated by identifiable reasons, which may include the need for effective instruction, the management of classroom dynamics, and the establishment of robust assessment practices.

The main argument of this study is that teachers use various pedagogical approaches in teaching comprehension and summary. The usage

43

of these approaches is backed by reasons or motivational beliefs which may be connected to social constructs such as: age, gender or working experience of teachers. This concept has been simply put in the diagram below.

A Conceptual Framework of Pedagogical Approaches
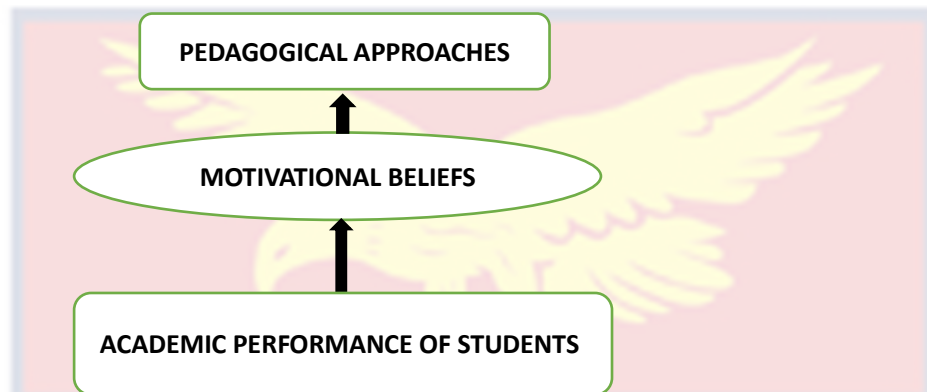
Source: (Krashen, 2016)

Figure 1: Pedagogical Approaches in the ESL Classroom

Pedagogical strategies in the ESL classroom basically means the methods of teaching English language to second language users (Krashen, 2016). In a second language classroom, teachers are required to exert additional effort as students need to acquire various sets of language acquisition devices, including vocabulary, grammar structures, pronunciation skills, and cultural nuances. These elements collectively contribute to the comprehensive learning of a new language. Adesope, Larvin, and Thompson (2011) conducted a study on the challenges encountered by second language users in the ESL classroom, revealing that both immigrant and non-immigrant ESL students face difficulties attributed to factors such as the influence of their mother tongue. The identified difficulties encompassed challenges in vocabulary acquisition, grammar comprehension, and effective language usage. Facella, Rampino, and Shea (2005) emphasized the necessity for teachers to employ diverse strategies, considering these specific challenges, to

44

facilitate effective learning and application of the second language in students' daily activities. It was mentioned that learners' language acquisition stage must be determined in order to choose the best technique. Their study grouped the strategies into three main types; strategies for engaging learners emotionally, strategies for teaching language specifically, and strategies for teaching in general.

Educational researchers, including Adesope, Larvin, and Thompson (2011), have established that strategies for emotionally engaging learners involve connecting with parents, familiarizing oneself with the learner's native language, providing positive reinforcement, and engaging in personal conversations. When teachers incorporate these strategies, they may effectively break barriers in the ESL classroom. Learners are likely to gain confidence in speaking the second language, recognizing the instructor's eagerness to teach and support them. This confidence is fostered by the emotional bond and trust developed through these engagement strategies (Adesope, Larvin, & Thompson, 2011).

The strategies designed for teaching language are specifically focused on direct language instruction. These strategies encompass several sub-strategies, including adding to language to extend utterances, encouraging learners to use words in context, targeting specific words in readings, providing opportunities for speaking and listening, and previewing books before reading. Teachers implementing these approaches play a crucial role in helping learners acquire essential aspects of the English language. By following these steps, educators contribute to learners' confidence and proficiency in English. The practice of previewing books allows teachers to

45

identify challenging words in advance, ensuring learners receive necessary explanations when encountering them during readings. This proactive approach enhances comprehension and supports vocabulary development in language learners.

The last category of strategies, designed for teaching language learners in general, encompasses various approaches. These include Repetition (providing opportunities for practicing skills), the use of gestures, sign language, or visual cues, deployment of objects or hands-on materials, adherence to routine, step-by-step direction, peer modeling, appropriate wait time for language processing, and the use of highly emotional dramatics. These strategies are applicable in the broader context of the English language classroom. While they have been proven effective in some U.S. classrooms, it's important to acknowledge that they may not always be universally accurate or yield expected results due to potential exceptions. In certain cases, some learners may not acquire the language as anticipated despite the application of these strategies.

In the past few decades, specifically from the 1980s onward, extensive discussions and debates have arisen regarding the most effective methods to support ESL students (Baker & de Kanter, 1981; Rossell, 1982). The focus of these discussions has often centered on the efficacy comparison between bilingual (literacy-based) approaches and monolingual alternatives. According to Odociogluand Uysal (2016), bilingual education may be explained as teaching with two different languages-the native language and the target language. It has been purported that most ESL teachers used the bilingual approach. Their study looked at some strengths and weaknesses associated

with using this approach in the ESL classroom. It was reported that using this approach made it easier for second language learners to acquire the target language as using their native language makes it easier for the target language to be learnt. Regardless, this approach was considered somehow problematic because of the difficulty for individuals or learners to achieve the same proficiency in both languages. The excessive use of this approach promoted a weaker and stronger language. In most cases, the target language became the weaker language.

Development of Pedagogical Strategies

From earlier submissions, it can be seen that there are existing pedagogical strategies and the use of developing pedagogical strategies in the ESL classroom. Development of pedagogical strategies in this study was defined as implementation of both innovative and previously developed teaching practices to enhance teaching and learning, since the focus here is on examining how teachers are motivated to develop pedagogical proficiencies, as well as examining the efficacy of the practices themselves. Some examples of pedagogical approaches as discussed include; the grammar translation method, adding to language to build longer utterances, encouraging learners to use words in context, target a few specific words in a reading, opportunities to speak and listen and preview books before reading. These strategies considered traditional approaches are assumed to be used by most teachers in the language classroom (Facella et al, 2005)

Aside from these approaches and other traditional approaches adopted by teachers of English language, there are new strategies that have been discovered to be effective in the teaching and learning of English as a second

language. The teaching of English as a second language includes the teaching of the four major skills; listening, speaking, reading and writing skills. The rise and importance of technology in the classroom cannot be overlooked. From readings, it has become necessary to acknowledge that the development of new approaches have more technological bearings as compared to the traditional approaches used.

The absence of a theory guiding the integration of technology in education led to the development of technological pedagogical content knowledge (TPACK) (Koehler & Mishra, 2005; Rosenberg & Koehler, 2015). TPACK is based on Shulman's (1986) pedagogical content knowledge (PCK) approach, but it goes farther than that as it also examines your understanding of how to use technical resources, it analyzes technical advancements holistically: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) (Rosenberg & Koehler, 2015). This is done contextually because the development of teachers' TPACK is usually influenced by contextual factors (Greene & Jones, 2020).

Teachers' epistemological ideas, as well as classroom and institutional resources, are all considered in the TPACK framework (Rosenberg & Koehler, 2015). Teachers' ability to include technological knowledge such as the use of audio-visual aids and the use of audio-lingual aids in the learning process can be considered a new strategy that could be incorporated in the ESL classroom. Though TPACK is not the only new pedagogical strategy, it can be considered the umbrella term for any strategy that involves the use of technology in the classroom. The main aim of developing pedagogical strategies is to improve education. Adopting new or alternative teaching practices, ranging from small-

48

scale modifications in classroom activities to the implementation of a new curriculum or a completely different pedagogical approach, is essential for educational improvement (Guskey, 1988).

The necessity to adapt teaching methods to different students has become even more pressing in the twenty-first century because of the expanding impact of globalization. This have led to most education institutions confronting unprecedented changes. Mobility, education's marketization, online education's growing rivalry, and the pressing necessity to stay up with technological advancements in teaching and learning has made it very necessary for pedagogical strategies to be developed. In the twenty-first century, one essential adaptation approach for educational institutions is to improve teaching and learning quality (Christensen & Eyring, 2011; Xu & Yu, 2008). The growing relevance of increasing teaching and learning quality has forced a new obligation on high school education faculty members: on top of their previous responsibilities of teaching, research, and service, they must now embrace additional pedagogical approaches. Teachers who regularly reflect on and create educational practices are more likely to adapt to the changing education situation successfully.

Education for teachers in the senior high schools must be connected with the needs of the schools in the twenty-first century (Davidson & Stone, 2009). Regardless of how important it is for teachers to develop pedagogical strategies, there have also been challenges faced by teachers which end up affecting the development of pedagogy. A major challenge according to Ramsden (1992), is that when trainings are planned for teachers, teachers are simply given a list of teaching skills presumptuous that certain pedagogical

49

practices would fit all situations.

Chapter Summary

The literature review chapter concludes by combining various viewpoints on teacher motivation and teaching methods in English as a Second Language classrooms. It lays the groundwork for the upcoming research, establishing the theoretical framework and key themes crucial for understanding the study's context and goals.

50

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the methodologies employed for gathering data in the conducted study. Key elements covered in this chapter were the research design, study area, population, Sampling Procedure, data collection instruments, data collection procedures, and data processing and analysis. The justifications for the selection of these methodologies was expounded upon, and ethical considerations pertaining to the study are also thoroughly discussed in this chapter.

Research Paradigm

The present study aligns with the interpretivist paradigm. Than (2015), consider investigators who follow interpretive paradigm as those who use the experience and perceptions of participants to construct and interpret understanding from the gathered data. It can also be termed as involving the understanding and interpretation of a subject's viewpoint. Which means interpretivists try to get into the head of the subject. Therefore, it makes interpretivists subjective researchers. Interpretivists are more likely to choose qualitative designs because they are subjective and are interested in knowing the motive behind a particular behaviour. They therefore employ approaches that are able to provide them with information which will be able to answer the questions that give more information about the subject being studied. Even though analyzing qualitative data takes more time, the positive benefits of being an interpretivist outweighs the bad. For instance, since interpretivists employ qualitative data, they are able to get in depth information on the

51

subject being studied. The data provided are able to give information on why the subject being studied did what was done not just provide information on what the subject did. The information of what was done is not adequate enough for me as a researcher that is why this study seeks to find out why and how the social construct took place. Again, the because interpretivists believe an understanding of the context in which any form of research is conducted is critical to the interpretation of data gathered, more attention is paid to the reason behind the results and not just the results being discussed. It also allows for multiple perspectives and versions of truths. This makes results of various researches subjective based on the participant as well as the researcher. In the case of this study, this paradigm was appropriate because the study sought to find out why the teachers use the various approaches they use in teaching summary writing. Therefore, the responses from each participant was subjective because they differed from person to person. This paradigm was most appropriate for the study because it is much more inclusive and every response is accepted because the interpretivist paradigm accepts multiple viewpoints of different individuals from different groups (Willi, 2007).

Research Approach

The chosen research approach for this study was qualitative. Qualitative research, as outlined by Creswell (2015), is particularly adept at providing an in-depth exploration of human behavior, experiences, and perceptions. Given the intricate nature of the study's focus on the teaching and learning of summary writing, the qualitative approach allowed for a detailed examination of the contextual factors, instructional strategies, and individual perspectives involved in this educational process (Creswell, 2015).

52

Furthermore, the qualitative approach aligned with the interpretive nature of the research, aiming to go beyond mere statistical data to uncover the meanings, motivations, and social constructs influencing summary writing practices in the educational context (Denzin & Lincoln, 2018). By adopting a qualitative lens, the study sought to capture the richness of experiences and understand the complex interplay of factors shaping the teaching and learning of summary writing skills.

Research Design

The research design selected for this study is rooted in phenomenology, a qualitative research approach chosen to delve into the intricate lived experiences of both teachers and students within the realm of summary writing instruction. Phenomenology, as explicated by Moustakas (1994), is a methodology that seeks to explore and describe the essence of a phenomenon by capturing the perspectives and experiences of those directly involved. This design was specifically adopted to provide an in-depth understanding of the subjective aspects of summary writing instruction, allowing the research to unravel the intricacies inherent in the practices and perceptions of both educators and learners.

