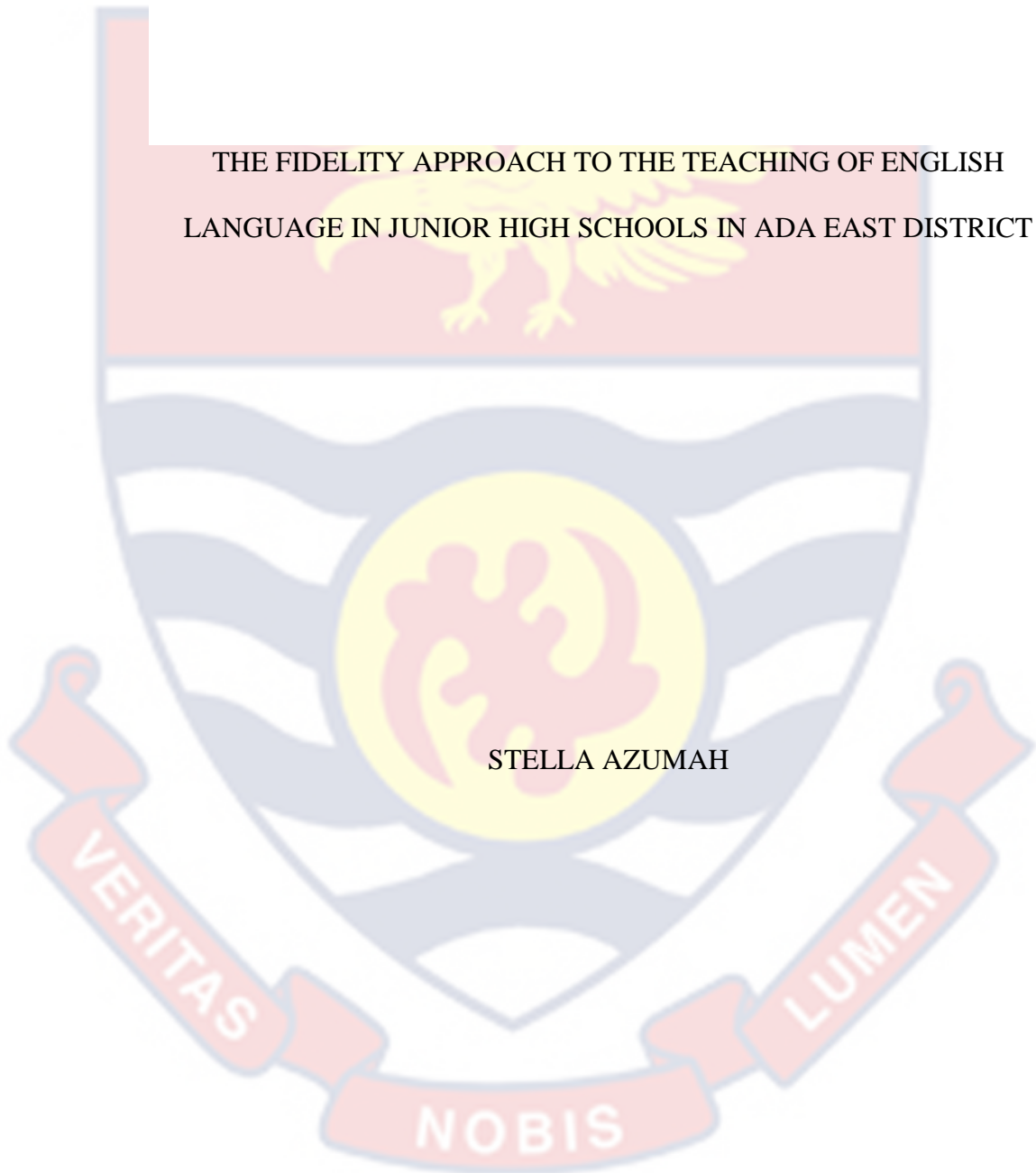


UNIVERSITY OF CAPE COAST

THE FIDELITY APPROACH TO THE TEACHING OF ENGLISH
LANGUAGE IN JUNIOR HIGH SCHOOLS IN ADA EAST DISTRICT

STELLA AZUMAH



2022

UNIVERSITY OF CAPE COAST

THE FIDELITY APPROACH TO THE TEACHING OF ENGLISH
LANGUAGE IN JUNIOR HIGH SCHOOLS OF ADA EAST DISTRICT

BY

STELLA AZUMAH

EF/BEP/18/0013

Thesis submitted to the Department of Basic Education of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in the partial fulfilment of the requirements for the award of Master of Philosophy degree in Basic Education.

MARCH 2022

DECLARATION

Candidate's Declaration

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

Candidate's Signature..... Date.....

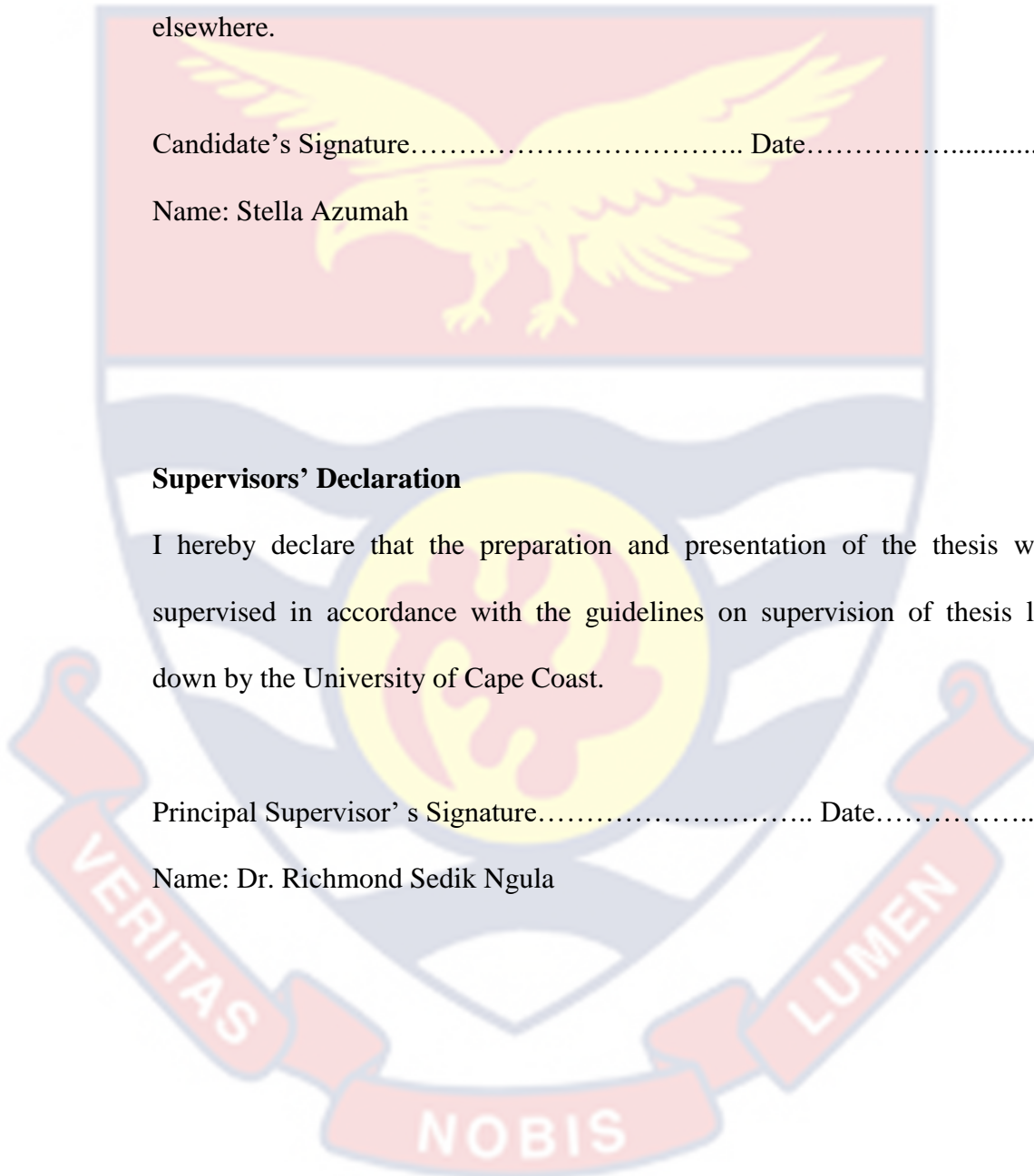
Name: Stella Azumah

Supervisors' Declaration

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

Principal Supervisor's Signature..... Date.....

Name: Dr. Richmond Sedik Ngula



ABSTRACT

Access to quality education largely depends on the extent of English Language usage. Despite the use of English Language as the medium of instruction in Ghana, the performance of students in the Basic Education Certification (BECE) Examination is still worrying. The purpose of this study is to investigate the extent to which English Language teachers faithfully commit themselves to fidelity approach to curriculum implementation at Junior High Schools in Ada East District. Curriculum fidelity can be defined as the degree to which teachers or stakeholders abide by a curriculum's original design when implementing it. The descriptive survey design was employed for the study. The target population of the study included all the Junior High School classroom teachers who have English language background in the study area. The study employed the cluster sampling technique in selecting a total sample size of 113. Two distinct instruments were employed for the study. These were questionnaire and interview guide. The findings show that most of the respondents who teach English Language have professional qualification needed to effectively teach the English Language. It was found out that English Language teachers do not possess much knowledge on fidelity approach to the teaching of the English Language. It was also realised that the English Language syllabus was overly wide and loaded with content. Some of the content of the English Language curriculum were complex, and lacked alignment between English curriculum and requirements of examination bodies in Ghana. Teachers taught the English Language using the lecture method. Other methods were rarely used in the classroom, and when they were, they were not handled well. Finally, the results found out that resources available to the English Language teachers for their teaching were textbooks and white marker boards.

KEYWORDS

Fidelity Approach

English Language

Teaching

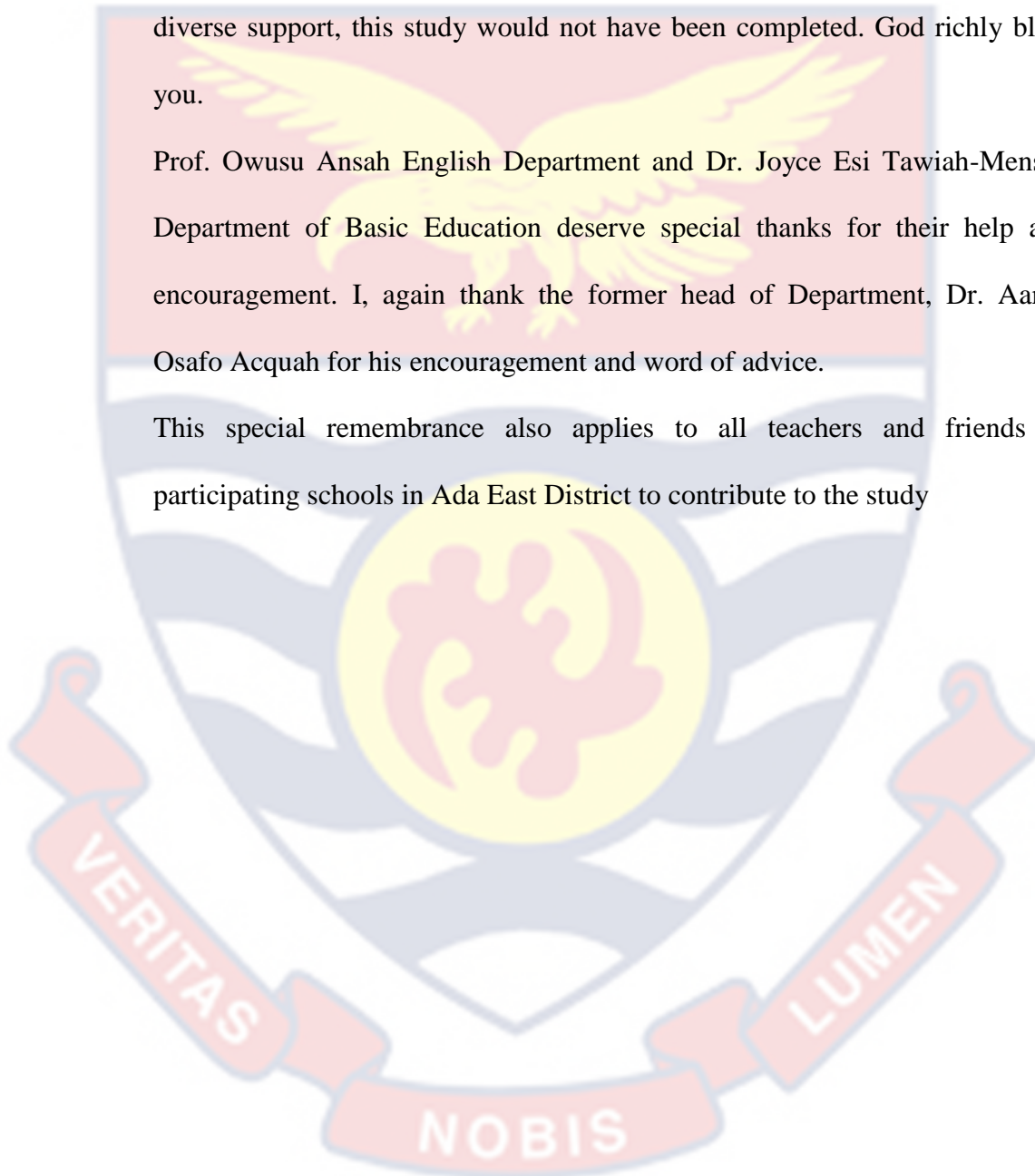


ACKNOWLEDGEMENT

I am greatly indebted to my supervisor, Dr Richmond Sedik Ngula, for his patience and painstaking guidance. Your specific criticisms, comments and suggestions aided in the successful execution of this study. Without whose diverse support, this study would not have been completed. God richly bless you.

Prof. Owusu Ansah English Department and Dr. Joyce Esi Tawiah-Mensah Department of Basic Education deserve special thanks for their help and encouragement. I, again thank the former head of Department, Dr. Aaron Osafo Acquah for his encouragement and word of advice.

This special remembrance also applies to all teachers and friends of participating schools in Ada East District to contribute to the study



DEDICATION

I dedicate this thesis to my spouse and my family, whose unimaginable support and encouragement have propelled me to aim high



TABLE OF CONTENT

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENT	v
DEDICATION	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LSIT OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	6
Purpose of the Study	9
Research Questions	9
Significance of the Study	10
Delimitations of the Study	10
Limitation of the Study	11
Organisation of the Study	12
CHAPTER TWO: LITERATURE REVIEW	
Theoretical Review	13
Conceptual Framework	33
Empirical Review	60
Summary	69

CHAPTER THREE: RESEARCH METHODS

Overview	71
Research Design	71
Study Area	73
Population	74
Sampling Procedure	74
Sources of Data	76
Data Collection Instruments	76
Validity and reliability of Instruments	77
Data Collection Procedures	78
Data Processing and Analysis	79
Ethical considerations	79

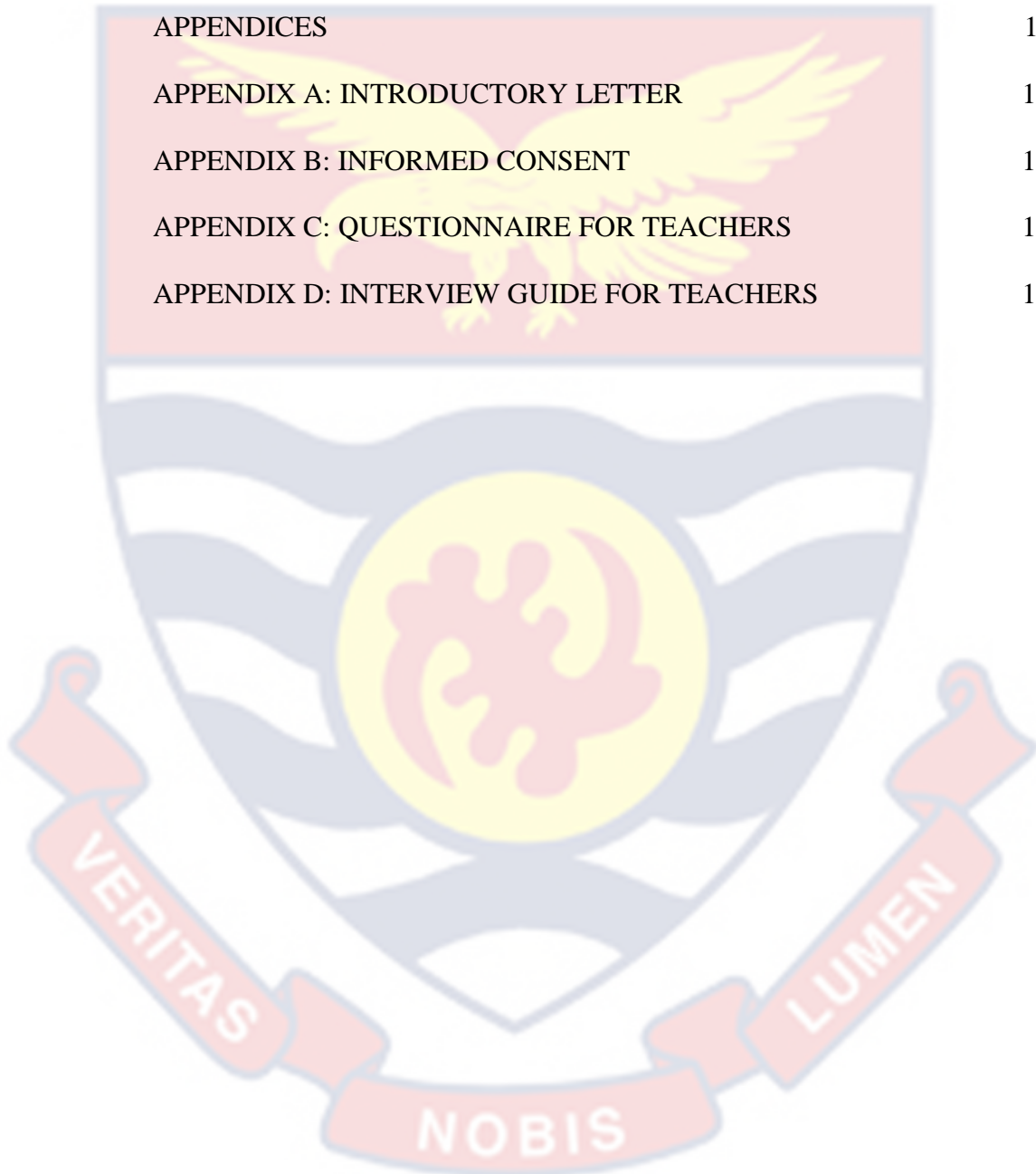
CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	81
Background Information of the Respondents	81
Main Discussions	84
Research Question One	84
Research Question Two	89
Research Question Three	92
Research Question Four	95

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

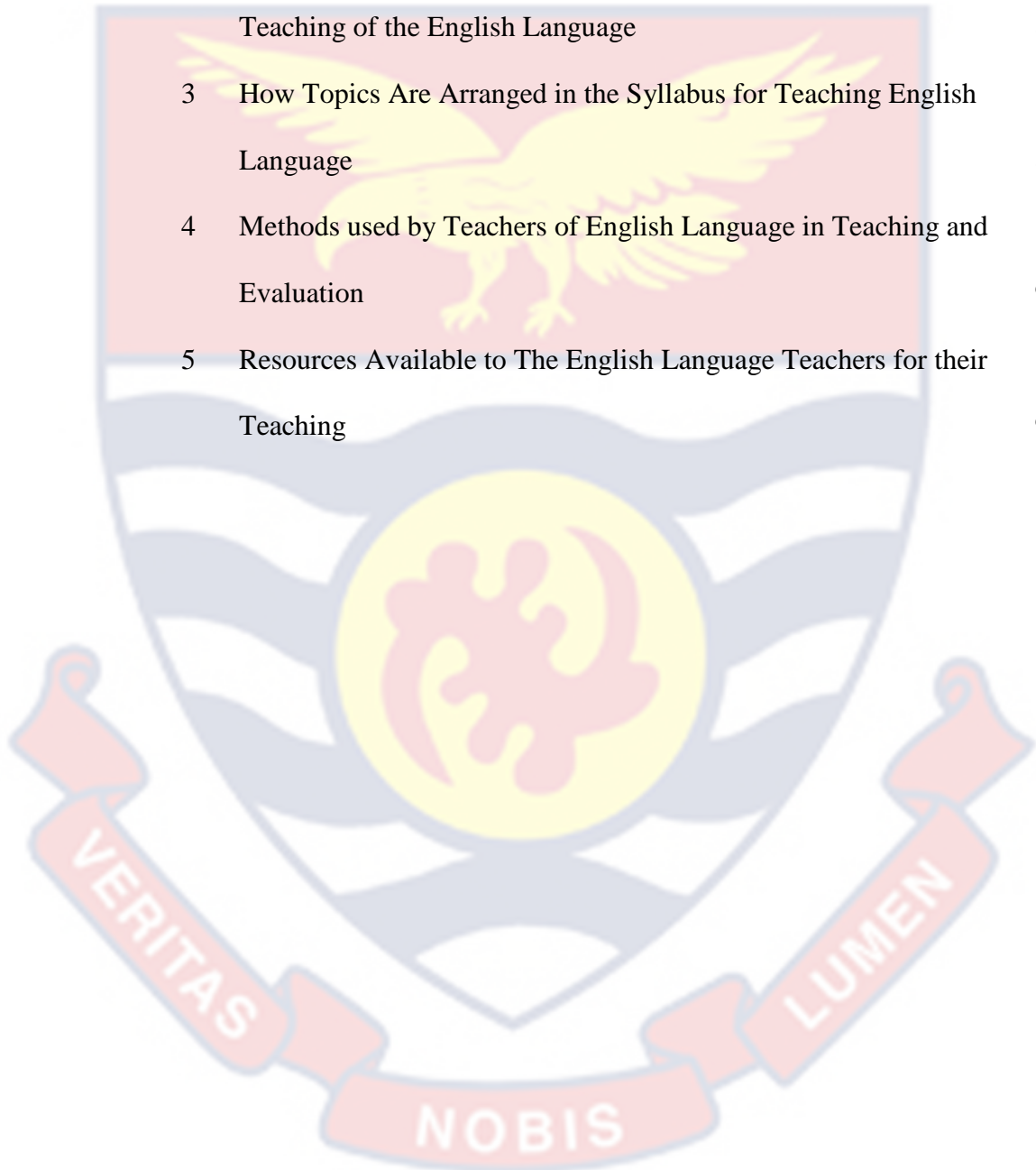
Introduction	99
Overview of the Study	99
Key Findings	101

Conclusions	101
Recommendations	103
Suggestion for Further Research	104
REFERENCES	105
APPENDICES	118
APPENDIX A: INTRODUCTORY LETTER	119
APPENDIX B: INFORMED CONSENT	120
APPENDIX C: QUESTIONNAIRE FOR TEACHERS	121
APPENDIX D: INTERVIEW GUIDE FOR TEACHERS	127



LIST OF TABLES

Table	Page
1 Background Information of the Respondents	82
2 Knowledge of Teacher Regarding Fidelity Approach to the Teaching of the English Language	85
3 How Topics Are Arranged in the Syllabus for Teaching English Language	89
4 Methods used by Teachers of English Language in Teaching and Evaluation	92
5 Resources Available to The English Language Teachers for their Teaching	95



LSIT OF FIGURES

Figure	Page
1 Conceptual framework on the fidelity approach of teaching English Language	54



CHAPTER ONE

INTRODUCTION

Background to the Study

It is believed that western formal education started from the advent of the castle schools (Baafi-Frimpong, Milledzi & Yarquah, 2016). The European countries who participated in the castle school system included the Portuguese, British, Holland and Denmark. It should be pointed out that the main reason for their coming was to trade with African but Baafi-Frimpong et al. (2016) pointed that as a result of the commercial activities of these European nations, they taught African and for that matter people of the Gold Coast how to read and write and this served as the melting point and the humble beginnings of Western formal education in Gold Coast. The type of education was a castle school education because, the Europeans settled in the castles. They built local schools which also served as the place for training individual and this type of education was organised especially for the mulatos and few wealthy African people (Zar, 2015). With this type of castle school education, the subjects of instruction were reading, writing and arithmetic.