The decision to employ a phenomenological design was guided by the recognition of its suitability in unraveling the lived experiences surrounding summary writing instruction. As outlined by Creswell (2013), this approach aligns well with the study's aim to uncover the underlying meaning and essence of the phenomenon. By immersing itself in the participants' perspectives, the study sought to unravel the nuances, challenges, and successes inherent in the process of teaching and learning summary writing.

53

To establish the credibility and rigour of the phenomenological design, a thorough literature review was conducted, drawing on the insights of Creswell (2013) to inform the research questions and objectives. This alignment ensured that the study's focus remained attuned to the phenomenological inquiry, enriching the exploration of lived experiences in the specific context of summary writing instruction.

Study Area

The research was conducted in the Cape Coast Metropolitan Area, one of the seventeen districts located in the Central Region of Ghana. This geographical area encompasses a diverse array of senior high schools, incorporating both single-sex and mixed schools. Significantly, the schools included in the study were deliberately selected to cover categories A, B, C, and D, taking into account factors such as infrastructure, academic standards, and resources. This intentional selection aimed to provide a comprehensive representation of the diverse educational landscape within the area. While qualitative research is not inherently focused on generalization, this varied sample contributes valuable insights into the characteristics of students within this specific geographical and educational context.

The selection of Cape Coast as the research site was motivated by the substantial educational challenges encountered by both students and teachers in the region, specifically the difficulties in summary writing. By directly tackling this issue in the local context, the study aimed to provide valuable insights that could contribute to enhancing educational practices and policies related to curriculum, language instruction, and literacy skills in Cape Coast.

Geographical and sociological description

The region is characterized by batholith rock dominance, presenting an undulating terrain with steep slopes. The landscape features valleys formed by various streams, with the Kakum stream standing out as the largest. Minor streams culminate in wetlands, and the most extensive wetland system eventually drains into the Fosu Lagoon at Bakano. In the northern part of the district, the topography is conducive to the cultivation of diverse crops (Google, 2021). Concerning climate, Cape Coast experiences a tropical savanna climate (Google, 2022). The climate pattern involves two extended wet seasons, with a heavier one spanning from March to July and a lighter one from September to November. Additionally, there are two brief dry seasons in January/February and August. Cape Coast's climate is characterized by high humidity, with mean monthly relative humidity fluctuating between 85% and 99%. The local climate is influenced by a moderating effect from the sea breeze. From a sociological perspective, Cape Coast holds historical significance as a hub during the trans-Atlantic slave trade. This history profoundly influences the cultural dynamics and social fabric of the community (Historical Perspectives on Cape Coast, 2015). The population demonstrates resilience and cultural richness, shaped by centuries of diverse influences (Cultural Diversity in Cape Coast, 2016). Community bonds are strengthened through traditional practices and local governance structures.
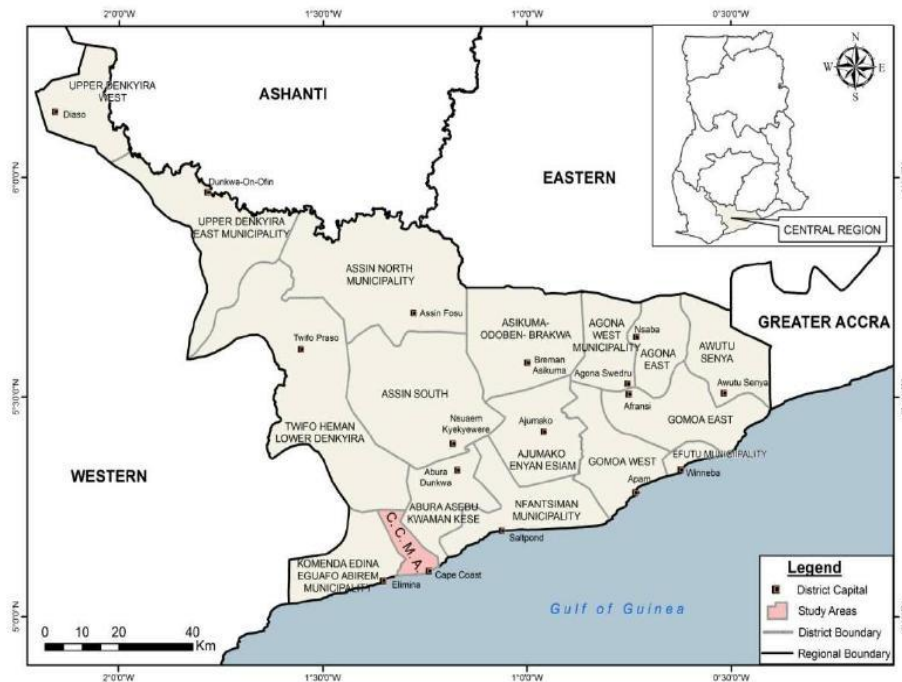
Source: Google, 2023
Figure 2: Study Area of Cape Coast Metropolis

Population of the Study

The study encompassed all English Language teachers and general arts students in the Cape Coast Metropolis. Eligible teachers were required to hold at least a bachelor's degree in an English-related program, following the guidelines of the Ghana Education Act (2008). The study specifically focused on English Language teachers from three senior high schools: Wesley Girls' High School, St. Augustine's College, and University Practice Senior High School (UPSHS). These schools collectively employed forty-five (45) English Language teachers.

The total student population across the three schools was one thousand five hundred and sixty-nine (1,569), with an even distribution. Specifically, there were three hundred and eighty (380) General Arts students in total across all schools. The sample for the study was drawn from this overall student population in the respective schools, resulting in a proportionate representation

56

from each school.

Sampling Procedure

In this research purposive sampling technique was used for the selection of participants. Convenience sampling, as a method for choosing teachers, involved selecting individuals readily available and willing to participate in the study (Creswell, 2015). This approach was used to ensure that engaged and cooperative teachers contributed to the research, thereby enhancing the overall quality of the data collected. On the other hand, the purposive sampling technique, utilized for student selection, is a non-probability sampling method that allows researchers to deliberately choose participants based on specific criteria (Creswell, 2015). In this study, General Arts students were purposefully selected due to their proficiency in summarization, resulting from their exposure to a variety of reading subjects. The justification for this deliberate approach to student selection was crucial in ensuring participants possessed the requisite skills to provide meaningful and insightful responses aligned with the research questions.

Sample Size

The study involved a total of 78 participants, comprising 18 English language teachers and 60 General Arts students from the Cape Coast Metropolitan area. Within each of the three senior high schools, six English language teachers were purposefully selected for interviews, and 20 General Arts students were chosen to provide responses, resulting in a comprehensive sample size. The selection of English language teachers was carried out using a purposive sampling technique for the interview phase. Purposive sampling involves selecting participants based on specific characteristics or criteria

57

relevant to the research objectives (Creswell, 2017). Regarding the students, 60 General Arts students were purposively chosen to contribute to the data collection process. This group, comprising 20 students from each selected senior high school, was identified for their suitability in providing valuable insights into summary writing practices. While convenience sampling is acknowledged for its cost-effectiveness and accessibility (Sedgwick, 2013), it is important to note the potential bias associated with this sampling approach (Etikan, Musa, and Alkassimet, 2016). Patten (2021) underscores the importance of carefully choosing a sample size to minimize the introduction of biases and ensure a well-distributed representation throughout the population.

Data Collection Instrument

The chosen instrument for data collection was interview guide. It was utilized to extract insights from teachers, facilitating an in-depth exploration of their perspectives through face-to-face interviews. Face-to-face interviews were preferred over group interviews to allow for a more in-depth exploration of each teacher's unique perspectives and experiences without the influence or presence of others. This approach ensured that individual insights were thoroughly examined, promoting a deeper understanding of teachers' beliefs and instructional practices. These interviews varied in formality, adopting a semi-structured approach to provide respondents with the flexibility to express their opinions openly (Biney, 2019). Drawing on the recommendations of Guion, Diehl, and McDonald (2013), who advocated for qualitative interviews in program planning and evaluation, detailed semi-structured interviews were selected to delve into teachers' ideas and deeper thoughts.

58

The semi-structured nature of the interview questions allowed for open-ended responses, capturing nuanced beliefs and motivating factors shaping teachers' instructional strategies. Despite the challenges associated with transcribing and analyzing interviews, these interactions provided a comprehensive understanding of teachers' perspectives, crucial for addressing the research questions.

Additionally, a test was administered to students to assess their competence in summary writing. This test involved a passage with questions labeled as a. and b., requiring students to generate six summary answers, one for each question. The allotted time for this task was 50 minutes, and the evaluation was based on a total of 30 marks. This approach aimed to gauge students' practical application of the summary writing skills imparted by their teachers. While questions on summary writing provided a surface-level view of performance, the administered test offered a firsthand assessment of students' ability to apply the taught approaches in real writing scenarios within the classroom context.

Data Collection Procedure

Data from the teachers were collected first by scheduling a face-to-face interview with the English language teachers. Each teacher was interviewed by answering the semi – structured interview questions which contribute to understanding what motivates teachers to use the strategies they use in the classrooms. The nature of the semi structured questions gave the respondents the liberty to answer with their own words and to be freely expressive based on the questions asked related to the approaches used in the classroom.

59

The interviews were audio recorded and supplemented with field notes. The respondents were assured that the audio recordings are for academic purposes. This helped respondents to gain confidence in researcher and for researcher to break the ice and establish a rapport. After the interview had been conducted on the teachers, the selected students were gathered in a classroom. They were then given the passage to summarize. In each of the three schools, twenty students were given the same passage to read and summarize individually. Their responses provide a clear relationship between how they are being taught summary writing and how the students practice what they have been taught by their teachers. Addressing the concern of how the researcher ensured that the selected students were taught by the sampled teachers involved confirming the alignment of students with their respective English Language teachers through school records and class schedules.

Data Processing and Analysis

Several qualitative data analysis methods, such as thematic analysis, content analysis, and phenomenological analysis, are available, with the selection typically contingent upon the characteristics of the data. In this study, two distinct types of data analysis were implemented: content analysis for scrutinizing students' examination scripts and thematic analysis for analyzing teachers' interview responses. The Data Analysis Procedure comprises a systematic and rigorous approach to unraveling the insights garnered from the research questions (Creswell, 2013). Specifically tailored to address each query, the researcher meticulously outlined the steps involved in analyzing the data derived from both the interviews with teachers and the summary writing test administered to students.

For the first research question, exploring the pedagogical strategies employed by ESL teachers in teaching summary writing, the analytical tool employed is the interview guide. The thematic analysis method is chosen, involving a multi-step process. Firstly, familiarization with the data is achieved by thoroughly reading through teachers' responses. Subsequently, initial codes are generated, ensuring clear definitions and logical groupings without overlap. The next step involves searching for themes, wherein coded and collated data are examined to identify repeated patterns and construct themes closely linked to the original data. Themes are then reviewed, refined, and named, ensuring clarity and coherence. The final step encapsulates a comprehensive description of the final analysis, weaving a narrative that interprets the data coherently.

For the second research question, delving into how motivational beliefs shape ESL teachers' choices of pedagogical approaches for summary writing instruction, the interview guide remains the analytical tool. The thematic analysis method is again applied, mirroring the steps outlined for the first research question.

The summary writing test administered to students undergoes content analysis. This method involves scrutinizing the examination scripts to establish trends and patterns, addressing the specific aspects outlined by Krippendorff (1980). The researcher defines the relevant data, selects the communication content and sample, develops content or subject categories, finalizes the units of analysis (recording units), prepares a coding schedule, and analyzes the collected data. This method allowed for a focused examination of students' practical application of the taught summary writing

61

skills in real writing scenarios within the classroom context.

Thus, the Data Analysis Procedure was a strategic and nuanced process, tailored to the unique demands of each research question and the nature of the data collected from teachers and students.

Content Analysis

A content analysis is the analysis of already existing data to which meanings are conventionally attributed (Krippendorff, 1989). This type of data analysis concentrates on the content of a particular document be it written or oral. Content analysis allows researchers to establish their own context for inquiry therefore the researcher can decide a context within which the data is. Stemler (2000), established that content analysis allows researchers to examine trends and patterns in documents. In conducting content analysis, there are some questions to be addressed (Krippendorf, 1980). The questions have been listed below;

1. Which data are analysed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

The above questions propounded by Krippendorf (1980), seek to allow content analysts have a guide to follow in undertaking content analysis. However, in some cases, content analysis must be discarded if there are inappropriate records or a substantial number of documents from the population are missen (Steemler, 2000).