Although the Ghanaian formal educational systems started with the advent of the castle school as Baafi-Frimpong et al. (2016) put it, a meaning development of our educational systems started when the missionaries came to the Gold Coast. These missionaries which included the Basel, Wesleyan, Bremen, Roman Catholic, AME Zion, Islamic, among others, also had their ways into the Gold Coast to spread the gospel (Milledzi, Saani & Brown, 2018). The missionaries made significant and meaningful contributions because they moved education out of the castles and spread it throughout the

whole of the Gold Coast. While spreading the gospel, these missionaries purport to spread the gospel, they noticed that it can be done through the provision of formal education and this made them continue the formal education that had already been started by the castle schools. According to Milledzi, Saani and Brown, (2018) these missionaries also taught reading, writing, arithmetic, and religious instruction, and built notable schools at the secondary and tertiary level in the Gold Coast.

After the missionary periods, Milledzi, Saani and Brown, (2018) hint that for a long time, the government of Ghana had not come in to provide any meaningful education because Ghanaians had no government. It is in this regard that after the missionary period, the British government who was the colonial masters of the Gold Coast stayed back after the other European countries had left to continue with the provision of education in the coast. In this regard, the colonial government also extended the development of education in Ghana and thus, the Gold Coast saw major educational development especially in the era of Guggisberg in the 20th century.

After the colonial period, the Ghanaian government also contributed to the nation reforms of the Gold Coast by introduction the Accelerated Development Plan of 1951 which backed by the Education Act of 1961 to ensure that all children at school going age receives a subject of instruction free of charge. All these, English Language, mathematics and vocational educational were core components of the subjects of instruction. A lot more reforms were made by the Ghanaian government in the 20th century and especially in the era of Jerry John Rawlings and John Agyekum Kuffour which ensured a better focus of the Ghanaian education even as at now.

It can be inferred from the brief history of education in Ghana that, the English Language was very important in the Ghanaian educational enterprise. According to Zar (2015), after Ghana gained independence in 1957, English Language became the official language of the country. English Language still serves as the Language of government, education, commerce, and to some extent, social interactions, especially among the educated elite. English Language enjoys a wider geographical spread than any of the indigenous Languages in Ghana today (Fema, 2003). English Language is therefore the “lingua franca”, that is the common language used by people from different ethnic backgrounds to communicate (McWilliam & Kwamena-Poh, cited in Zar, 2015).

It is in this regard that Fema (2003) points that the Language is a means of communication and a means of transmitting information and ideas from one person to another (Fema, 2003). English Language is used as the medium of instruction in Ghanaian schools. Thus, it is used as an official medium of expression in all our schools from primary to tertiary level (Curriculum Research Unit, Ghana Education Service, 2016). It therefore follows that active and effective participation in any given society is said to be based on one’s ability to speak, listen, view, read, and write with fluency, confidence, purpose, and with enjoyment in a wide range of contexts. Therefore, the study of English Language encompasses a student’s ability to use English Language appropriately and effectively, as well as one’s ability to use English Language as a means of learning in other areas of the curriculum (Zar, 2015; Cook, 1991).

With reference to the relevance of the English Language, English Language was introduced as a subject to be taught in the basic schools while the medium of instruction was the prominent and accepted local language used within that locality, and the medium of instruction from the fourth year through the secondary and tertiary levels of education was English Language (Zar, 2015). However, from time immemorial, and with reference to the Chief Examiner's Report (2017) on students' performance in the West African Senior Secondary Certificate Examination, most students find it difficult to understand basic concepts in English Language. This is clearly manifested in their poor performance at the examination. The fact remains that when the teaching and learning experiences are not based on quality and accuracy to include the existence of update curriculum which emphasises the need and interest as well as the relevance of the English Language, availability and adequacy of teachers, the use of appropriate teaching methods, and instructional materials, the understanding and performance of students in the subject would be limited.

There is therefore the need to ensure that the content or the curriculum of the present-day English Language as well as the factors that stand the chance of affecting the teaching and learning of the subject positively be uncovered. In this respect, curriculum, content and methods for teaching the English Language is very quintessential. Frede (1998) (as cited in Zar, 2015) stipulates that curricula are influenced by many factors, including society's values, content standards, research findings, community expectations, culture, Language and quality of teachers and thus, the teaching of any subject

including English Language must be done as accurately as possible and that why the fidelity approach of teaching English Language is necessary.

Gleaning from above, high-quality and well implemented English Language curricula provide developmentally appropriate support and cognitive challenges that can lead to positive outcomes. Aside the development of the English Language curriculum, it should be carefully implemented. This means that the degree of implementation of a particular programme as well as its update over time, will determine the successes or otherwise of the programme outcomes (Ruiz-Primo, 2006).

Apart from curriculum and content development and implementation in English Language, Erden (2010) also opines that teachers for that matter English Language teachers are very important for a successful English Language instruction. This is because, teachers are the principal agents who translate all the theoretical educational information in the English Language curriculum into real classroom practices and ensure that the right methods and activities are used in the teaching and learning processes. There is therefore the need to get trained and qualified English Language teachers to implement the English Language curriculum in every community. This explains that teachers' understanding of the curricula is crucial for apt adaptation and implementation. This is because if teachers are able to figure out what the curriculum's philosophy and theoretical framework details, they will be able to successfully implement such a curriculum (Erden, 2010). Although teachers implement the curriculum and determine the best methods to use in the English Language instructional settings, they also ensure the selection of teaching methods and strategies for effective teaching and learning.

It can be inferred from the aforementioned literature that, when the teaching and learning of the English Language are not done accurately to ensure that necessary curriculum, teachers, instructional materials, supervision, among others, are highly checked and enhanced, the academic performance of students in the subject will be affected. This therefore calls for the fidelity approach of teaching to ensure that the teaching and learning experiences in English Language are done in an accurate manner to enhance understanding. Curriculum fidelity can be defined as the degree to which teachers or stakeholders abide by a curriculum's original design when implementing it (Ruiz-Primo, 2006). With this kind of approach, it is not just important to provide the necessary curriculum, teachers, instructional materials, supervision, among others, but they must be used accurately and systematically for the sake of students' understanding. It is in this regard that the current study seeks to assess the fidelity approach of the teaching English Language at the Junior High School level in the Ada East District.

Statement of the Problem

Undoubtedly, the English Language is very important in educational and economic development of every country. The relevance of the English Language that has been underscored in the background had been noted in the case of Ghana and that is why it has become one of the core subjects of study in Ghana. As indicated in the Chief Examiner's Report on students' performance in the West African Senior Secondary Certificate Examination (WASSCE, 2017), most students find it difficult to understand basic concepts in English Language. Although there are numerous factors that affect students' performance in any subjects that include English Language, Ruiz-

Primo (2006) indicates that English Language teachers are reluctant to use the fidelity approaches and lack the commitment in the teaching and learning of the English Language which is the leading cause of lack of understanding and low performance.

Oppong (2009) similarly notes that to enhance students' understanding, classroom teachers who teach English Language must ensure high fidelity approaches such as making English Language concepts understanding to students, quality and appropriate teaching professionals, high quality in-service training of teachers, frequent supervision, use of high quality and adequate textbooks, teachers' and students' level of commitment, among others. According to Oppong (2009), when these approaches are used, the teaching and learning of the English Language becomes focused and ensures accuracy which is the main tenets of the fidelity approach.

According to Zar (2015), the use of high-quality textbooks in English Language, provision of training programmes, effectiveness of the English Language curriculum and frequency of supervision, teachers' qualification and interventional strategies, and effective use of instructional time expose teachers to innovative ways and understating in their teaching of the English Language which will improve on the quality of the teaching of the subject. With reference to the current study area, the District Director of Education in 2018 reported that the performance of basic school pupils in the district for the last five years has been low. According to the District Director of Education (2018), for the last five years, the pass rate of the pupils had never exceeded 42% (Education Parameter Report of the Ada District, 2018). It was revealed that, upon inspection of the teachers in the various schools in the district,

majority of the teachers were not committed to their jobs, teachers misuse instructional time, lack the professional qualification, failure to use the required textbooks and methods in the teaching and learning of various subjects (Education Parameter Report of the Ada District, 2018).

In addition to the aforementioned research gaps and as a professional teacher, I have also observed with keen interest that for the past two years, teachers at the basic do not exhibit the required commitment and professionalism in their teaching and learning of various subjects which include English Language. However, there is no empirical evidence currently especially in the study area to prove the position of the District Director of Education and my observation as a teacher. It should be pointed out that although some few studies have investigated the use of the fidelity approach especially in the Ghana, but the few studies focused on the Senior High Schools to the neglect of the Junior High School (Zar, 2015; Okrah, 2002), however none of the studies has been conducted in the current study area. Even with ones conducted in Ghana, they used the mixed methods design where observation was used for qualitative part of their studies. However, there is the need to also interview teachers and/or pupils to have in-depth perceptions regarding the fidelity approach to teaching English Language to validity their quantitative views.

With reference to the aforementioned research gaps, there is the need to assess how teachers are committed, professionally trained, knowledgeable, use the required syllabi, textbooks, among others, which are the core tenets of the use of the fidelity approach to teach English Language by using the mixed methods design and focusing on the Ada East District to serve as an empirical

evidence to either confirm or refute the researcher's observation and the assertion made by District Director of Education. It is against this background that the study seeks to assess the fidelity approach of teaching English Language at the Junior High School level in the Ada East District.

Purpose of the Study

The main purpose of the study was to explore the fidelity approach to the teaching of English Language at the Junior High School level in the Ada East District of Ghana. The specific objectives were to:

1. investigate the knowledge English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language
2. examine how topics are arranged in the syllabus for teaching English Language.
3. find out methods teachers of English Language in the Ada East District of Ghana use in teaching and evaluation of English Language
4. find out the extent to which English Language teachers have access to teaching and learning materials to enhance their English language instruction.

Research Questions

1. What knowledge do English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language?
2. How are the topics arranged in the syllabus for teaching English Language?
3. What methods do teachers of English Language in the Ada East district of Ghana use in teaching and evaluation of English Language?

4. What resources are available to the English Language teachers for their teaching?

Significance of the Study

The study is important for several reasons. First and foremost, the findings of the study would serve as an empirical evidence regarding the fidelity approach of teaching English Language at the Junior High School level. In addition, the findings of the study would bring light the methods the English Language teachers at the basic level use in their English Language instructions. This would uncover the common methods they use and where necessary serve as policy intervention to the provision of other teaching methods to support English Language instruction. The findings of the study would also bring to the knowledge of educational stakeholders the extent to which English Language teachers at the basic level access teaching and learning materials. This would serve as the basis of the provision of the needed materials and how effective they would be to support the teaching and learning of English Language. Lastly, the findings of the study would add to the existing limited literature on the fidelity approach of teaching English Language at the Junior High School level.

Delimitations of the Study

The study is delimited of variables that relate to the fidelity approach of teaching English Language at the Junior High School level in the Ada East District of Ghana. In ensuring the fidelity approach, the study covered the degree of knowledge which the teachers who teach English Language at the basic level have, teaching methods use, the existence of teaching and learning materials in English Language and how they implement the fidelity approach

in the teaching of English Language but no other ways of ensuring the fidelity approach. In addition, the scope of the study covered only public Junior High School teachers in the Ada East District but not private Junior High School Schools in the district. The scope of the study also covered JHS teachers who teach English Language in the study area.

Limitation of the Study

The descriptive survey design was employed for the study because it has the advantages of producing good responses from a range of people. In-depth follow up questions can also be asked and items that are not clear can be explained using descriptive design (Fraenkel & Wallen, 2003). However, descriptive survey design is not without weakness. Marczyk, DeMatteon and Festinger (2005) observe that descriptive survey designs, like all non-experimental designs, no matter how convincing the data may be, cannot rule out extraneous variables as the cause of what is being observed. This is because descriptive survey designs do not have control over the variables and the environment that they study. This means that findings from survey are most often influenced by factors other than those attributed by the researcher.

Bryman (2012) also identifies problems of survey designs to include the possibility of producing untrustworthy result because they may delve into people's private matters. Again, descriptive survey results can be influenced, and at times biased by two factors; who the respondents are and how the questions are asked (Salant & Dillman, 1994). When the sample is not random, the result can be misleading.

Organisation of the Study

The study is organized in five chapters. Chapter One covered the introduction of the study which centered on the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitations of the study and operational definition of terms. Chapter Two presented the review of related literature, with emphasis on specified concepts, highlighting the theoretical frameworks as well as related empirical studies on the research questions that guided the study. Chapter three paid attention to the methodology that was used in the study. This comprises the research design, population, sample and sampling procedure, research instrument, data collection procedure and data analysis procedure. Chapter concentrated on the discussion of the results on the basis of the research questions formulated to guide the study. Eventually, Chapter five provided a summary of the research process, key findings, conclusion, recommendations based on the findings of the study and areas for further reservation

CHAPTER TWO

LITERATURE REVIEW

This section dealt with review of related literature that are relevant or pertain to the study. It included theoretical review and empirical review and conceptual framework

Theoretical Review

Approaches to Curriculum Implementation and their Assumptions

There are various approaches to the successful implementation of curriculum. Snyder, Bolin and Zumwalt, (1992) identified three different approaches to curriculum implementation: the fidelity or the programmed approach, the mutual adaptive or process orientation, and the curriculum enactment. This section contains a critical examination of these approaches to curriculum implementation, their underlying assumptions and the suitability or otherwise of each approach to the Ghanaian context. In every educational institution, teachers adopt various approaches such as fidelity, mutual-adaptation or enactment approach when implementing curriculum. Those adopting the fidelity approach to curriculum implementation are known as curriculum-transmitters whose major role is to deliver curriculum materials to the targeted group.

In contrast, those following the adaptation approach are curriculum developers who undertake curriculum adjustments; whereas those who enact curriculum act as curriculum-makers, they achieve significant curriculum changes (Snyder, et al. 1992). Although differences exist in curriculum changes, the difference itself has no significant importance. Each approach involves

different processes and has different implications for the student, teacher, curriculum and school development (Craig, 2006; Schultz & Oyler, 2006).

More so, different curriculum approaches can turn the official curriculum into something different from the taught curriculum (Doyle, 1992; Randolph, Duffy, & Mattingly, 2007). On the other hand, each of the approaches impact differently on teachers' professional development, since each approach entails different roles and opportunities (Schön, 1983; Munby, 1990; Parker, 1997; Eisner, 2002; Craig, 2006). Moreover, teacher curriculum approaches directly impact student learning and motivation (Wells, 1999; Shaver, 2006).

Fidelity Approach

The 'fidelity' approach which can also be referred to as the 'programmed approach' to curriculum implementation, suggests curriculum as 'a course of study, a textbook, a guide' to follow (Snyder et al. 1992, p. 427) and the faithful implementation thereof. Experts in curriculum define curriculum as knowledge for teachers. This means that curriculum change occurs through a central model in systematic stages, which confines the teacher's role to delivering curriculum materials in the educational system. Shaver (2003) added to this and indicated that the fidelity approach leads teachers to become curriculum-transmitters who use the student's book as the only source of instructional content.

According to Shaver (2003), teachers transmit textbook content as its structure dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page strategies. Neither do they use 'adaptation' strategies to adjust curriculum to their context; nor do they employ 'skipping' strategies to

eliminate irrelevant studying units in the syllabus, lessons or tasks. Moreover, these teachers in his view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics. In the end, these teachers only scratch an aspect of the syllabus and the curriculum, neglecting some other important issues of concern to the educators.

According to Lewy (1991), fidelity of implementation is the delivering of instruction in the way in which it was designed to be delivered. The fidelity approach rests on the assumption that the main goal of implementing a particular educational programme is to bring about change. Also, to assess the extent to which the actual use of the programme corresponds 'faithfully' to the kind of use it was intended by the developers of the innovative idea. It has been defined as the determination of how close the programme is implemented according to its original design or as intended by the developers (Fullan & Pomfret, 1977; Dobson & Shaw, as cited in Ruiz-Primo, 2006).

The concept of fidelity of implementation is meant, in research, to ensure that every intervention has a successful outcome. The approach is sometimes called the 'Fidelity Perspective' since the criterion for achieving successful implementation is the faithful use of an innovation (Ruiz-Primo, 2006). Other authors also refer to fidelity of implementation as integrity verification (Dane & Schneider, cited in Ruiz-Primo, 2006) or treatment integrity (Gresham; Waltz, Addis, Koerner, & Jacobson, cited in Ruiz-Primo, 2006).

Fullan et al. (1977) assert that the idea of the fidelity approach takes root in the notion that every educational change has certain key programme

requirements that are clearly established by its developers. This programme with its requirements can in turn be installed and assessed for any group of users who are attempting to use it. Thus, if a particular programme is to be implemented with fidelity, teachers must adhere to certain curriculum and assessment protocols. To achieve fidelity of implementation, the developers must design monitoring procedures for teachers' adherence to the protocols. In this case, the emphasis of the implementation process is to clearly ensure that the new practice actually conforms to the developers' intention (Barman, Hall & Locks, cited in Lewy, 1991).

In following this perspective, curriculum implementers are usually highly optimistic about achieving the desirable predetermined goals. Hence, the implementation process is undertaken in a systematic, rational manner and any innovative programme which is considered worth implementing is seen as the only solution to societal problems. Thus, the approach holds that the role of any innovation is to serve as the solution to defined problems in the school system.

This means that the fidelity orientation will result in a homogenous implementation of curriculum and instructional practices throughout a country and this will provide a sound basis for uniformity in assessment across situations (Lewy, 1991).

The implementers are, therefore, motivated to give full support and attention to the educational programme and make sure that it is fully implemented to help them find answers to the problems. As a result, the implementation of any curriculum material is assumed to be non-problematic and to occur as a "result of reasonable people quickly grasping the value of an

innovation and readily following its prescribed practices” (Lewy, 1991, p.144). Lewy identified the following as highly characteristic of the fidelity approach to implementation: it involves strategic planning from the top centralized system; content dominates decision about change; the nature of change process tends to be incremental in nature; outcomes are predictable since they are specified by the innovation; it is linear and mechanistic; and implementers are passive in the process.

The initial and most extensively documented model to curriculum implementation is the fidelity model. It investigates the degree of faithful implementation of the curriculum, and the criterion for success is the faithful use of the curriculum as intended by the developers or sponsors of the programme (Snyder et al., 1992). That is to say, when programme developers prescribe a fidelity approach to implementation, their intention is to measure the extent to which actual use of the curriculum corresponds with its intended use. Minor changes introduced by the implementers might be tolerated but the emphasis is clearly on ensuring that practice concurs with the intentions of the designer (Leithwood (2011). Leithwood makes the pertinent observation that fidelity perspective to implementation seems highly optimistic about achieving pre-determined goals through the use of systematic, rational processes. This is consistent with the observation by Leithwood (2011) that developers tend to view the programme as a relatively complete solution to a clearly defined problem in the school or school system. Consequently, implementers are encouraged to focus their attention on the new programme and its prescriptions and to trust that “faithful” implementation will solve the problem. The assumption that emerges from this is that implementation is a

non-problematic phenomenon which occurs without hindrance provided people understand the value of an innovation and readily follow its prescribed practices. Because curricula are not always faithfully implemented, adequate training prior to implementation and support and monitoring during implementation have become standard features of this approach.

A number of assumptions underlie the fidelity perspective. First of all, we assume that the specialists who create and develop the curriculum create expertise outside the classroom. Secondly, a reasonable, systematic, linear process that can be better managed as more knowledgeable about the variables that make the method easier or more difficult to work. Thirdly, the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it. As an imparter of the curriculum to learners, the teacher's role becomes crucial to the success of the curriculum (Leithwood, 2011). Sympathizers of the fidelity orientation are likely to see the curriculum as a static thing (document) – a textbook or a syllabus. Snyder, Bolin and Zumwalt, 1992, imply this when they say that a curriculum is something concrete from the point of view of faithfulness which can be indicated by a professor and something that can be assessed to see whether his objectives are achieved.

The approach of fidelity which may also be referred to as the "programmed approach" to the implementation of curricula, proposes curricula as a course of study, textbook, guide and true application (Snyder, Bolin & Zumwalt, 1992). Curriculum experts describe curriculum as teacher understanding. This implies that curriculum changes take place through a key systemic model which limits the function of the teacher to the provision of

curricula material in the instructional scheme. Shower (2003) added to this that the fidelity strategy leads to educators who use the student's book as the only source of educational material. This presupposes that the teachers are the implementors of the curriculum in the classroom.

Teachers communicate textbook material according to Shower (2003), as their design dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page approaches. They do not use adaptation strategies in adjusting their curriculum to context or use 'skipping strategies to eliminate irrelevant study units in curricula, courses or assignments. This follows that English Language teachers in the junior high schools in their view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics. In the end, these teachers only scratch an aspect of the syllabus and the curriculum, neglecting some other important issues of concern to the educators.

The trustworthiness of the application is according to Lewy (1977), the provision of information on the manner it was intended. The fidelity approach rests on the assumption that the main goal of implementing a particular educational programme is to bring about change. Also, to assess the extent to which the actual use of the programme corresponds 'faithfully' to the kind of use it was intended by the developers of the innovative idea. It was described as determining how near the programme to its initial design or as designed by designers is to be implemented (Ruiz-Primo, 2006).

In following this perspective, Junior High School English Language teachers are usually highly optimistic about achieving the desirable predetermined goals. Hence, the implementation process is undertaken in a

systematic, rational manner and any innovative programme which is considered worth implementing is seen as the only solution to societal problems. Thus, the approach holds that the role of any innovation is to serve as the solution to defined problems in the school system. This means that the fidelity orientation will result in a homogenous implementation of curriculum and instructional practices throughout a country and this will provide a sound basis for uniformity in assessment across situations (Lewy, 1977).

The implementers are, therefore, motivated to give full support and attention to the educational programme and make sure that it is fully implemented to help them find answers to the problems. As a result, the implementation of any curriculum material is assumed to be non-problematic and to occur as a “result of reasonable people quickly grasping the value of an innovation and readily following its prescribed practices” (Lewy, 1977, p.144). Lewy identified the following as highly characteristic of the fidelity approach to implementation: it involves strategic planning from the top centralized system; content dominates decision about change; the nature of change process tends to be incremental in nature; outcomes are predictable since they are specified by the innovation; it is linear and mechanistic; and implementers are passive in the process. It can be established that the English Language teachers in the junior high school need to make sure that they practice the above-mentioned features in their teaching and learning sessions in the classroom.

Assumptions of the Fidelity Approach

In the use of this approach, the first assumption is that the curriculum developers are the only people who plan and develop the curriculum. These

experts create the curriculum in their offices by identifying all the factors that make the curriculum work effectively and bring them together. This curriculum is then given to teachers on the field to implement it. This type of approach means that it would only work in countries which practice the centralized or unitary system of governance. Here, programmes are drawn up and developed for the whole country. It is then implemented in every part of that country, just like Ghana.