After the era of Krippendorf (1980), other scholars have also come up various studies on content analysis. Some of these studies include techniques on how to conduct content analysis. Prasad (2002), in his study considered how content analysis conforms to three basic principles of scientific method which are; objectivity, systematic and generalizability. According to the study, objectivity means the analysis is pursued on the basis of explicit rules which enable different researchers to obtain the same results from same documents or messages. The second principle which is systematic talks about the inclusion or exclusion of content according to the applied rules based on the materials that are beneficial to the researcher. The generalizability principle talks about the results obtained by the researcher can be applied to other similar situations. After his study on principles, he proposes a figure which determines the position of the content analyst in the communication process. Since content analysis is about content, a content analyst concentrates on the message in the communication process. More specifically, Prasad (2002), discussed steps to be followed in using content analysis. These steps were the same steps used in analyzing the examination scripts of the students as well as the interview of the teachers.

The first step was formulation of the research questions or objectives. This is the first step because every researcher has to be guided by objectives or research questions. Having objectives or questions will give the research focus. In the case of this study, having an objective will allow the researcher determine what to look for in the summary examination scripts of students.

The second step was selection of communication content and Sample. This step implied sampling the content to determine the number of data

needed as well as determine which data is relevant to the study. For this study, this second step allowed me to determine the most relevant documents in all the exam scripts of the students.

The third step was developing content or subject categories: This step flows from the research questions and it aims at classifying text. The categories must clearly be defined and noted down before coding begins. Every aspect of the test was represented under a class or a category. This allowed the major themes to be categorized and grouped

After this step, the units of analysis were finalized, this means that the researcher decided on the unit of analysis be it recording units or context units. This study however uses the recording unit instead of context unit because the context unit looks at a larger body whiles the recording unit looks at sentences or paragraphs. As this study concentrated on summary writing and these summary questions require students to use sentences to replace existing paragraphs of texts. Therefore, the use of recording units better served this purpose.

The next step was to prepare a coding schedule or inter coder reliability text. Categories were defined by calculating a coefficient of reliability by dividing the number of united placed in the same category by the number of units coded. The last stage according to Prasad (2002), is analyzing the collected data. Since the examination scripts to be analyzed contain the same questions for each school, the common sentences that fall under each category was identified and fixed there.

64

Thematic Analysis

Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify analyze and report repeated patterns (Braun & Clarke, 2006). It is a method for describing data as well as interpreting and selecting codes and constructing themes. This study being a description of how teachers teach summary writing in the classroom any why, adopted the thematic analysis because it is designed to search for shared and common patterns. The various similar themes raised by the teachers were grouped and then analyzed. In undertaking the thematic analysis for this study, the following steps were followed as propounded by Kiger et. Al (2019).

Step one: Familiarizing with the data by reading through the various responses from the teachers to have a fair idea of the responses given by the teachers.

Step two: Generating initial codes is the second step after having a fair idea of the responses given by the teachers. In generating the codes, I made sure that the codes were sufficiently well defined and grouped such that they were not overlapping and they fit logically within frameworks. The first codes were used as templates to be applied to the entire data.

Step three: Searching for themes is done after generating the initial codes. As the name implies, this step involves examination of the coded and collated data. These themes were constructed through analyzing, combining and comparing how the codes relate to one another. The themes were closely linked to the original data.

Step four: Reviewing themes, this step allowed the data extract to be resorted and themes modified to better reflect the coded data. It was at this stage that

65

relevant data was incorporated into the coding scheme and also to make sure that the data is coherent.

Step five: The fifth step is defining and naming themes. In this step, the names of the themes were reviewed to ensure that they were brief and adequately straightforward. Also, the themes were reviewed again to ensure that the scope of the theme is clearly defined and delimited.

Step six: The final step is where the final analysis was described. This step provided a clearer presentation to continue with the analysis which weaved a narrative that provided a clear account on how the data was interpreted.

Table 1: Research Questions and Respective Analytical Tool

No	Research Questions	Analytical Tool
1	What pedagogical strategies do ESL teachers use for teaching summary writing in senior high schools?	Interview guide
2	How do motivational beliefs shape ESL teachers' choices of pedagogical approaches for summary writing instruction?	Interview guide
3	How does the implementation of discussed pedagogical strategies influence student performance in summary writing?	Interview guide

Data Trustworthiness

Validity, defined as the measure of what is intended to be measured (Field, 2005), was assessed by granting my supervisor the opportunity to review both the interview guide and the administered test. Additionally, a pilot study was conducted, incorporating necessary corrections based on the supervisor's feedback. The pilot testing unveiled some ambiguous statements,

hindering participants' comprehension of the lesson content and interview items. Following the resolution of these issues, the data collection procedure proceeded smoothly. The pilot study's results indicated enhanced clarity and understanding among participants after addressing the identified concerns.

Ethical Issues

In other to avoid ethical issues, an ethical clearance form was obtained from the University's Institutional Review Board (IRB). This was done after the board had carefully gone through the proposal to make sure that no ethical issues will be encountered in conducting the study. On the field, the consent of participants was sought before administering the test to the students and interviewing the teachers. The participants were assured that the data collected was for academic purposes only, therefore their anonymity was assured. At any point if the respondent felt uncomfortable answering a question, it was put in a different way for the participants to be comfortable answering.

Limitations of the Study

Despite careful planning, certain limitations affected the scope and validity of this phenomenological study. The reliance on convenience and purposive sampling may have introduced selection bias, as participants may not have been fully representative of the entire population. The use of self-reporting methods, such as interviews and test responses, was susceptible to social desirability bias, potentially influencing the accuracy of the gathered data. Furthermore, the study's focus on a single geographical area and specific school subjects may have restricted the generalizability of findings to a broader educational context. Additionally, the absence of a control group hindered the comparison of summary writing practices between different

67

instructional approaches.

Delimitations

This phenomenological study was delimited by several factors to ensure a focused and manageable investigation. The research was confined to the Cape Coast Metropolitan Area in the Central Region of Ghana, limiting the generalizability of findings to other geographical locations. The study specifically targeted English language teachers and General Arts students, omitting other subject areas or specialized groups within the senior high school setting. The timeframe for data collection was also delimited, covering a specific period, which may have impacted the temporal applicability of the study's outcomes. Additionally, the research primarily employed qualitative methods, specifically content analysis and thematic analysis, thereby excluding other research approaches that could have provided alternative insights.

Chapter Summary

This chapter looked at the methods that are employed in conducting this study. It includes the research design, data collection instrument, sampling technique, population, sample size, and the data processing and analysis.

68

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter discusses findings on ESL pedagogical strategies in Cape Coast's selected high schools, specifically focusing on summary writing. Employing an interview guide and an achievement test, the study conducted a thorough thematic and content analysis for clear insights into ESL teaching practices.

Research Question 1: What pedagogical strategies do ESL teachers use for teaching summary writing in senior high schools?

Investigating effective pedagogical strategies for teaching summary writing in senior high schools is essential in the dynamic field of ESL education. In the past, ESL teachers have navigated the intricate task of imparting the skill of summary writing to students at the senior high school level. This research question delved into the diverse methodologies, instructional choices, and approaches employed by educators in this critical phase of students' academic journey. Senior high school students stand at a pivotal juncture where the refinement of advanced language skills, including summarization, significantly contributes to overall language proficiency. ESL teachers, during this phase, aim to foster linguistic competence and equip students with the vital ability to concisely convey complex information. To understand the nuances of summary writing instruction in this context, a retrospective examination of past pedagogical strategies was essential. This examination took into account the diverse needs, learning styles, and linguistic backgrounds of students in senior high schools. This research

69

comprehensively explored the strategies that ESL teachers have utilized in the past. Themes emerging from teacher responses provided valuable insights into the rationale behind selected approaches, the adaptability of these strategies to diverse student cohorts, and the overall effectiveness in achieving desired learning outcomes.

Importance of Dedicated Instructional Segments for Summary

The pivotal question, "Do you teach summary writing as a topic on its own in the English language classroom?" serves as the cornerstone in unraveling a distinct theme woven through the responses provided by educators regarding their instructional practices related to summary writing. The theme that prominently emerges from these responses revolves around the intentional and strategic allocation of dedicated instructional segments solely for the purpose of teaching summary writing.

Teacher 1 emphatically asserts, "Absolutely, we have dedicated segments in our curriculum explicitly focusing on summary writing." This response encapsulates a deliberate effort to carve out specific portions of the curriculum that exclusively delve into the intricacies of summary writing. The use of the term "explicitly focusing" explains the conscious and targeted nature of this instructional approach. Similarly, Teacher 2 stresses the thematic emphasis by affirming, "Yes, summary writing is accorded a distinct space in our English language curriculum." The choice of words, particularly "distinct space," conveys the intentional separation of summary writing from other topics. This deliberate segregation signifies a recognition of summary writing as a unique skill deserving of concentrated attention. Teacher 3, in further reinforcing the theme, states, "Certainly, summary writing is not merely an

70

incidental part of our English language classes; it's a dedicated topic." The term "dedicated topic" emphasizes a departure from treating summary writing as a peripheral or supplementary element within the curriculum. Instead, it highlights a conscious decision to elevate summary writing to the status of a standalone subject.

This thematic pattern is pedagogically significant as it illuminated a purposeful strategy employed by educators. Through designating specific instructional segments exclusively for summary writing, teachers aim to provide students with a comprehensive and profound understanding of the nuances and skills essential for effective summarization. This approach is rooted in the recognition that summary writing is not just a component of language education but a skill worthy of dedicated time and attention. The thematic emphasis in essence on dedicated instructional segments signifies a commitment to cultivating well-rounded and proficient writers. It aligns with the broader educational philosophy that acknowledges the distinct and crucial role summary writing plays in language development. Through this intentional instructional design, educators seek to empower students with the tools and knowledge needed for successful summarization in various contexts.

Teacher 1: *Absolutely, we have dedicated segments in our curriculum explicitly focusing on summary writing. These sessions are designed to provide students with an in-depth understanding of the nuances and skills required for effective summarization. By treating it as a standalone topic, we ensure that students appreciate the significance of summarization in various contexts.* (Field data, 2023)

71

Teacher 12: *Yes, summary writing is accorded a distinct space in our English language curriculum. We allocate specific time to delve into the intricacies of summary writing, emphasizing its importance as a standalone skill. This approach allows students to concentrate on the specific techniques and strategies involved in summarization.* (Field data, 2023)

Teacher 3: *Certainly, summary writing is not merely an incidental part of our English language classes; it's a dedicated topic. By addressing it separately, we can provide focused attention to the development of this critical skill. This ensures that students grasp the fundamentals and complexities of summarization effectively.* (Field data, 2023)

Enriching Summary Writing Instruction Through Supplementary Reading Materials

The inquiry into the effectiveness of reading materials beyond government-provided textbooks in teaching summary writing uncovers a thematic thread emphasizing the valuable role played by supplementary materials in enhancing the overall learning experience. The question, "Aside from textbooks provided by the government, how effective are other reading materials used in teaching summary writing in the classroom?" elicits responses from educators that collectively means the significance of diverse reading materials.

Teacher 4 encapsulates the thematic essence by asserting, "Supplementary reading materials play a crucial role in enhancing the effectiveness of our summary writing lessons." The use of the term "crucial

72

role" points to the indispensable contribution of supplementary materials. Teacher 4 further elucidates that these materials offer diverse perspectives, real-world examples, and additional context, thereby enriching the overall learning experience for students. Teacher 9 aligns with this thematic emphasis, stating, "Other reading materials, apart from the textbooks provided by the government, significantly contribute to the success of our summary writing sessions." The term "significantly contribute" means the substantial impact of supplementary reading materials on the success of summary writing sessions. Teacher 9 highlights the practical dimension these materials bring, offering varied content that resonates with students and facilitates a connection between theory and real-world applications. Teacher 10 reinforces the theme, stating, "The effectiveness of supplementary reading materials is notable in our classroom." The term "notable" emphasizes the observable and noteworthy impact of these materials. Teacher 10 elucidates that these materials go beyond prescribed textbooks, adding depth and relevance to summary writing lessons. They are portrayed as valuable resources capturing students' interest and fostering a comprehensive understanding of summarization.