Another assumption is that teachers are only passive recipients, when it comes to the implementation of the curriculum. They are not involved in the planning and design of the curriculum in this respect. Implementation is therefore accompanied by related problems that affect the academic achievement of English language students. Marsh and Wallis (2003) believe that educators will easily and fully accept the scheduled curriculum if it is exemplary and demonstrating efficient. The teacher receives from curriculum designers' comprehensive directions and guidance on how to operate in the school environment. Therefore, it depends on whether the teacher uses the curriculum as designed to be used in order for the course to be effective. The third and last hypothesis is that the course change process is linear. This means, the curriculum is created and handed over to the teacher in class for implementation by the curriculum designers (Marsh & Wallis, 2003). The Junior High School English Language teachers do not have any opportunity to make inputs into the curriculum. They are just to put what has been developed into practice.

Factors Related to Fidelity of Implementation

Reschly and Gresham (as cited in NRCLD, 2006) and Ruiz-Primo (2006) have noted that several factors may reduce the fidelity of implementing a particular intervention. They asserted that such factors are associated with the programme and the context within which the programme is to be implemented (Oppong, 2009).

According to Ruiz-Primo (2006), in complexity of the programme and time required for implementing the programme effectively, the more difficult the intervention, the lower the fidelity. This is so because, a complex programme requires more time to educate the teachers to be able to effectively implement that intervention. Therefore, when there is inadequate time for instruction in the intervention, teachers may not understand the requirements of programme implementation; thus, will not be able to effectively implement the programme. Okra (2002, p. 53) supports this and states that “The degree of the use of the fidelity approach to curriculum implementation depends basically on the documents that are being implemented.” Complexity in this context refers to the number of interrelated programme components, to the steps involved, to the precision or coordination requirements, or the difficulty in grasping what makes the programme effective (Oppong, 2009). Time required to implement the programme is a factor that interacts with the complexity of the programme. The more complex the programme, the more time is required for its implementation. The longer a programme takes, the less likely that it will be implemented using the fidelity approach (Gresham, 1989).

Materials and resources required: In the view of Ely (1990) an innovation without the necessary resources, such as money, tools and materials, to

support its implementation, will not be successful. This means that if new or substantial resources are required, they need to be readily accessible for the new programme to be implemented. This corroborates the early finding of Okra when he revealed that the unavailability of curriculum materials such as recommended textbooks, syllabuses and teachers' manuals tend to lower the faithful implementation of instructional programmes (Oppong, 2009).

In a similar vein, Gresham (1989) observed that programmes that require additional materials and resources for effective implementation are likely to be implemented with poorer fidelity than it has been planned. The number of providers of the programme also affects fidelity (Gresham, 1989). Programmes requiring more than one provider may be implemented with less fidelity than programmes requiring one provider.

In addition, implementation manuals or guides for programme implementation have proved to enhance fidelity. However, in order to achieve implementation of the curriculum with the use of fidelity approach, the quality of teaching matters. Manuals and guidelines should provide explicit strategies for techniques and strategies that comprise acceptable implementation of a given programme or approach (Moncher & Prinz, 1991). Manuals and guidelines should be both prescribed and proscribed since it is equally important to know about techniques and strategies that are inconsistent with the programme treatment approach (Dobson & Shaw, 1988).

More so, the manuals and guides should provide criteria for evaluation of competency. That is, high quality manuals should facilitate the decision about when a programme provider is trained to the level that is representative of the programme approach (Dobson & Shaw, 1988; Moncher & Prinz, 1991).

Clearly, manuals alone are insufficient to ensure fidelity. Training is fundamental to support fidelity by marking boundaries for the delivery of the programme (Moncher & Prinz, 1991). If the training does not make clear what exactly makes a programme successful, the fidelity of its implementation will be reduced (Gresham, 1989; Witt & Elliot, 1985).

Perceived and actual effectiveness (credibility): Even with a solid research base, if teachers believe that a new programme and its approaches will not be effective, or where the new programme is inconsistent with their teaching style, they will not faithfully implement it. (National Research Centre on Learning Disabilities- NRCLD, 2006). Programmes that are perceived by their providers to be effective may be implemented with greater fidelity than those perceived to be ineffective or which effectiveness is unknown (Gresham, 1989). Similar conclusions are reached with respect to the perceived effectiveness of the programme by participants (Witt & Elliot, 1985). The acceptability or satisfaction of the programme by participants affects the fidelity of the programme. It is observed that participants in every programme follow instructions or conduct the necessary activities better when they like the programme than when they do not (Witt & Elliot, 1985).

Quality of Intervention: Kwarteng (2009) posits that “The level of training or qualification attained by teachers may have an impact in their bid to adopt and use an innovation as desired” (p.55). He further maintains that teachers who possess higher academic qualification are motivated to successfully and easily adopt and implement an innovation. Ely (1990) also points out that people who will ultimately implement any innovation must possess sufficient knowledge and skills before success in implementation can be achieved. This

suggests that the number, expertise as well as the level of motivation of individuals who deliver the intervention determine the level of fidelity of implementation. A short fall of any of these factors will certainly impede the success of the implementation process.

Availability of Time: Ely (1990) maintains that the adoption and subsequent implementation of innovative programme takes time since the acceptance of the innovation does not necessarily bring forth successful implementation. According to Ely (1990), the curriculum implementers must have time to learn, adapt, integrate as well as reflect on what they intend doing. Time consuming programmes need enough time frame before high level of faithful implementation can be achieved.

Frequency of Supervision: The degree and quality of implementation is greatly facilitated by effective monitoring, supervision and assistance by coordinators (Moncher & Prinz, 1991). Given that other factors and conditions are favourable, the higher the frequency of supervision, the greater the faithful use of an instructional programme. Frequent and regular supervision of programme increases fidelity, especially if feedback is provided (Moncher & Prinz, 1991).

The Fidelity approach is more appropriate and suitable than the either adaptation or muddling-through approach to implementation. In the opinion of Lewy (1991), the fidelity approach has the “advantage of being clearer, more specific, and easier to assess” (p. 379). However, Moncher and Prinz, (1991), disagreed with Lewy indicating that the initial process of ensuring fidelity of programme implementation will be fairly resource intensive since the

implementation process will continue to require more resources as schools receive new staff and students.

They also point out that when schools adopt new initiatives without the necessary support for faithful implementation of the programme being designed, the results of the programme are often poor. It is, therefore, possible that there might be certain practical challenges associated with achieving high level of fidelity of implementation. In a centralized educational system like that of Ghana where general directions, policy framework and formulations concerning education are programmed by a central body to be implemented at the grass-root level, the schools seem to be burdened by these numerous policy initiatives. In a similar vein, the English Language curriculum has been centrally designed and it is supposed to be homogenously implemented at all school levels in the country.

However, the aims and objectives of this educational programme cannot be realized if teachers do not use appropriate methods and strategies in teaching. In order to solve this problem, there is the need for the fidelity approach to be used in order to assess the practices which actually prevail at the school level where curricular decisions are put into open use. In support of this view, Obanya (2002, p. 204), opines that “in ideal situations there would be a perfect match between what is prescribed, what is practiced, and consequently what is achieved.” Moreover, since the overall objective of all senior high schools in the country is to achieve a high level of fidelity in implementing the curriculum and its instructional practices, the use of this approach as the theoretical framework will help to find out the success or otherwise of the implementation process.

The Mutual Adaptation Approach

The 'adaptation' approach is a 'process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school' (Snyder et al. 1992, p. 410). This involves conversations between teachers and external developers to adapt curriculum for local needs. The approach does not suggest curriculum knowledge different from the fidelity approach, since experts still define it, but curriculum change has become more flexible through mutual adaptations. The teacher's role has also become more active through teachers' curriculum adjustments. Shaver (2003) noted that though the adaptation and curriculum-development approaches involve adaptations into the official curriculum; the development approach does not involve communications between external developers and teachers regarding teachers' adaptations. Through curriculum adjustments, teachers become curriculum-developers who use various sources in addition to curriculum materials.

Furthermore, teachers adapt existing materials and topics, add new topics, leave out irrelevant elements, use flexible lesson plans, respond to student differences and use various teaching strategies and techniques. The development approach reflects Cohen and Ball's (1999) notion of instructional capacity that results from 'the interactions among teachers and students around curriculum materials', where 'teachers' knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can' (p.4). This way, Cohen and Ball echoed Doyle (1992), who indicated that through this interaction, teachers turn curriculum from the institutional into the pedagogical level (experienced/enacted curriculum).

On the other hand, Remillard (1999) refer to this interaction as teacher curriculum development that occurs at two levels. At level one, curriculum experts translate skills, knowledge, concepts and values into curriculum materials. This version has been termed the paper (Munby, 1990), intended (Eisner, 1990) and official curriculum (Pollard & Triggs, 1997). Teachers develop the second version by using curriculum materials, termed as curriculum-in-use (Munby, 1990) and the enacted curriculum (Doyle, 1992). The curriculum development (adaptation) approach is, therefore, considered one form of classroom-level curriculum development.

Also, this approach to curriculum implementation involves the modification of a course of study by both the developers and the implementers. Here, persons who support a “proadaptation” or “reinvention” perspective allow a programme to be modified, to suit the local needs (Berman & McLaughlin, 1976). According to Munby, 1990, “Teachers acknowledge the existence of programmes, policy, directives, school regulations, and recommendations but in practice they often feign what needs to be done to comply with requirements”. Curriculum implementation is defined as a process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context (Fullan & Pomfret, 1977: Snyder et al, 1992).

Adaptation may occur as an addition, enhancement or deletion to the original model, a modification of existing programme components, or changes in the manner or intensity of administration of programme elements. Teachers have the liberty to adapt the change to obtain the highest possible result. Due to the lack of uniformity in conditions across schools, Paris (1989) explains

“...to teachers, the skills, talents and knowledge necessary to enact a curriculum were context specific ...” (p.13). Teachers achieve maximum curriculum returns by manipulating the conventional curriculum to meet their local needs. The curriculum that the students actually receive is influenced by what teachers believe, by what their peers believe and do, and by other cultural issues (Fullan & Pomfret, 1977; Snyder et al, 1992). In order to meet the diversity in culture, there is need for “adaptations” of the regular curriculum.

Assumptions of the Mutual Adaptive Approach

The first assumption of this approach is that the advocates of this approach believe that knowledge about a curriculum resides in both curriculum developer and the teacher, who implements it in the classroom (Fullan & Pomfret, 1977, Fullan, 1991, Snyder et al., 1992). Another is that, teachers are not mere recipients of the curriculum. They are considered to be knowledgeable about the curriculum, since they are the people on the ground to implement the curriculum. Therefore, it is believed that for a curriculum to be effective, teachers must modify it as they see fit, in the course of implementing the curriculum in their classrooms. Thus, the teacher shapes the curriculum to suit the classroom situation. Also, since the change process involves the developers and the implementers, it is not linear. Here, the change is unpredictable with an active consumer at the end of the process (Snyder et al. 1992).

Curriculum Enactment Approach

The ‘enactment’ approach sets curriculum as a process ‘jointly created and jointly and individually experienced by students and teacher’ (Snyder et

al. 1992, p. 428). Curriculum-knowledge is no longer a product as in the fidelity and adaptation approaches, but ongoing constructions out of ‘the enacted experiences that students and teacher create’ (p.410). External knowledge is ‘viewed as a resource for teachers who create curriculum as they engage in the ongoing process of teaching and learning in the classroom.’

Moreover, ‘it is teachers and their students who create the enacted curriculum.’ In addition, curriculum change is neither about implementing nor even adapting curriculum, but ‘a process of growth for teachers and students, a change in thinking and practice’ (p.429). The teacher’s role ranges from using, adapting and supplementing external curriculum to curriculum-making (Craig, 2006). The teachers have become curriculum-makers who assess students’ needs to derive curriculum themes, use strategies of curriculum-planning, curriculum-design, material-writing and curriculum-free topics. In addition, they improvise and develop and use their pedagogic techniques. The curriculum-making approach (enactment) also represents another form of classroom-level curriculum development (Shawer, 2003).

Snyder et al. (1992, p., 418) describe curriculum enactment to be “the educational experiences jointly created by student and teacher”. This is an approach that studies how a curriculum is formed through the evolving ideas of teachers and learners. The curriculum materials and instructional strategies created externally are seen as tools for both the teachers and the students. These are then used by both the teachers and the students to create their own experience in the classroom. The teachers and students are therefore the creators of the curriculum rather than just being primary receivers of curriculum knowledge (Fullan & Pomfret, 1977).

Under this approach, researchers are interested in what teachers and students understand to be the curriculum and what they create, based on this understanding. In decentralized school systems it has been the norm to leave the development and implementation of school curricula in the hands of various school districts or schools in the locality. This has been the practice in the United States of America. This assertion is authenticated by the view of David and Macdonald, (2001) that “uniform answers to educational problems are viewed as impossible to apply because practical problems are seen to be context bound, situationally determined and complex” (p. 359).

School curricula are tailor-made to suit conditions in each locality as opposed to the centrally developed one, operational in both the centralized and flexible school systems. Nonetheless, the local school curricula are derived from the national philosophy of education. This opportunity enables teachers to develop effective pedagogies that ensure sustainability, citizenship, enterprise, and globalization of learning experiences to meet the needs of the different areas. The position of teachers in this approach is described by Paris as explorers who constantly strive for perfection through continuous practice. The involvement of teachers in this exercise ranges from the production of new syllabuses and curriculum guides at all stages, as syllabus-writers, as members of advisory committees to the syllabus-writers, and as participants in school-based trials of syllabuses and curriculum materials (David & Macdonald, 2001). The advantage of their participation is shrouded in the mystery of promulgating their interest and advancing their views on how the curriculum should be.

According to Martin (1993a, 1993b, in David and Macdonald, 2001), curriculum implementation approaches that do not consider teachers' beliefs have a temporary life. Incorporating teachers' beliefs is a sure way of inspiring teachers' enthusiasm and winning their trust for the curriculum adoption. Notwithstanding, granting unwarranted liberty to teachers without any control measure may lead to an abuse of freedom.

Assumptions of Curriculum Enactment

Advocates of this approach are of the view that knowledge is dynamic and it is an ongoing process and not a product or an event (Jackson, 1992). In this wise, as the teachers interact with their students, they will end up creating a curriculum, appropriate to their situation. This curriculum will not be the same all the time. It will, change depending on what happens as the teachers and students interact in the classroom.

The teachers' role, therefore, in the curriculum enactment approach cannot be over emphasized. The teacher is assumed to grow more competent by the day, in his ability to create positive educational experiences (Jackson, 1992). The teacher is therefore seen to have a very important role to play in the creation and the implementation of the curriculum. It is both the teacher and student who give form to the curriculum in the classroom or else there will be no curriculum (Snyder et al., 1992).

The above styles of curriculum implementation are all about the implementation of an instructional programme. Snyder et al. (1992) argue, however, that to speak of a curriculum being 'implemented' implies there is a plan to be carried out by teachers. Since the Core English curriculum is a programme to be carried out by teachers, its implementation must be restricted

to the context of fidelity orientation. The review of previous studies on the degree of implementation of an instructional programme will, therefore, have direct bearing on the present study, the teaching of the Core English curriculum within the context of the fidelity approach to curriculum implementation more than both mutual adaptation and curriculum enactment.

Even though the curriculum implementation has all three approaches, this study looks at the fidelity approach to curriculum implementation. Research has shown that, more often than not, the term ‘curriculum implementation’ is restricted to fidelity orientation more than mutual adaptation and curriculum enactment

Conceptual Framework

Concept of Curriculum

There have been studies on curricula, from conceptual frameworks to actual practice. This aspect of the subject is not new. For a very long time, researchers and educators have dwelt on many aspects of curriculum. The most debated aspect arguably concerns of the definition of a curriculum.

The origin of the word “curriculum” can be traced to a Latin word ‘Currere’ which means a ‘race course’ or a runway on which one runs to achieve a goal. This definition was taken up by Kelly “as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school” (Kelly, 1983, p. 10). Curriculum is, therefore, the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Curriculum also specifies the main teaching, learning, assessment methods and provides an indication of the learning resources required to support the effective

delivery of the course. Morris (1993) identified four definitions for the term 'curriculum':

1. Disciplined study of permanent subjects such as grammar, logic and reading
2. Knowledge which comes from the established disciplines
3. Planned learning outcomes for which the school is responsible
4. Experiences the learner has under the guidance of the school

Print (1993, p. 9) defined curriculum as "all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when that curriculum is implemented". Thus, he was of the opinion that the curriculum is made up of:

1. Planned learning experiences
2. Offered within an educational institution or programme
3. Presented as a document
4. Includes experiences resulting from implementing that document

Marsh and Willis (2003, p. 13) refined the definition of curriculum as "the interrelated set of plans and experiences that a student undertakes under the guidance of the school". Therefore, the curriculum incorporates the entire scope of formative deed and experiences occurring in and out of the school, and not only the experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society.

Curriculum means two things: (i) the range of courses from which students choose what subject matter to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching,

learning, and assessment materials available for a given course of study. Thus, curriculum is that aspect of education that is institutionalized.

Whichever way we define curriculum does not matter much; it depends on how we implement, differentiate, and assess curriculum. To some scholars, curriculum is simply defined as all planned activities or occurrences that take place in the classroom during teaching and learning process (Wiles & Bondi, 1979). For others, curriculum is narrowly defined as the content they teach every day. Still, others view curriculum to be more than all classroom occurrences and broader than content. No matter how curriculum is defined, it has three most important components which include the intended outcomes, what is taught, and the manner of implementation.

Eisner (2002) suggested that curriculum pertains to instruction that is planned with associated intended outcomes, recognizing that much more may occur in the teaching and learning process in classroom that is meaningful and relevant, even though it may be unintended. It is, therefore, necessary for educators to become aware of how they define or view curriculum because their perspectives are directly connected to how they implement, differentiate, and assess curriculum effectiveness.

A curriculum is more than a syllabus. A syllabus describes the content of a programme and can be seen as a part of a curriculum. The syllabus was originally a Greek word which means a concise statement or table of heads of a discourse which is connected with courses leading to examinations. A syllabus will not generally indicate the relative importance of the topic or the order in which they should be studied. In some cases, those who compile a

syllabus tend to follow the traditional textbook approach for order of the content or a pattern.

A curriculum is an important element of education. The aims of education are reflected in the curriculum. In other words, the curriculum is determined by the aims of life and society. Aims of life and society are subject to constant change. Hence, the aims of education are also subject to change. The aims of education are attained through the school programmes, concerning knowledge, experiences, activities, skills and values. The different school programmes are all jointly known as the curriculum.

Society is dynamic and is constantly evolving, so there is the need to provide programmes and facilities that suit the needs of the society in relation to the times. As trends in the world of work change, so is the need for educational institutions to constantly adapt their practice to suit the current market demands (Lewy, 1977). Thus, to suit the times, change of the educational system may be required or modification of some aspects. Educational change could therefore imply a total shift to an entirely new thing or an update of some aspects of the educational system that are considered out-of-date.

Curriculum change may see the birth of either curriculum improvement or curriculum change. Some people use these two terms interchangeably (Zais, 1976, p.19; Wiles & Bondi, 1979). Nonetheless, Taba (1962) draws a thin line between the two. She explains that curriculum improvement does not affect the rationale or philosophy of the curriculum. This means that certain aspects of the curriculum are changed to make it more relevant to the times, while maintaining its structure and founding principles.

In contrast, curriculum change goes beyond mere refinement of the status quo, shaking its foundation to reconstitute it and thereby creating something new.

Taba (1962) further opines that it involves a change of the entire institution of education. According to Zais (1976), “this involves a change in the values, people, society, culture, and basic assumptions about what constitutes education and good life” (Zais, 1976, p.19). Specific curriculum innovations may lead to a particular direction (Print, 1993). In these instances, both the content and the process by which changes occur should be considered.

Curriculum Implementation

A curriculum is “written by external experts describing what is to be taught” (Shkedi, 1998, p. 210) whereas the curriculum which is put into practice by the teachers is considered as the curriculum in use. This means the implemented curriculum. There is insufficient information about the process of curriculum implementation. Thus, the extent, to which teachers carry out the curriculum change as intended by the curriculum developers and also, how teachers implement the curriculum to suit their own context is something worth looking into. For a successful delivery of every curriculum there is the need to implement it thoroughly in all the target areas for its coverage.

Curriculum implementation, as defined by Fullan (1991, p. 378) “is the process of putting a change into practice”. The process ranges from the use of formative evaluation devices such as tryout and field trial to the actual large scale and final open use of the programme (Lewy, 1977). Thus, implementation can be on piecemeal basis so that in a situation where the

programme is failing, it can quickly be revised and reinforced or discarded to avoid the commitment of huge amount of resources into a wasteful venture.

There are several dissemination strategies used to smoothen the implementation process. They comprise translocation, communication, animation and re-education. The three main approaches to curriculum implementation are fidelity, mutual adaptation and enactment. Depending on the system of education, an approach is adopted to implement educational programmes as noted by Snyder, Bolin and Zumwalt (1992).

The Concept of Teaching

Teaching may be explained as an activity of imparting knowledge, skills, competencies and values to learners. It involves creating situations to facilitate learning and motivating learners to have interest in what is being transmitted to them. Teaching is a process of arranging conditions under which the teacher causes the learner to change his or her learning behaviour consciously in the direction of his or her goals (Tamakloe, 1991).

According to Farrant (2004), when a teacher teaches, it is expected that the learner should do something. Here both the teacher and the learner are complementing each other's effort in the teaching and learning process. Teaching then is regarded as a process of bringing about learning. In this regard, teaching becomes an art of inducing students or pupils to behave in ways assumed to 'lead to learning. Melby (1963) attempted to explain the concept of learning as the involvement of students in the teaching and learning. That is, through teaching the learner must not only be made to love learning and appreciate its importance but he must also be equipped with the skills of learning on his own so that he will be able to stand on his own when

the teacher ceases to be on the scene. To achieve this then, the student must be motivated, inspired and encouraged. Ali a matter of fact, teaching is not simply a matter of encouraging and developing the mental and physical faculties but it is also encouraging and training the emotional aspect of the student's life. Effective teaching should enable the teacher to develop emotional stability through the creation of friendly atmosphere in the teaching and learning process. This atmosphere encourages frankness and sincerity on the part of the learner. It helps to minimize the feeling of inferiority and makes the learner feel he is of some importance. Thus, a friendly relationship between the teacher and the learner is the foundation of all teaching.

Woods (1996) saw teaching as a relationship that helps the child to develop his own powers. Through teaching he gets information, learns to work and does things. He is helped to learn for himself. He is inspired to use all his powers so that he can make adjustments and prepare himself for what lies ahead. When a child has good teaching, he becomes self-confident and self-reliant. Woods (1996) reiterated that the ultimate aim of teaching is a social one. He stated, "Our objective in teaching is to help those whom we teach to fully live now at their present stage and in the future; to help them to learn the art living with others. No one can live in a real sense alone" (p.147). This assertion of Woods confirms Lawton's deduction of Piaget's theory of teaching and learning that actual learning depends on the student himself. The teacher is only a facilitator of learning. He also affirms that teaching and learning are a social effort rather than an individual affair.