This thematic pattern accentuated the pedagogical recognition that a diverse range of reading materials, beyond government-issued textbooks, is instrumental in cultivating a rich and meaningful learning environment for summary writing. The deliberate incorporation of supplementary materials is rooted in the belief that they bring added dimensions, practical relevance, and engagement to the instructional process. In essence, this theme advocates for an inclusive and varied approach to teaching summary writing, acknowledging

73

the multifaceted benefits of a diverse array of reading materials.

Teacher 4: *Supplementary reading materials play a crucial role in enhancing the effectiveness of our summary writing lessons. Beyond the government-issued textbooks, these materials provide diverse perspectives, real-world examples, and additional context, enriching the overall learning experience.* (Field data, 2023)

Teacher 9: *Other reading materials, apart from the textbooks provided by the government, significantly contribute to the success of our summary writing sessions. These materials bring a practical dimension, offering varied content that resonates with students and helps them connect theory with real-world applications.* (Field data, 2023)

Teacher 10: *The effectiveness of supplementary reading materials is notable in our classroom. These materials go beyond the prescribed textbooks, adding depth and relevance to our summary writing lessons. They serve as valuable resources that capture students' interest and facilitate a comprehensive understanding of summarization.* (Field data, 2023)

Dynamic Pedagogical Approaches in Summary Writing Instruction

In the pursuit of understanding the pedagogical approaches employed in teaching summary writing, a theme emerges that highlights the dynamic and diverse nature of instructional strategies within the comprehension and summary classroom. The respondents, English language teachers, were specifically asked about the methods they utilize in teaching summary, and

74

their responses collectively highlight the multifaceted approaches implemented to cater to the diverse needs and preferences of students. The question posed to the teachers revolved around the pedagogical approaches used in the context of summary writing instruction. The theme encapsulates the essence of the responses provided by the teachers, emphasizing the dynamic, diverse, and carefully chosen nature of their instructional strategies.

Teacher 1 sheds light on the interactive nature of the classroom by emphasizing the incorporation of group discussions. This not only provides a collaborative platform for students to analyze and summarize texts but also recognizes the importance of individualized guidance, acknowledging the diversity in learning styles among students. Building on this, Teacher 5 contributes to the theme by indicating a mix of strategies employed in the classroom. These include interactive group activities, individualized summarization exercises, and the integration of multimedia resources. The inclusion of multimedia elements suggests an effort to engage students through varied methods, acknowledging that different learners respond differently to diverse approaches. Teacher 8 further enriches the theme by using terms such as "carefully chosen" and "dynamic learning environment." The emphasis on utilizing interactive group discussions, individualized summarization tasks, and multimedia elements reinforces the idea that the pedagogical approaches are not only varied but also thoughtfully selected to create an inclusive and engaging learning atmosphere.

This theme highlights the significance of employing diverse and dynamic pedagogical approaches in the comprehension and summary classroom. This diversity is not just a random assortment of strategies but is

carefully chosen to address the varied learning styles and preferences of students. It fosters an environment where each student has the opportunity to excel in the essential skill of summarization.

Teacher 1: *Our pedagogical approaches in the comprehension and summary classroom are diverse. We incorporate interactive group discussions, providing students with the opportunity to collaboratively analyze and summarize texts. Additionally, we offer individualized guidance for summarization tasks to address varying learning styles*. (Field data, 2023)

Teacher 5: *Pedagogically, we adopt a mix of strategies in our classroom. This includes interactive group activities, individualized summarization exercises, and integration of multimedia resources. This approach caters to the diverse learning preferences of our students, ensuring an inclusive and engaging learning experience*. (Field data, 2023)

Teacher 8: *The pedagogical approaches in our classroom are carefully chosen to create a dynamic learning environment. We utilize interactive group discussions, individualized summarization tasks, and incorporate multimedia elements. This variety accommodates different learning styles and ensures that each student has the opportunity to excel in summarization.* (Field data, 2023)

Effectiveness of Pedagogical Approaches in Summary Writing Instruction

The theme that emerges from teachers' responses to the question about the effectiveness of pedagogical approaches in teaching summary writing

76

revolves around the tangible and consistent improvement observed in students' comprehension and summarization skills. The question posed to the teachers centered on how they would describe the effectiveness of the pedagogical approaches employed in teaching summary. The theme encapsulates the essence of the responses, highlighting the measurable impact these approaches have on students' performance and skill development.

Teacher 11 provides a perspective on effectiveness by tying it directly to students' tangible improvement. The emphasis on the application of strategies and techniques in assessments suggests a direct correlation between the pedagogical approaches and students' ability to comprehend and summarize effectively. Teacher 7 contributes to the theme by using terms like "highly successful" and linking the effectiveness of approaches to consistently enhanced skills in summarization. The emphasis on improved performance in assessments as an outcome emphasizes the positive and enduring impact of the teaching methods. Teacher 6 reinforces the theme by asserting that the employed pedagogical approaches have proven to be very effective. The evidence of students not only understanding summary writing principles but also proficiently applying these skills in assessments serves as a testament to the success of the methods.

The theme accentuates the effectiveness of pedagogical approaches in summary writing instruction by focusing on the tangible outcomes observed in students. The success is measured not only by improved performance in assessments but also by students' adept application of summarization skills, showcasing a clear and positive correlation between teaching methods and skill development.

Teacher 11: *The effectiveness of our pedagogical approaches is reflected in the tangible improvement of students' comprehension and summarization skills. Their performance in summary-related assessments demonstrates a clear application of the strategies and techniques introduced in our lessons.* (Field data, 2023)

Teacher 7: *I would describe the effectiveness of our pedagogical approaches as highly successful. Students consistently exhibit enhanced skills in summarization, translating into improved performance in assessments. The positive outcomes express the impact of our teaching methods.* (Field data, 2023)

Teacher 6: *The pedagogical approaches we employ have proven to be very effective. Students not only understand the principles of summary writing but also apply these skills proficiently in assessments. The success of our methods is evident in the students' grasp of summarization concepts and their ability to implement them effectively.* (Field data, 2023)

Consistent Integration

The theme derived from teachers' responses to the question about the frequency of using pedagogical approaches in the comprehension and summary classroom revolves around the consistent and regular integration of these approaches. The question inquired about how often teachers employ pedagogical approaches in the comprehension and summary classroom. The theme encapsulates the dedication and emphasis placed by teachers on ensuring a regular and balanced application of these methods throughout the academic term.

78

Teacher 18 contributes to the theme by highlighting the commitment to a balanced and consistent application of pedagogical approaches. The mention of continuous guidance throughout the academic term suggests a strategic and ongoing effort to reinforce these essential skills regularly. Teacher 15 reinforces the theme by stating that the frequency of using pedagogical approaches is consistent. The belief in regular integration signifies a deliberate effort to provide students with continuous support and guidance in developing their comprehension and summary writing skills. Teacher 13 further supports the theme by emphasizing the regular incorporation of pedagogical approaches into lessons. The recognition of the importance of comprehension and summary writing skills is reflected in the consistent application of these methods, promoting a thorough understanding among students.

This theme in all emphasizes the commitment of teachers to consistently integrate pedagogical approaches into summary writing instruction. The regularity of application reflects a deliberate and strategic effort to provide ongoing support and guidance to students, reinforcing the significance of comprehension and summary writing skills in the curriculum.

Teacher 18: *I integrate these pedagogical approaches regularly into my comprehension and summary classroom. Striving for a balanced and consistent application, I ensure that students receive continuous guidance throughout the academic term.* (Field data, 2023)

Teacher 15: *The frequency of using these pedagogical approaches is consistent in my comprehension and summary classroom. I believe in regular integration to provide students*

79

with continuous support and guidance in developing their crucial comprehension and summary writing skills. (Field data, 2023)

Teacher 13: *The pedagogical approaches are incorporated into my lessons regularly. Recognizing the importance of comprehension and summary writing skills, I ensure a consistent application of these methods. This approach reinforces the significance of these skills in our curriculum and promotes a thorough understanding among students.* (Field data, 2023)

Discussions

The investigation into effective pedagogical strategies for teaching summary writing in senior high schools is informed by a synthesis of findings from diverse studies. In the ESL context, educators encounter the formidable task of imparting summary writing skills to senior high school students, a critical juncture where advanced language skills significantly contribute to overall language proficiency (Abbasi, 2011; Adesope, Larvin, & Thompson, 2011). A synthesis of responses from the interviewed teachers reveals nuanced insights, forming thematic patterns that shed light on the intentional choices and practices employed in summary writing instruction. A prominent theme emerges regarding the deliberate allocation of dedicated instructional segments exclusively for teaching summary writing. This strategic separation from other curriculum topics draw attention to its recognized significance in linguistic development (Abbasi, 2012; Barmby, 2006). The commitment to treating summary writing as a standalone topic reflects a pedagogical

80

philosophy that acknowledges its unique role in fostering language proficiency (Bever, 1970).

Supplementary reading materials play a crucial role, as highlighted by teachers, beyond the confines of government-issued textbooks (Facella, Natale, & Trovato, 2005; Deci & Ryan, 1985). These materials contribute diverse perspectives, real-world examples, and additional context, enriching the overall learning experience (Chou, 2012). This aligns with a broader pedagogical philosophy advocating for a multifaceted approach to teaching summary writing, recognizing the varied benefits of diverse reading materials (Baumann et al., 2018). The pedagogical approaches employed in summary writing instruction are diverse, reflecting a thoughtful selection to address the varied needs and preferences of students (Ertmer, 2005; Bandura, 1977). The integration of interactive group discussions, individualized summarization exercises, and multimedia resources suggests an effort to engage students through varied methods (Baumann et al., 2018). This diversity is not random but carefully chosen to create an inclusive and engaging learning atmosphere (Smylie, 1988).

Effectiveness of pedagogical approaches emerges as a pivotal theme, with teachers linking the success of their methods to tangible improvements in students' comprehension and summarization skills (Arakelyan, 2011; Bever, 1970). This effectiveness is measured not only by enhanced performance in assessments but also by students' adept application of summarization skills in various contexts (Deci & Ryan, 1985). Consistent integration of pedagogical approaches throughout the academic term is a commitment emphasized by teachers, ensuring continuous support and guidance for students (Dellinger et

81

al., 2008). This sustained effort reinforces the significance of comprehension and summary writing skills in the curriculum, aligning with a broader educational philosophy that views these skills as essential components of language development (Eze, 2013).

In short, the synthesis of findings under Research Question 1 provided a comprehensive and detailed understanding of ESL teachers' deliberate choices, effective practices, and ongoing commitment in the landscape of summary writing instruction for senior high school students. The thematic patterns woven through these findings illuminated the multifaceted nature of pedagogical strategies employed in ESL classrooms, contributing to the broader discourse on enhancing ESL education and fostering language proficiency.

Research Question 2: How do motivational beliefs shape ESL teachers' choices of pedagogical approaches for summary writing instruction?

In the field of ESL education, understanding how motivational beliefs influence the choices ESL teachers make in their pedagogical approaches for summary writing instruction is a pivotal aspect of effective language education. Over time, educators have recognized the profound impact of motivational factors on student engagement, learning outcomes, and overall academic success. This research question delved into the motivational beliefs that underpin the decisions of ESL teachers when crafting and implementing pedagogical approaches specifically tailored for summary writing instruction. Motivation is a driving force that intricately weaves into the fabric of teaching practices. Past experiences of ESL teachers provided valuable insights into the factors that inspire and fuel their commitment to designing effective

82

instructional methods. As teachers reflect on instances where motivational beliefs played a significant role in shaping their approaches, the research explored the varied interplay between teacher motivation and student learning outcomes in summary writing. Through thematic analysis of teacher responses, this research uncovered patterns, recurring themes, and diverse perspectives related to motivational beliefs. Teachers' narratives provided a retrospective view of their pedagogical journey, elucidating moments where a strong sense of motivation influenced the adoption of innovative strategies, the cultivation of a positive learning environment, and the overall effectiveness of summary writing instruction.