Motivation to Teaching and Learning Processes

The realization of behavioural potentiality seems to be related to in the learner's level of motivation. For example, a student who has learned the names of all the members of the British Commonwealth of Nations would be expected to recite them with particular energy under some sort of incentive. The incentive is said to raise the student's level of motivation. Motivation is thought to be essential to learning and the two are intrinsically linked. Any arrangement designed to encourage learning must provide for motivation as well. Any teaching, whether in the home or at school has to make decisions about motivation to rely on. Through his position of responsibility, the teacher has to provide incentives, that is, rewards and sanctions and part of his success will depend upon his skills in applying them to encourage the learning he wishes with the minimum of the by-products he prefers to avoid. Woods (1996) stated that whatever students do as part of an activity or experience, it is essential to think, reflect on its implications and learn from it. Any teaching method can be used well or poorly. It is ineffectual to engage students in activities, the point of which is out of focus to them or which they find tired some or needlessly time consuming as in the case of a lecture that is above their understanding or a lecture inaudibly given at a pace that precludes reflection. Ineffectual teaching, whether it involves an activity or not has adverse effect on motivating students to learn. Like psychologists, students inevitably realize the efficacy of an activity while learning. They are ready to condemn ineffective teaching and commend effective teaching. They know what they need. That is time to think about the subject under discussion in whatever way it is provided. They therefore appreciate teachers who teach

sufficiently to their understanding to enable them compose their own notes. They are also content with those who duplicate notes in advance and make time available for the class to attempt problems and discuss difficulties. Thus, as a complement they usually say he teaches while you take notes, so you understand everything you put down'. Most comments about teachers and teaching methods reflect in some way the sense of achievement or its absence which students experience. One thing student look for is assistance from their teachers in developing their skills of learning. According to Abercrombie (1970), students find it helpful to have time set aside to meet a tutor and have an opportunity of going through materials until they are sure they understand it . Tutorials and group discussions contribute to a sense of achievement and increase motivation. The information that students receive about the requirement of their courses and the usefulness of feedback on their performance, contribute to motivate them. A student's sense of achievement derives from comparing his performance with other students and success goes to reinforce motivation. Hughes and Hughes (1963) were of the view that knowledge on how children learn is the first essential step for success in teaching.

They stated three ways of achieving this:

1. The first way is by arranging that students go through practical activities that are intrinsically interesting.
2. To entice students to want to learn and be taught is by giving them problems to solve and presenting them with challenges. Much good teaching begins by propounding a question.

3. Select subject matter that appeals to the learners' natural interest.

Children who are well taught are very active and therefore perform well. Teachers who enjoy teaching are always in danger of judging their work by the exhilarating effect that it produces. Teachers ought to feel exhilarated but the effect must spread to the pupils.

A good teacher always asks himself or herself the following question: What will this piece of teaching inspire my pupils or students to do? A primary responsibility of teachers is to control

Teaching Methodology

The diversity of purposes and approaches as well as the broad multi-disciplinary nature of English Language call for a variety of teaching methods and strategies. As Glickman (1991) puts it, effective teaching is not a set of generic practices, but instead it is a set of contexts- driven decision about teaching. Effective teachers do not use the same set of practices forever whether students are learning or not and then adjust their practices accordingly, instead what effective teachers do is to constantly reflect about their work

Selection of Teaching Methods

Three general criteria influence the selection of teaching methods across the syllabus; these are the learning objectives, learners and practical requirements. Column 4 of the syllabus states the general approaches to teaching English Language thus:

Teaching learning activities that will ensure maximum pupil participation in the lessons are presented. Try to avoid rote learning and drill oriented method and rather emphasize

participatory teaching and learning and also emphasize the cognitive, affective and psychomotor domains. Pupil must be taught to be problem solvers (GES, 2004).

Thus, activity/participatory oriented strategies and methods are identified as important channels of learning. It appears the syllabus has been developed this way because of the defects associated with rote learning which is no longer adequate in coping with the technological world. The learner now requires knowledge, skills and competencies to enable him solve problems. The methodology has been designed to enable the pupil to identify learning as an integral part of his life.

From the foregoing it can be inferred that the syllabus combines all the existing approaches characteristic of English Language education. As a result, a variety of appropriate teaching strategies should be employed to engage pupils in reflective and interactive learning. The English Language teacher should therefore adopt the right approach prescribed by the syllabus to enable pupils to identify learning as an integral part of life. The approaches that the teacher adopts should be learner-centered to fulfil the requirement of the existing syllabus. It is therefore clear that interactive pupil centered learning approaches are recommended to arouse pupils' interest and to engage them as independent learners.

Methods and Strategies Used in Teaching English Language

According to Darling-Hammond, (2000) methods refer to a particular style of instruction, while strategy is the overall plan used by a teacher to guide instruction during a period of time. Darling-Hammond, (2000) points out that method is the overall approach to teaching, while strategy is about

sequencing of the technique during a class period. From the quotations one realizes that the degree of pedagogical skill is essential to English Language teaching. As Aggarwal (1982) suggested, it is surely plausible...that in so far as a teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught (p.14).

The suggestion by Aggarwal clearly indicates that, learning does not necessarily involve knowledge of subject matter but good pedagogical skill which may interact with subject matter to bolster or reduce teacher performance (Darling-Hammond, 2000). It goes further to explain that the overall positive approach employed by the teacher ensures successful teaching and learning. It can therefore be said that efficient teaching depends to a large extent on teachers' mastery of a repertoire of methods and strategies.

Tamakloe (1991) contends that if the organization of English Language is to be effective, the teacher must be well-versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge in several disciplines. It can therefore be deduced that teacher's overall approach to teaching depends to a larger extent on their good methods of teaching.

According to Aggarwal (1982) good methods of teaching English Language should aim at the inculcation of love of work, developing the desire to work efficiently to the best of one's ability, providing numerous opportunities of participation by the learner and developing the capacity for clear thinking among others. Banks (1995) sums it up when he says skillful

teaching in English Language is paramount without its effective learning cannot take place. Methods commonly used in English Language include the following: lecture, discussion, simulation, role play, fieldwork, team teaching, project work and inquiry.

Lecture Method

Lecture which is the most frequently used method of instruction has dominated formal education over the years. According to Banks (1995) several researches in Africa indicate that English Language teachers use the same expository, teacher centred methods of teaching history, and geography. Agyeman-Fokuo (1994) asserts, that the lecture method, which places emphasis on rote learning is the main method of teaching English Language in many colleges in Ghana.

Banks (1995) sees the lecture as the formal presentation of content by the educator for the subsequent learning and recall in examination by students. Agyeman-Fokuo (1994) adds that, the lecture is the oral presentation of instructional material.

Agyeman-Fokuo (1994) gives a fitting summary of the outcomes associated with the lecture method as: “The balance of evidence favours this conclusion. Use lectures to teach information. Do not rely on them to improve thought, change attitude or behavioural skills” (p 20). From Agyeman-Fokuo’s assertion it can be deduced that the purpose of lecture is to clarify information to a large group in a short period of time. It is used primarily to cover certain amount of content as it permits the greatest amount of materials to be presented. It is normally characterised by the one-way communication. Ideas

or concepts are presented by the teacher while students listen and take down notes.

Discussion

An important way to involve students actively in what they are supposed to learn is through discussion. This teaching strategy is characterised by the teacher raising a number of pertinent questions on a theme or topic and inviting students to share ideas, express their views or opinions on the topic or theme under discussion. Aggarwal (1982) describes discussion “as both inclusionary and participatory because it implies that everyone has some useful contribution to make to the educational effort and because it claims to be successful with actively involving learners” (p. 14).

Banks (1995) sees the discussion method as “an approach with three ingredients. First, both student and teacher talk are required; students are expected to enter into dialogue and conversation with academic materials; and students are expected to practice and publicly display their thinking” (p. 352). To Aggarwal (1982) the purpose of discussion “is to engender change in learners what teachers define as desirable attitudes” (p. 189). This is true and most suitable for English Language teaching which is full of controversial issues.

Amoah (1998) study on the implementation of the English Language programme in the junior secondary schools of the central region of Ghana established that discussion is the most popular method used in teaching English Language, apparently based on the fact that discussion ensures democracy in the classroom and also leads towards achieving affective ends especially in English Language teaching.

Role Playing

One method which can be used in teaching concepts in English Language is role playing. According to Clark (1973) role playing is “an attempt to make a situation clear or to solve a problem by unrehearsed dramatisation” (p.73). Clark (1973) describe role playing as “a group problem solving method that enables young people to explore human problems in a spontaneous enactment followed by guided discussion” (p.9). Letterman and Dugan, 2004) on his part defines role playing as structured activity permitting students to take the part of a person in an imaginary situation and to act the part in a realistic manner as possible. Role play then could be described as a spontaneous acting out of a situation to show the emotional reaction of the people in a real situation. Its use in the classroom is to train students in effective problem solving as students pick social problems for study (Giley 1991)

Simulation

Closely related to role playing is simulation. Clark (1973) defines simulation as “pretending, an imitation”. Its further states that “in some cases simulation is role playing an imaginary event that has a set of rules” (p.16). Giley (1991), defines simulation as a technique which enables learners to obtain skills, competencies, knowledge or behaviours by becoming involved in situations that are similar to those in real situations.

Clark (1973) states that simulation combines role playing and problem solving and it consists of students performing a contrived situation that duplicates a real situation so that children will understand the real situation.

Simulation then is a model of physical reality. It tries to simplify a complex social reality.

The term simulation game is sometimes encountered. According to Booth, Dixon Brown and Kohut (2003), simulations rely on gaming technique and consequently are sometimes called simulation games. A simulation game is therefore a blend of simulation and game which allows students to assume positions of other people and make decisions for themselves. It does allow students to be less dependent on the teacher as they actively participate in the lesson rather than as passive observers.

Team Teaching

English Language with its wide array of specialised topics call for collaborative teaching as a pedagogical method. For many English Language educators, one way to address the problem of one teacher for one class is through team teaching (Booth, Dixon Brown & Kohut, 2003). Team teaching according to Clark (1973) cannot be easily defined. According to him there have been several contrasting definitions. Letterman and Dugan (2004) defines team teaching as a process in which all team members are equally involved and responsible for students' instruction, assessment and the setting and meeting of learning objectives. Amoah (1998) defines team teaching as a group of two teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.

On the question of contrasting definitions, Hayford (1992), on his part suggested that team teaching refers most often to the teaching done in interdisciplinary course by the several team members who have joined together to produce that course. To him team teaching therefore involves a

continuum of models and practices which are only distinguishable from one another on the basis of collaboration within the teaching team. In teaching therefore members are equally involved in all aspect of the management and delivery of the subject (Letterman & Dugan, 2004).

(Knoll, 1997). on her part identifies five models for teaching English Language. These include:

Traditional Team Teaching: In this case the teachers actively share the instruction of content and skills to all students. A frequent application of this approach is when one teacher presents the new information to the class while the other teacher takes notes or constructs a semantic map on the overhead projector as the students listen and observe. In Traditional Team Teaching both teachers accept equal responsibility for the education of all students and are actively involved throughout the class period.

Complimentary, Supportive Team Teaching: This situation occurs when one teacher is responsible for teaching the content to the student while the other teacher takes charge of providing follow up activities on related topics.

Parallel Instruction: The class is divided into two groups each teacher responsible for teaching the same material to his or her students.

Differentiated Split Class: This type involves dividing the class into smaller groups according to learning needs, one teacher would challenge the learners who grasped the concepts more quickly while one teacher would review or challenge those who need further instruction.

. Monitoring Teacher: This situation occurs when one teacher assumes the responsibility for instructing the entire class while the other teacher circulates the room and monitors students understanding and behaviour.

From the definitions and (Knoll's model these characteristics can be identified. First two or more teachers share the responsibility of teaching a group of students at the same time. Secondly, the regular class teacher or a co-ordinator plans the teaching of a topic while other teachers are invited to teach an aspect of the topic which invariably leads to collaboration.