Intrinsic Motivation

The theme extracted from teachers' responses to the question about their motivation to use pedagogical approaches in the summary writing classroom revolves around intrinsic motivation and its impact on teaching practices. The question delved into the personal motivation of teachers in employing pedagogical approaches. The theme encapsulates the strong sense of motivation driven by witnessing students' progress, active engagement, and the satisfaction derived from contributing to their academic growth.

Teacher 14 contributes to the theme by expressing exceptionally high motivation. The satisfaction of seeing students grasp complex concepts and enhance their summary writing skills serves as a fuel for enthusiasm. The added motivation of imparting valuable skills that extend beyond the classroom emphasizes a deeper sense of purpose in teaching. Teacher 17 reinforces the theme by highlighting the integral role of motivation in their teaching philosophy. The great inspiration drawn from seeing students actively

83

engaged and making progress in summary writing is a driving force. The awareness that their methods contribute to students' academic growth enhances their commitment to consistent use of pedagogical approaches. Teacher 16 further supports the theme by emphasizing the crucial role of maintaining a high level of motivation. The satisfaction derived from observing students develop proficient summary writing abilities serves as a continuous encouragement to refine and apply innovative pedagogical methods.

This theme put in the spotlight the intrinsic motivation that propels teachers to employ pedagogical approaches in the summary writing classroom. The deep satisfaction derived from students' progress and the commitment to contributing to their academic growth reflect a profound sense of purpose and dedication in teaching.

Teacher 14: *My motivation to utilize these pedagogical approaches in the summary writing classroom is exceptionally high. Witnessing students grasp complex concepts and enhance their summary writing skills fuels my enthusiasm. The sense of imparting valuable skills that extend beyond the classroom further motivates me to employ effective teaching strategies.* (Field data, 2023)

Teacher 17: *Motivation is integral to my teaching philosophy. I find great inspiration in seeing students actively engaged and making progress in summary writing. Knowing that the methods I employ contribute to their academic growth enhances my commitment to using these pedagogical*

approaches consistently. (Field data, 2023)

Teacher 16: *Maintaining a high level of motivation is crucial in my teaching approach. The satisfaction derived from observing students develop proficient summary writing abilities encourages me to continuously refine and apply innovative pedagogical methods.* (Field data, 2023)

Innovative Sparks

The theme extracted from teachers' responses to the question about occasions that motivated them to develop new approaches in teaching summary writing revolves around innovation sparked by specific challenges, professional development, and a commitment to inclusivity. The question sought instances where teachers were motivated to innovate, leading to the development of new approaches. The theme encapsulates the motivatio to innovate arising from challenges faced by students, exposure to emerging trends in language education, and the recognition of diverse learning styles.

Teacher 11 contributes to the theme by describing a memorable instance where the motivation to develop a new approach stemmed from noticing students struggling with traditional methods. This challenge fueled determination to create a more interactive and personalized approach, integrating multimedia resources to enhance understanding. Teacher 5 reinforces the theme by highlighting the motivation to innovate after attending a workshop on emerging trends in language education. Eager to integrate these insights, a new approach emphasizing collaborative learning and technology integration was crafted for a more diverse classroom experience. Teacher 4 further supports the theme by explaining that the motivating factor for

85

introducing a new teaching approach was the recognition of diverse learning styles among students. Observing the need for inclusivity, a method was developed to cater to varied preferences, fostering a more inclusive and engaging learning environment.

The theme emphasizes the diverse motivations that lead teachers to innovate in summary writing instruction. Whether driven by challenges, professional development opportunities, or a commitment to inclusivity, these instances highlight the varied and responsive nature of effective teaching practices.

Teacher 11: *One memorable instance of motivation to develop a new approach arose when I noticed certain students struggled with traditional methods. This challenge sparked my determination to create a more interactive and personalized approach, incorporating multimedia resources to enhance their understanding.* (Field data, 2023)

Teacher 5: *The motivation to innovate struck when I attended a workshop highlighting emerging trends in language education. Eager to integrate these insights, I crafted a new approach to teaching summary writing, emphasizing collaborative learning and technology integration for a more dynamic classroom experience.* (Field data, 2023)

Teacher 4: *A motivating factor for introducing a new teaching approach was the recognition of diverse learning styles among students. Observing the need for inclusivity, I developed a method that catered to varied preferences, fostering a more*

86

inclusive and engaging learning environment. (Field data, 2023)

Innovative Pedagogical Practices Shaping ESL Learning Experiences

In response to the question, "Can you describe any changes in your motivation for pedagogical development in teaching summary writing?" the teachers expressed diverse motivations that have fueled their pedagogical evolution. In the adaptable field of ESL education, teachers continually explore innovative pedagogical approaches to elevate the learning experiences of their students. One such innovative strategy, as implemented by Teacher 13, involves the adoption of a flipped classroom model. In this approach, students are encouraged to independently engage with instructional materials before the scheduled class. This intentional restructuring of the learning process allows the valuable in-class time to be dedicated to collaborative activities and in-depth discussions. The primary aim is to foster critical thinking skills, particularly in the context of summary writing. By providing students with a foundational understanding before face-to-face sessions, this method seeks to enhance their ability to analyze and summarize texts effectively.

Teacher 9 takes a creative leap by incorporating gamification elements into the summary writing exercises. This innovative approach transforms mundane tasks into interactive games, injecting an element of fun and engagement into the learning process. Beyond the evident increase in student participation, the gamification strategy aims to create a more enjoyable learning atmosphere. The underlying goal is to leverage the motivational power of game-like elements to enhance students' retention of key concepts related to summary writing. This approach acknowledges the diverse learning

87

preferences of students and strives to create an inclusive and evolving educational environment. Teacher 3 responds to the challenges of the digital era by integrating online collaborative platforms into the ESL classroom. This strategic move not only taps into the natural inclination of tech-savvy students but also addresses the evolving demands of communication in contemporary society. The real-time collaboration on summary writing tasks facilitated by online platforms serves a dual purpose. It not only motivates students through the incorporation of technology but also equips them with valuable skills essential for effective communication in the modern world. This theme focuses on the proactive and adaptive nature of ESL educators, who leverage innovative pedagogical practices to create engaging, relevant, and forward-thinking learning experiences for their students.

Teacher 13: *Recently, I implemented a flipped classroom model, where students engage with instructional materials independently before class. This allowed our in-class time to focus on collaborative activities and in-depth discussions, enhancing their critical thinking skills in summary writing.* (Field data, 2023)

Teacher 9: *An innovative approach I introduced involves gamification elements, turning summary writing exercises into interactive games. This not only increased student participation but also created a more enjoyable learning atmosphere, ultimately improving their retention of key concepts.* (Field data, 2023)

Teacher 3: *In response to the digital era, I integrated online collaborative platforms for real-time collaboration on summary writing tasks. This not only motivated tech-savvy students but also provided them with valuable skills relevant to the evolving demands of communication in the modern world*. (Field data, 2023)

Teacher's Sense of Fulfillment in Successful Pedagogical Implementation

In response to the question, "How does it feel like to successfully execute a pedagogical approach in the summary writing classroom?" ESL educators conveyed a profound sense of fulfillment and accomplishment. The successful execution of a pedagogical approach in the summary writing classroom elicits profound feelings of fulfillment and accomplishment for ESL educators. Teacher 15 expresses the rewarding nature of this experience, emphasizing the sense of accomplishment derived from witnessing students confidently apply the strategies taught. The joy emanates from observing students not only grasp the complexities of summary writing but also demonstrate a clear understanding of the subject matter. The success of students becomes a testament to both their academic journey and the effectiveness of the educator, creating a symbiotic relationship between teaching and learning.

Teacher 14 echoes the sentiment of fulfillment, emphasizing the gratification derived from witnessing students master summary writing through a meticulously designed and executed pedagogical approach. The joy experienced by the teacher is rooted in the realization that the invested effort in creating effective strategies translates into tangible student progress and

overall academic growth. This theme center around the intrinsic connection between the teacher's commitment to innovative teaching methods and the resultant success of students in mastering summary writing skills. Teacher 16 metaphorically likens the feeling of successfully implementing a pedagogical approach to seeing the pieces of a puzzle fall into place. This vivid imagery captures the sense of coherence and understanding that emerges in the classroom. The positive outcome instills confidence not only in students but also in the educator, fostering a dynamic and encouraging learning environment. The success in executing pedagogical approaches becomes a catalyst for active student participation and excellence in summary writing tasks. This theme collectively highlights the emotional rewards experienced by ESL educators when their innovative teaching methods effectively contribute to students' mastery of summary writing.

> Teacher 15: *Successfully executing a pedagogical approach in the summary writing classroom is immensely rewarding. The sense of accomplishment stems from witnessing students confidently apply the taught strategies, demonstrating a clear understanding of the subject matter. Their success reflects positively on both their academic journey and my effectiveness as an educator.* (Field data, 2023)

> Teacher 14: *It's a fulfilling experience to see students master summary writing through a well-executed pedagogical approach. The joy comes from knowing that the effort invested in designing and implementing effective strategies translates into tangible student progress and academic growth*. (Field

90

data, 2023)

Teacher 16: *The feeling of successfully implementing a pedagogical approach is akin to seeing the pieces of a puzzle fall into place. It instills confidence in both students and myself, fostering a positive and dynamic learning environment where students actively participate and excel in summary writing tasks.* (Field data, 2023)

Development of Motivation in Pedagogical Development

In response to the question about changes in motivation for pedagogical development in teaching summary writing, the teachers' narratives collectively weave a theme of evolution. Teacher 1's journey unveils a shift from traditional methods to a diverse, student-centered approach, driven by the recognition of changing student needs and educational domains. This evolution is specifically tied to the question about changes in motivation over time. Similarly, when prompted to describe any changes in motivation, Teacher 7's narrative unfolds a transformation from an initial focus on effective curriculum coverage to fostering genuine interest in summary writing. The specific interview question brings forth insights into the shifting motivations that influence pedagogical approaches.

Teacher 18's experience is framed within the context of positive transformations in motivation through continuous professional development, specifically addressing the question about changes in motivation. Exposure to new research, methodologies, and success stories reinforces a commitment to staying motivated and adaptable in enhancing summary writing instruction. This theme, rooted in the interview question, collectively portrays the many

91

nature of teachers' motivations, providing a nuanced understanding of how these motivations adapt over time and influence their approaches to teaching summary writing.

Teacher 1: *Over time, my motivation for pedagogical development has evolved from a focus on traditional methods to a more dynamic and student-centered approach. Recognizing the changing needs of students and the educational landscape motivates me to continually seek innovative strategies that resonate with the current generation*. (Field data, 2023)

Teacher 7: *Initially motivated by a desire to cover the curriculum effectively, my approach to pedagogical development shifted towards fostering a genuine interest in summary writing. The increased student engagement and positive outcomes further fuel my motivation to explore and implement diverse teaching methods*. (Field data, 2023)

Teacher 18: *My motivation for pedagogical development has undergone a positive transformation through continuous professional development opportunities. Exposure to new research, methodologies, and success stories of student achievement reinforces my commitment to staying motivated and adaptable in enhancing summary writing instruction*. (Field data, 2023)

Discussions

The narratives shared by ESL teachers offer profound insights into the intricate relationship between motivational beliefs and pedagogical approaches

92

for summary writing. One predominant theme that emerges from these discussions is the significant role of intrinsic motivation. Drawing from Deci and Ryan's Self-Determination Theory (1985), which posits that individuals are most motivated when driven by internal factors such as personal interest and satisfaction, Teacher 14's emphasis on deriving personal satisfaction from witnessing students' progress aligns seamlessly with this theoretical framework. The narrative stressed the profound impact of intrinsic motivation in sustaining educators' commitment to crafting effective pedagogy tailored for summary writing.

Moreover, the thematic exploration of innovation within ESL classrooms aligns with Rogers' Diffusion of Innovations (2003). This framework points out the importance of adopting new practices to enhance educational outcomes. Teacher 11's narrative, which highlights the development of a more interactive and personalized approach in response to identified challenges, resonates with Rogers' proposition that innovation often arises from a genuine need for improvement. Furthermore, Teacher 5's motivation to innovate after attending a workshop on emerging trends, along with Teacher 4's recognition of diverse learning styles, exemplifies the imperative for educators to embrace innovative strategies, as discussed by Zhao and Frank (2003). These strategies are crucial for catering to varied student preferences and fostering inclusive learning environments.

The evolution of motivation over time, as reflected in the teachers' narratives, correlates with the concepts articulated by Darling-Hammond and Bransford (2005) concerning teacher development. Teacher 1's journey, indicating a shift from traditional methods to a more dynamic, student-

93

centered approach, resonates with the idea that continuous professional development and adaptive teaching practices are essential for educators to stay abreast of changing student needs and educational landscapes. Additionally, Teacher 7's transformation from an initial focus on effective curriculum coverage to fostering genuine interest in summary writing mirrors the varied nature of motivations that influence pedagogical approaches, as emphasized by Hargreaves and Fullan (2012).

The scholarly works, namely Deci and Ryan's Self-Determination Theory, Rogers' Diffusion of Innovations, and the insights from Darling-Hammond and Bransford, provide robust theoretical frameworks that not only align with but also enrich the themes extracted from ESL teachers' narratives. Together, these frameworks contributed to a comprehensive understanding of the intricate interplay between motivational beliefs, pedagogical approaches, and the dynamic nature of teaching practices in the context of ESL education and summary writing instruction.

Research Question 3: How the implementation of discussed pedagogical strategies influence sstudents' performance in summary writing?

Research Question 3 sought to examine the repercussions of implemented pedagogical strategies, as articulated by ESL teachers, on the actual performance levels of 60 students drawn from the three schools regarding summary writing. This inquiry aimed to provide nuanced insights into the practical implications of the teaching approaches discussed by educators. As language educators play a vital role in shaping students' language proficiency, the research endeavored to unravel the intricate connections between the strategies employed by teachers and the resultant

94

performance outcomes in summary writing tasks. The following section centred the findings and analysis, shedding light on how students, when presented with a summary writing task, navigated the challenges and leveraged the knowledge imparted by their teachers.

Learning Problems Identified by Students (Excerpt A)

In examining learning problems identified by students (Excerpt A), it was revealed that some students exhibited a negative attitude towards studies, indicating a pessimistic view about their ability to build a bright future through education. Additionally, students reported having a poor attitude towards teachers, possibly influenced by a perception that teachers do not employ engaging methods in their teaching. Moreover, challenges in grasping abstract ideas were acknowledged by some students, particularly in subjects like science and mathematics, impacting their overall performance in areas such as reading, spelling, and factual recall. These findings underscore the multifaceted nature of learning obstacles faced by students in the educational context.

1. Negative Attitude Towards Studies: Some students expressed a pessimistic view about their ability to build a bright future through education, indicating a misunderstanding of the aims and objectives of education.

2. Poor Attitude Towards Teachers: Students mentioned having a poor attitude towards teachers, possibly linked to a perception that teachers don't employ engaging methods in their teaching.

3. Difficulty Grasping Abstract Ideas: Some students acknowledged struggling with abstract ideas, especially in subjects like science and

95

mathematics, impacting their performance in reading, spelling, and factual recall.

Possible Solutions Identified by Students (Excerpt B)

In considering possible solutions identified by students (Excerpt B), it was observed that students recognized the efficacy of repetition in aiding memory, suggesting that repeating words and concepts could engage their senses of sight and hearing, leaving a lasting impression on the mind. Additionally, a practical approach mentioned by students involved their determination to overcome learning problems, underscoring the role of teachers in keeping them focused and maintaining an intimate knowledge of students. Furthermore, students emphasized the importance of teacher support, highlighting that teachers, given their daily contact, are well-positioned to assist them in overcoming learning challenges. These insights provide valuable perspectives on potential strategies to address and alleviate learning problems among students.

1. Repetition of Ideas: Students recognized the value of repetition in aiding memory, suggesting that repeating words and concepts could engage their senses of sight and hearing, leaving a lasting impression on the mind.

2. Determination to Overcome Learning Problems: A practical approach mentioned by students was their determination to overcome learning problems, emphasizing the role of teachers in keeping them focused and intimate knowledge of students.

3. Teacher Support: Students highlighted the importance of teacher support, emphasizing that teachers, being in daily contact, are well-

96

positioned to assist them in overcoming learning challenges.

Analysis of Performance Variation among Students

Upon analyzing the answers of the 60 students engaged in the summary writing task, a notable divergence in performance emerged. The qualitative nature of the study prohibited precise numerical categorization, yet discernible patterns in student performance were evident. Some students exhibited a commendable grasp of summary writing, showcasing a depth of understanding and effective application of the pedagogical strategies discussed by ESL teachers. On the contrary, a subset of students struggled to navigate the complexities of summary writing, reflecting potential challenges in translating theoretical knowledge into practical skills. Concurrently, a middle cohort of students demonstrated an average proficiency, indicating a moderate assimilation of the pedagogical approaches. This divergence in performance underscored the multifaceted impact of pedagogical strategies, unraveling the heterogeneous nature of student responses to the teaching methodologies discussed by ESL educators.

While some students identified issues such as negative attitudes towards studies, poor attitudes towards teachers, and difficulties with abstract ideas, others recognized solutions like repetition of ideas, personal determination, and the crucial role of teacher support. The qualitative data suggested a diverse range of perspectives among the students regarding their learning experiences and the impact of pedagogical strategies. Further, the variation in responses indicated that the effectiveness of implemented pedagogical strategies may differ among students, emphasizing the need for tailored approaches in ESL classrooms.

97

Discussions

The investigation into the impact of pedagogical strategies on students' performance in summary writing has unveiled a diverse range of proficiency levels among the participants. Noteworthy is the significant number of students who demonstrated a high degree of competence, effectively applying the discussed strategies in their summary writing (Abbasi, 2011; Chou, 2012). This proficiency spectrum aligns with the findings emphasizing the influence of individual differences in learning styles on student performance (Barmby, 2006). The heterogeneous nature of student abilities suggests that tailored and differentiated approaches are essential to accommodate diverse proficiency levels. Moreover, the observed proficiency spectrum finds support in the work emphasizing the importance of students' ability to translate theoretical knowledge into practical skills (Eze, 2013). This alignment underscores the need for educators to recognize and address the varying levels of proficiency among students in summary writing tasks (Deci & Ryan, 1985). By doing so, pedagogical strategies can be adapted to suit individual needs, promoting a more inclusive and effective learning environment (Gardiner, 2009).

A central theme in the analysis revolves around the translation of pedagogical strategies into practical skills during summary writing tasks. While some students successfully applied the discussed approaches, others encountered challenges in implementation (Baumann et al., 2018; Eze, 2013). This theme resonates with the insights emphasizing the significance of understanding the dynamic relationship between instruction and application for effective learning outcomes (Baker & de Kanter, 1981). The works further highlight that a misalignment between theoretical knowledge and practical

application can impede the impact of teaching methods (Duffy, 2002). Drawing from the provided literature, the analysis supports the argument that refining pedagogical approaches to bridge the gap between instruction and application is crucial (Arakelyan, 2011). Incorporating strategies that facilitate the seamless integration of theoretical knowledge into practical tasks can enhance students' performance in summary writing (Chou, 2012). This theme emphasizes the need for continuous pedagogical development to ensure the effective translation of instructional methods into tangible skills for students (Baumann et al., 2018).
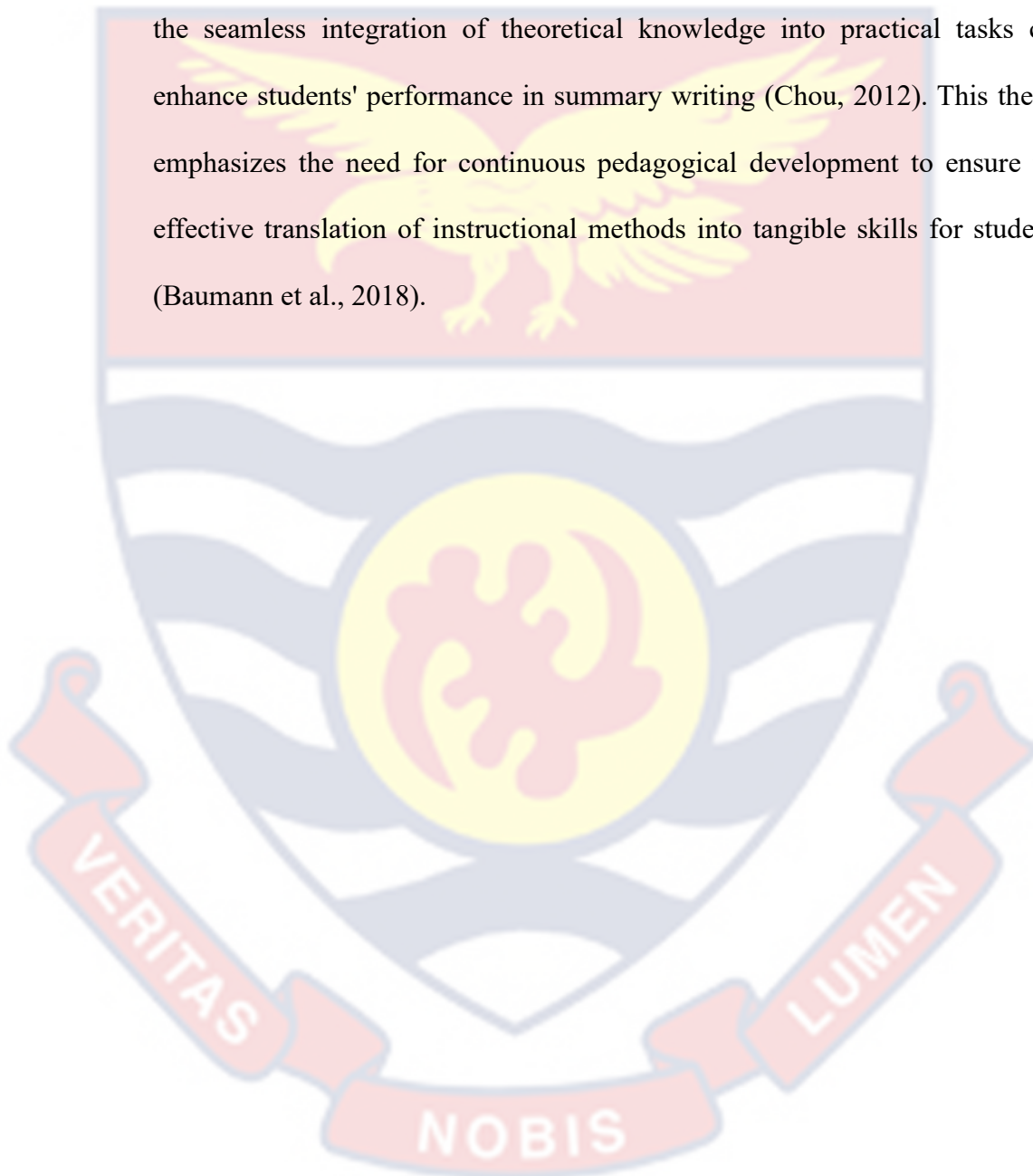
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the conclusion of the research, bringing together key findings, drawing conclusions, and offering practical recommendations. It serves as a comprehensive synthesis and reflection on the entire study, highlighting its significance and implications for future educational practices.

Summary of the Research Process

The research delved into the detailed relationship between ESL teachers' motivational beliefs, pedagogical approaches for summary writing instruction, and the subsequent impact on student performance. The study employed a dual-method approach, involving interviews with teachers and an analysis of student responses to summary writing tasks.

In addressing the first research question, the study explored how motivational beliefs shape ESL teachers' choices in pedagogical approaches for summary writing instruction. Through in-depth interviews, teachers reflected on their intrinsic motivation, emphasizing the satisfaction derived from witnessing students' progress, active engagement, and their contribution to academic growth. The thematic analysis revealed a prevalent theme of intrinsic motivation, where teachers expressed a profound sense of purpose and dedication in their teaching practices.

The investigation into innovative approaches formed the second research question, seeking instances that motivated teachers to develop new methods for teaching summary writing. Teachers shared experiences of innovation sparked by challenges, professional development, and a

100

commitment to inclusivity. These instances ranged from creating interactive and personalized approaches to incorporating gamification elements and integrating online collaborative platforms. The theme of innovative sparks highlighted the dynamic and responsive nature of effective teaching practices within the context of summary writing instruction.

The third research question focused on understanding how implemented pedagogical strategies influenced student performance in summary writing. Through an analysis of student responses to summary writing tasks, the study identified a spectrum of proficiency levels. Some students demonstrated a commendable grasp of summary writing, effectively applying the discussed pedagogical strategies. However, others faced challenges in translating theoretical knowledge into practical skills. The analysis underscored the heterogeneous nature of student abilities and emphasized the need for tailored and differentiated approaches in ESL classrooms.

The research provided valuable insights into the multifaceted relationship between teachers' motivational beliefs, innovative pedagogical approaches, and the diverse impact on student performance in summary writing. The findings contribute to a nuanced understanding of effective ESL education practices, emphasizing the importance of intrinsic motivation, innovation, and adaptive teaching strategies to cater to varying student needs.

Summary of Key Findings

The research unraveled the complex dynamics between ESL teachers' motivational beliefs, their pedagogical approaches for summary writing instruction, and the resultant impact on student performance (Bandura, 1989;

Barmby, 2006). This study utilized interviews with ESL teachers and analyzed student responses to summary writing tasks to comprehensively explore these interconnections.

The first key finding revolved around the profound influence of intrinsic motivation on ESL teachers' choices in pedagogical approaches for summary writing. Through thematic analysis of teacher responses, it became evident that intrinsic motivation was a driving force, intricately woven into the fabric of teaching practices (Dellinger et al., 2008). Teachers expressed a strong sense of satisfaction derived from witnessing students' progress, active engagement, and their contribution to academic growth (Rosenberg & Koehler, 2015). This intrinsic motivation emerged as a driving force, underscoring the deep commitment and purpose teachers brought to crafting effective instructional methods tailored for summary writing (Barmby, 2006). Teacher narratives, such as those from Teacher 14, 17, and 16, vividly portrayed how personal satisfaction and the sense of imparting valuable skills propelled their enthusiasm and commitment to innovative teaching strategies (Christensen & Eyring, 2011).

The second major finding centered on the theme of innovative sparks that motivated ESL teachers to develop new approaches for teaching summary writing. Teachers shared instances of innovation sparked by challenges faced by students, exposure to emerging trends in language education (Chou, 2012), and a commitment to inclusivity. Teacher 11, for instance, described how a challenge, such as students struggling with traditional methods, fueled the determination to create a more interactive and personalized approach. Teacher 5, inspired by a workshop on emerging trends, crafted a new approach

102

emphasizing collaborative learning and technology integration (Curtis et al., 2005). This theme underscored the dynamic and responsive nature of effective teaching practices, illustrating how educators proactively sought innovative methods to enhance the summary writing experience for their students (Zhao & Frank, 2003).

The third significant finding pertained to the diverse impact of implemented pedagogical strategies on student performance in summary writing. The analysis of student responses on the summary text revealed a spectrum of proficiency levels, indicating that some students demonstrated a commendable understanding and application of the discussed strategies, while others encountered challenges. This finding emphasized the need for tailored and differentiated approaches in ESL classrooms (Nunan, 1995). The proficiency spectrum highlighted in the student responses aligned with the idea that individual differences in learning styles influence student performance (Zhao & Frank, 2003). The qualitative data suggested a diverse range of perspectives among students regarding their learning experiences and the impact of pedagogical strategies, emphasizing the importance of recognizing and addressing varying levels of proficiency (Olatunji, 2011).

This research provided comprehensive insights into the complex relationship between motivational beliefs, innovative pedagogical approaches, and student performance in summary writing. The study highlighted the crucial role of intrinsic motivation in guiding teachers' choices (Deci & Ryan, 1985), the dynamic nature of innovation in teaching practices (Christensen & Eyring, 2011), and the varied impact of pedagogical strategies on students (Rosenberg & Koehler, 2015). These findings contributed to a nuanced

103

understanding of effective ESL education practices, emphasizing the importance of motivation, innovation, and adaptive teaching strategies to cater to diverse student needs (Smylie, 1988).

Conclusions

Based on the findings, the study concluded that intrinsic motivation plays a pivotal role in guiding ESL teachers' choices of pedagogical approaches for summary writing instruction. The profound satisfaction derived from witnessing students' progress and contributing to their academic growth emerged as a driving force, underscoring the importance of personal commitment and purpose in effective teaching practices. This intrinsic motivation, as highlighted by teachers' narratives, serves as a catalyst for the enthusiastic adoption of innovative strategies, creating a positive and dynamic learning environment.

Furthermore, the study concluded that innovative sparks, ignited by specific challenges, exposure to emerging trends, and a commitment to inclusivity, drive ESL teachers to develop new approaches in teaching summary writing. Teachers actively seek solutions to identified challenges, such as students struggling with traditional methods or the need for inclusivity, leading to the creation of more interactive, personalized, and inclusive pedagogical approaches. This theme emphasizes the adaptive and forward-thinking nature of ESL educators, highlighting their proactive efforts to enhance the summary writing experience for students.

In terms of the impact of implemented pedagogical strategies on student performance in summary writing, the study concluded that a spectrum of proficiency levels exists among students. While some demonstrated a

104

commendable grasp of summary writing and effective application of discussed strategies, others encountered challenges, indicating potential disparities in comprehension or application. This underscores the heterogeneous nature of student responses to teaching methodologies and emphasizes the need for tailored and differentiated approaches in ESL classrooms.

Ultimately, the study concluded that effective ESL education necessitates a multifaceted approach that considers and integrates intrinsic motivation, innovation, and tailored pedagogical strategies. Recognizing and addressing diverse student needs, fostering a positive learning environment, and continually adapting teaching practices to evolving educational landscapes are crucial aspects highlighted by this research. The findings contribute to a nuanced understanding of the complex interplay between motivational beliefs, innovative teaching methods, and student outcomes in the context of ESL education and summary writing instruction.

Recommendations

Based on the insights gained from this study, several recommendations emerge to enhance Ghanaian teachers' pedagogical approaches for summary writing instruction. These recommendations aim to leverage intrinsic motivation, foster innovation, address diverse learning needs, and promote a dynamic learning environment.

To harness the power of intrinsic motivation, Ghanaian educators should design pedagogical approaches that align with teachers' deep satisfaction in witnessing students' progress. Professional development programs can focus on strategies to enhance intrinsic motivation, emphasizing the fulfillment derived from contributing to students' academic growth.

105

Providing platforms for teachers to share success stories related to intrinsic motivation can further inspire and reinforce the importance of this driving force. Additionally, schools can encourage a collaborative culture that celebrates the positive impact of intrinsic motivation on teaching practices.

Recognizing the significance of innovation, educational institutions should invest in continuous professional development opportunities for Ghanaian teachers. Workshops, conferences, and collaborative forums can expose teachers to emerging trends in language education, providing insights into innovative pedagogical practices. Creating a supportive environment that encourages experimentation with new approaches will empower teachers to address specific challenges and adapt to evolving educational landscapes. Moreover, establishing a network for sharing innovative ideas and success stories can foster a culture of continuous improvement within the Ghanaian teaching community.

Given the diverse learning preferences among students, Ghanaian teachers should embrace differentiated instruction strategies. Professional development programs should include modules on recognizing and catering to varied learning styles, ensuring inclusivity in summary writing instruction. Collaborative planning sessions among teachers can provide opportunities to share effective strategies for accommodating diverse needs. School administrations can facilitate the integration of technology and multimedia resources into summary writing instruction, providing a more engaging and personalized learning experience for students with different learning preferences.

To enhance student performance in summary writing, schools should

106

prioritize the creation of dynamic learning environments. This involves incorporating elements such as gamification, collaborative platforms, and flipped classroom models. Ghanaian teachers can explore ways to integrate gamified elements into summary writing exercises, making learning more enjoyable and interactive. Providing training on the effective use of online collaborative platforms can enhance student engagement and prepare them for communication demands in the digital era. Additionally, encouraging the adoption of flipped classroom models can optimize in-class time for collaborative activities and discussions, fostering critical thinking skills.

These recommendations collectively will empower Ghanaian teachers, promote student success, and contribute to the continuous improvement of summary writing instruction in Ghanaian education. By aligning pedagogical approaches with intrinsic motivation, fostering innovation, addressing diverse learning needs, and creating dynamic learning environments, educators can play a transformative role in the language learning journey of Ghanaian students.

Areas for Further Study

While this study provided valuable insights into the motivational beliefs and pedagogical approaches of Ghanaian teachers in the context of summary writing instruction, there are several avenues for further investigation. Future research could examine the longitudinal impact of intrinsic motivation on student outcomes in summary writing, delving into how sustained teacher motivation influences students' academic growth over an extended period. Additionally, a comparative analysis between urban and rural schools in Ghana could unveil potential disparities in motivational beliefs

107

and pedagogical practices, contributing to a more nuanced understanding of contextual factors. Exploring the role of technology in summary writing instruction and its impact on student performance could provide insights into the effectiveness of digital tools in diverse educational settings. Furthermore, investigating the perspectives of students, parents, and school administrators on the implemented pedagogical strategies would offer a comprehensive understanding of the overall impact on the learning ecosystem. These potential areas for further study could enrich our understanding of effective language education practices in the Ghanaian context.
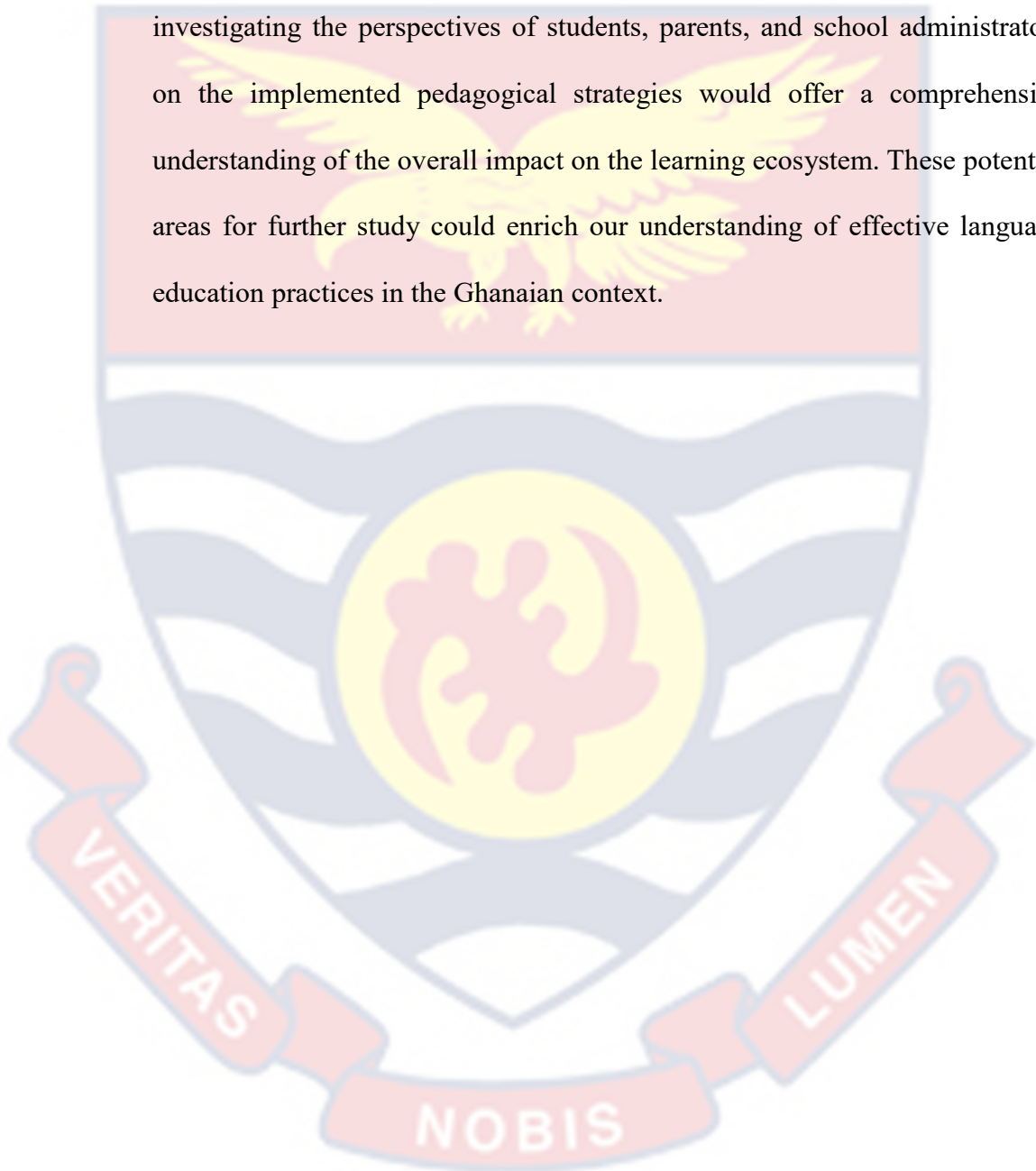
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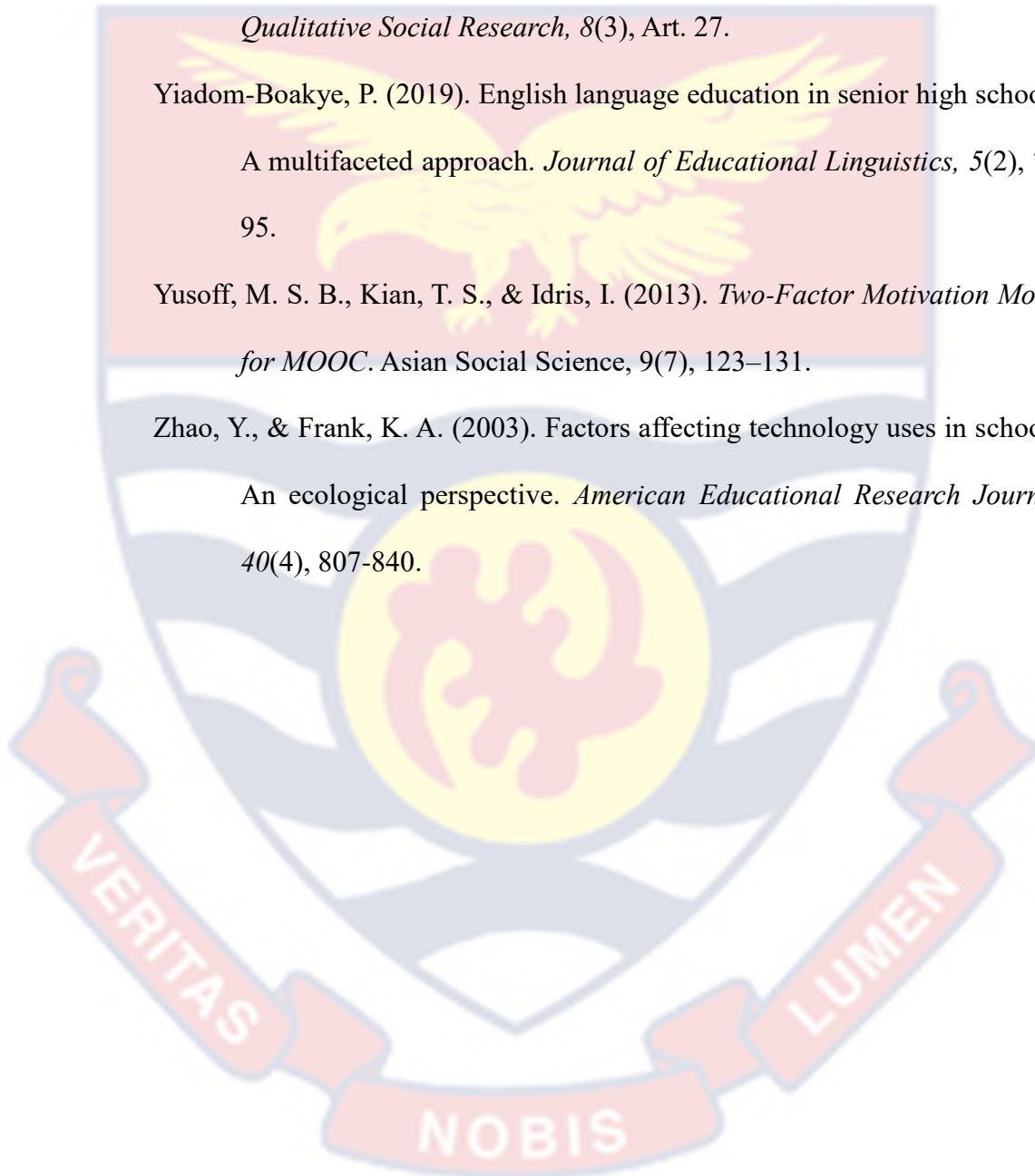
APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

INTERVIEW GUIDE FOR TEACHERS

INTRODUCTION

This study seeks to explore the pedagogical approaches adopted by Senior High School teachers in teaching summary writing in the ESL classroom in the Cape Coast Metropolitan Assembly. You are kindly requested to volunteer information by responding to this interview. You are however assured that information provided to complete this interview would be treated with the strictest confidentiality.

PART A: BACKGROUND INFORMATION

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

2. Educational background

   a. Cert A. [ ]　b. Diploma [ ]　　c. Degree [ ]　　d. Masters [ ]

   e. Others…………………………………………………..………...

3. How long have you been a teacher in this school?.................................

4. How long have you been teaching English language in the school? …..

121

PART B: PEDAGOGICAL STRATEGIES USED IN THE COMPREHENSION AND SUMMARY CLASSROOM

5. Do you teach summary writing as a topic on its own in the English language classroom?...

6. Aside from text books provided by the government to be used, how effective are other reading materials used in teaching summary writing in the classroom?..

7. In teaching summary, what are some of the pedagogical approaches used in your classroom?..

8. How will you describe the effectiveness of the pedagogical approaches you use in teaching summary?...

9. How often do you use these pedagogical approaches in the comprehension and summary classroom?...

PART C: MOTIVATIONAL BELIEFS THAT INFLUENCE THE DEVELOPMENT OF PEDAGOGICAL APPROACHES

10. Can you describe how motivated you are to use these pedagogical approaches in your summary writing classroom?...................................

11. Can you describe an occasion where you were motivated to develop a new approach in teaching summary writing in the classroom? ……………...

12. Can you describe some new pedagogical approaches you employed in the ESL classroom?...

13. How does it feel like to successfully execute a pedagogical approach in the summary writing classroom?...

14. Can you describe any changes in your motivation for pedagogical development in teaching   summary writing?

....

15. Can you tell me what you think can help increase your motivation to improve teaching practices in the comprehension and summary classroom?...

16. Can you throw more light on what you think about motivation and the development of pedagogical approaches in the ESL?

………………………………………………………………………

123
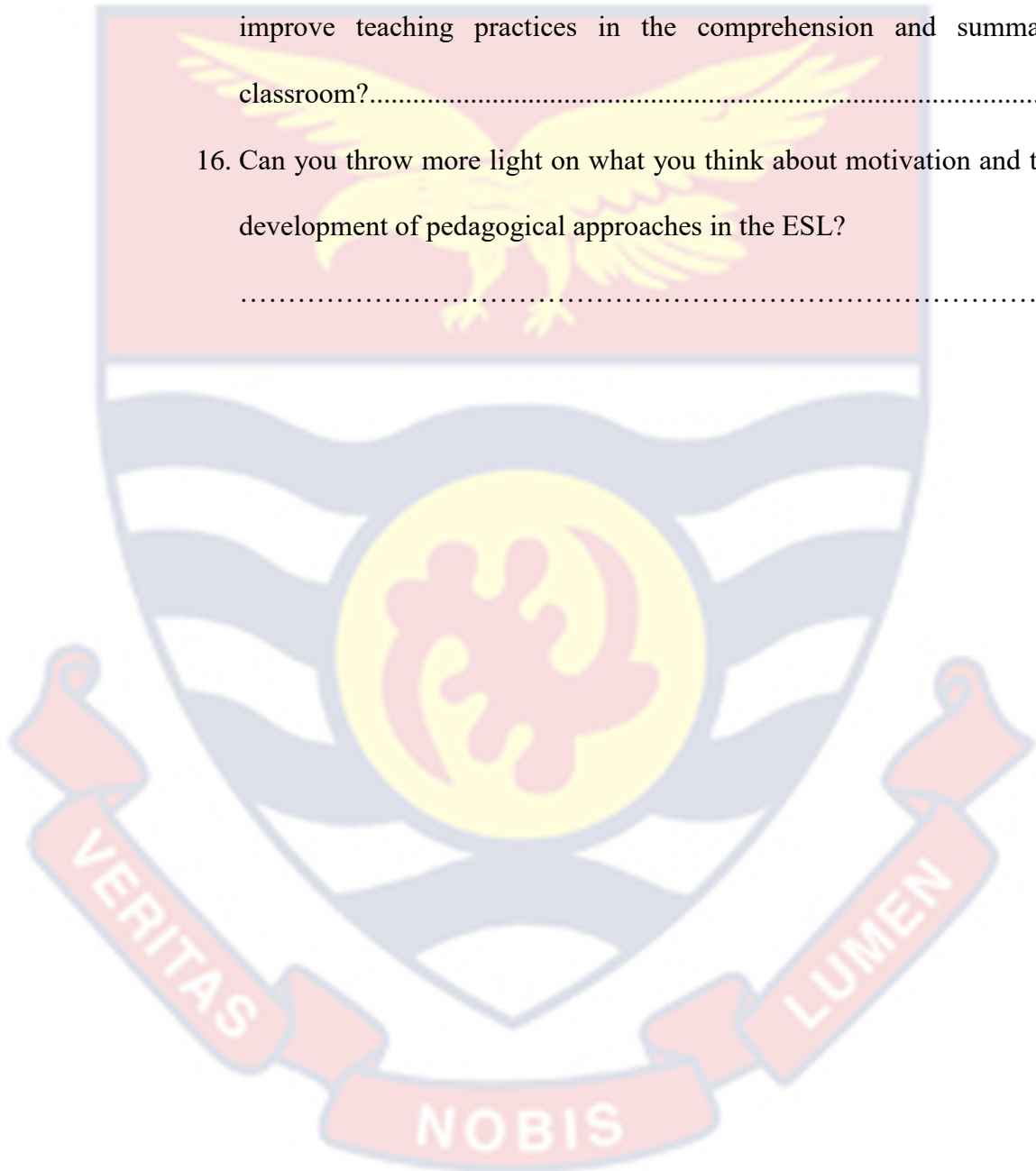
APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

ACHIEVEMENT TEST FOR STUDENTS

Dear Student,

Read the following passage carefully and answer in your words, as far as possible the questions on it.

It is a well-established fact that some students perform creditably in school while others flop badly. Some students may be intelligent and highly motivated, but still find it extremely difficult to climb that academic ladder. Such students face learning problems but may not necessarily have physical disabilities.

Among these problems, perhaps the most worrying is the bad attitude these have towards their studies. This arises because wrong views have distorted the benefits of education. Many students actually doubt their ability to build a bright and secure future for themselves through education. Such students have not understood the aims and objectives of education to appreciate its numerous character and polished manners. Closely linked to the above problem is that students also have poor attitude to teachers, maybe because teachers do not employ correct methods to make their teaching interesting.

Indeed, a more serious problem is that students sometimes find it difficult to grasp abstract ideas, especially in science and mathematics. Reading, the

124

correct spelling of words and remembering of facts are all connected with this problem. Such students will do well not to fall into the trap of using drugs that can supposedly aid memory. All that such drugs can do is to wreak havoc on the body.

Adequate and effective measures can always be taken to deal with learning problems in school. Prominent among these remedial measures is repetition of ideas or points which can aid the students in remembering. Repeating words can engage the senses of sight and hearing and leave deep impressions on the mind. If students learn mathematical formulae and theorems or scientific principles and theories by repeating them, it will aid them greatly

A more practical approach is for students to be determined to overcome their learning problems. Teachers have the know-how to keep students focused in their determination to better themselves. Since the teachers are in touch daily with students, they got to know them more intimately than their parents and are, therefore, in the best position to help them.

A) In three (3) sentences, one for each, state the learning problems students face in school.

B) In three sentences, one for each, state the possible solutions for learning problems.

125