In spite of the potential problem inherent in team teaching due to lack of collaboration and cohesiveness among team members, there are several pedagogical advantages for teachers and students. In the first place it overcomes the inherent traditional form of teaching characterised by teacher isolation in the classroom as students receive instruction from expert knowledge (Letterman & Dugan, 2004). Again, as exchange of ideas goes on in the classroom teachers learn new ways or methods of teaching and this helps to foster professional development among teachers. Additionally, team teaching can aid in improving friendship between teachers.

On the other hand, students are exposed to a variety of teaching styles and approaches which increase the potential for the team to meet the various learning styles of students (Jacob, Honey, & Jordan (2002). Students also benefit through the opportunity to receive instruction from experts in specific areas of a discipline's knowledge base which exposes them to alternate issues. (Amoah (1998). This is supported by Jacob, Honey, & Jordan (2002) when they pointed out that, "the greater the number of members teaching as part of a

team, the higher the probability that a student will encounter a teacher who matches their learning style” (p.3).

The Project Method

The varied approaches to teaching English Language also call for the Project method. The Project which had its origin in the professionalization of an occupation was introduced in the curriculum so that students could learn at school to work independently and combine theory with practice. It is considered a means by which students develop independence and responsibility and practice social and democratic modes of behaviours (Knoll, 1997).

In English Language teaching the project method may involve a local study whereby learners may be assigned to investigate and write a report about their local community. The report could be approached collaboratively; areas to look for in their community may include the location, occupation and festivals. Each group writes a report and share their ideas.

The project method has a varied advantage. It helps to deal with students who have different abilities. One of the advantages of project work is that due to the combination of group and individual activities the more skilled students can help the lesser skilled ones and in so doing both benefits. The student who is a good writer can help to revise and edit a weaker writer's essay; the learning process is therefore integrated (Hayford, 1992). On the other hand, in project work, students develop skills of analysing and formulating hypothesis; through these students come to a logical understanding of the problem or issue to be solved.

Fieldwork

Fieldwork may be explained as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organised to take place within the school, the environs of the school, the local community or outside the local community. According to Hayford (1992) fieldtrips are planned excursions to sites beyond the classroom for the purpose of obtaining information and provides an opportunity for first hand observation of phenomena. It is for this reason that Tamakloe (1991) recognizes that the nature of the learning experience should therefore enable the student to collect information in his immediate and wider environment. Both Hayford and Tamakloe see fieldwork as an important tool for English Language teaching and learning. Their remarks remind teachers to move away from situations where students and teachers are completely fixed in the four walls of the classroom.

Varying terms have been used to describe fieldwork. Hayford (1992) uses the term fieldtrips, excursions, study trips and educated walks. Even though Kilpatrick uses the term excursions it does not mean fieldtrip is supposed to be sightseeing but “educated walks” which means the purpose of fieldwork is educational knowledge to be gained by learners.

Fieldwork activities can be organised under three stages these include pre-fieldwork activities, fieldwork activities and post fieldwork activities. Duration of fieldwork depends on the objectives and the amount of work to be studied. Phenomenon studied can be of economic, historical, geographical or cultural importance. Fieldwork is advantageous because it provides the student the technique of problem solving and critical thinking, group work procedure,

the locating and interpretation of information from books and other sources. As Anderson (2002), observed fieldtrip activities have long lasting consequences for students, typically involving memories of specific social context as well as specific content. If English Language teaching is to be successful fieldwork activities become prominent.

Inquiry Method

The nature and objectives of English Language in Ghanaian Junior High Schools emphasize students' familiarity with their physical and social environment. This therefore calls for inquiry method, described as a teaching learning situation which emphasizes students' active participation in the learning process (Anderson (2002).

Inquiry methods are advantageous because as students solve problems themselves, they are able to retain and remember. Through inquiry students become familiar with needs and problems in their environment (Kadeef, 2000). It is therefore a highly recommended method for handling English Language lessons as it develops pupils' ability to inquire, investigate and discover.

Based on the review as well as the objectives of the study, the conceptual framework guided the study is presented in Figure 1.

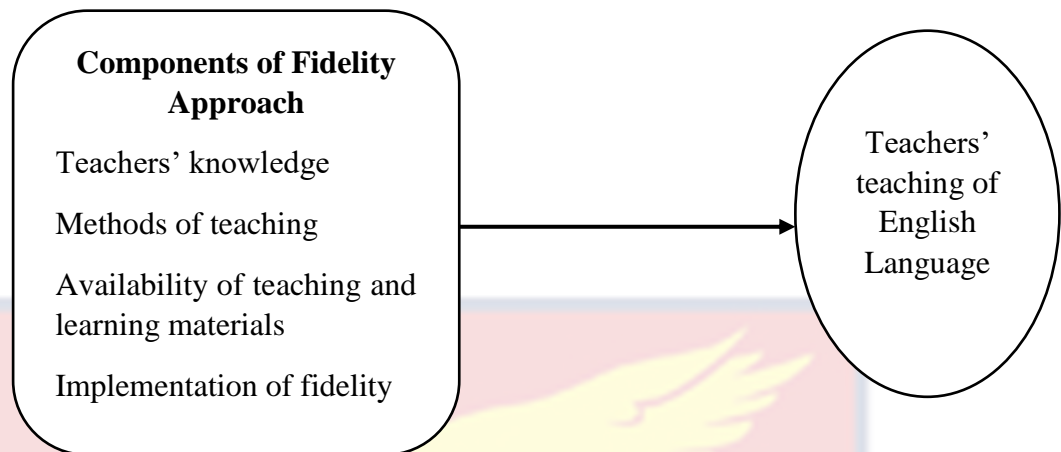


Figure 1: Conceptual framework on the fidelity approach of teaching English Language

Source: Authors' own construct, 2019.

The Scope and Content of the Junior High School English Language Curriculum

The English language component comprises speech work, comprehension, grammar and essay writing. Each component comprises its own teaching strategies. In trying to teach each of these components as has been recommended by the syllabus, profile dimensions like knowledge and understanding, and the use of knowledge are used to measure student learning.

Knowledge is the ability to remember or recall material already learned and constitutes the lowest level of learning and the percentage that it should reflect in the teaching and learning that goes on in the classroom is 40% (GES, 1998). Understanding, on the other hand is the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic (GES 2004) and its percentage is 60%. For fidelity to be used in teaching the English Language curriculum, students should be given the opportunity to apply, analyze,

synthesize and evaluate, which according to Bloom's taxonomy are higher level learning behaviour.

The teaching strategies under grammar or language study that constitute the use of knowledge are dialogue and the construction of original sentence. The rest are conversation drills, pair drills, competition drills, substitution drills, transformation drills and filling-in-the blank spaces also constitute knowledge and understanding. All the teaching strategies under essay writing, discussion, organizing unordered string sentence into lucid paragraphs, debating in preparation to argumentative essay and story-telling sessions in preparation to written work are all grouped under the use of knowledge. Those under comprehension, were silent reading, oral reading, linking comprehension lesson with literature lesson and testing, listening comprehension, constitute knowledge and understanding.

Teacher Qualification and Teaching Experience

The teaching profession in developing countries consists of under qualified, unqualified and qualified teachers. Teachers in the first two categories usually enroll in courses to upgrade their qualifications, and identify skills required in their sector of operation (Kadeef, 2000). Sometimes, by upgrading their professional instincts, they are able to perform even better than the professional teacher who has had an esoteric body of knowledge at the training college. Findings of many research works have revealed that the qualification of a teacher determines his/her competence in the classroom. In a recent research conducted by Hanushek (2003), it came out that the educational attainment of teachers affects their class performance. By extension, academic qualification of the teacher influences his/her classroom

competence. In that research, it was revealed that teachers with professional qualifications tended to associate and commit themselves more to curriculum implementation requirements. In my opinion however, this stance is contestable given that there have been counter arguments that the individual's qualification per se cannot determine how effective they become in the classroom. The individual's intellectual ability cannot and should not be discounted. Hanushek (2003), noted that issues of professionalism and non-professionalism are closely linked to teacher qualification. I sincerely believe that professional/non-professional teachers also respond to curriculum implementation in diverse ways. For Ipaye (2002) teachers ignore, refuse, adopt; and adapt the official curriculum. They contended that teacher qualification affects fidelity of curriculum implementation.

The issue about relationship between years of experience on the job and fidelity implementation has not been a recent phenomenon. Investigations of teacher experience have been conducted in a wide range of developed and developing countries (Hanushek, 2003). As a broad statement, the results are qualitatively similar except there is perhaps slightly stronger support for a positive impact of these on curriculum implementation in developing countries. At the same time, the additional support is slight with the majority of studies still not finding significant correlation between teaching experience and quality delivery of curricula programmes. Several studies conducted in the past showed that teacher experience has a more positive relationship with quality teaching or implementation, but still the overall picture is not that strong (Hanushek, 2003). While a majority of the studies finds a positive effect, only a minority of all estimates provides statistically significant results.

A study that was conducted in the USA revealed that 37 value-added estimates within individual states suggest more strongly that experience has an impact on teachers' implementation of curriculum, although still only 41% of the estimates are statistically significant. It is quite likely that a number of these studies lack the statistical power necessary to identify precisely the experience effects. An important consideration in the case of experience is the possibility of a highly nonlinear relationship between the quality of instruction (fidelity) and number of years of teaching (experience). Ipaye (2002) also pursue a nonparametric investigation of experience and found that experience effects are concentrated in the first few years of teaching. Specifically, teachers in their first and, to a somewhat lesser extent, their second year tend to perform significantly worse in implementation in the classroom. Using a different estimation methodology, Ipaye (2002), pinpoint the experience gains as arising during the first year of teaching, with essentially flat impacts of experience subsequently. Consequently, misspecification of the relationship between teachers' fidelity implementation and experience likely contributed to the failure to find a systematic link between faithful lesson delivery and experience.

In-Service Training and Professional Development

In order that curriculum policy is translated into practice and to ensure that successful implementation and continuity of any curriculum innovation exists in the classroom, it is paramount that teachers receive in-service training and provision of ongoing support and professional development (McLaughlin, 1987). As Stenhouse (1975) put it, without teacher professional development there can be no curriculum implementation. Brindley and Hood (1990)

claimed that ongoing in-service training and professional development constitute important components of any projected implementation. In-service training focuses on teachers' responsibilities and is aimed toward short-term and immediate goals, whereas professional development seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers (Stenhouse (1975). A teacher may be doing him/herself a disservice if s/he therefore fails to take active part in professional developmental activities.

A considerable number of conceptual and empirical studies have been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers with their curriculum implementation skills. Analysing 15 empirical studies conducted in the 1970s, Fullan and Pomfret (1977) concluded that in-service training was a factor in seven studies. These studies indicated that teachers who received intensive in-service training had a higher degree of implementation than those who did not.

Teachers' Beliefs and Decision-Making in Implementation

Teachers' beliefs have been described by Kagan (1992) as "tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (p. 65). Teachers' beliefs are related to their classroom practice (Burns, 1992; Kagan, 1992). Pajares (1992) emphasised that there is a "strong relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices" (p. 326) and that "educational beliefs of pre-service teachers play a pivotal role in their acquisition and interpretation of knowledge and subsequent teaching behaviour" (p. 328). Nespor (1987) argued that teachers' beliefs are likely to influence their future behaviour. Nevertheless, Fang (1996) pointed out

inconsistencies between teachers' beliefs and their practices. These inconsistencies reflected the complexities of the classroom reality and implied that "contextual factors can have powerful influences on teachers' beliefs and, in effect, affect their classroom practice" (p. 53). Discussing the logic of implementation, Fullan and Park (1981) claimed that implementation actually necessitates changes and adjustments in the belief systems of teachers in three aspects, and in succession; first materials, then teaching approach, and finally beliefs. They firmly contended that change in beliefs is much more difficult and time consuming to bring about than changes in materials and teaching methods.

Woods (1996) also argued that what teachers do in their classroom practices is shaped by what they think, and that teachers' perceptions and beliefs serve as filters through which instructional judgments and decisions are made (Kagan, 1992). Woods (1996) stated the importance of the teachers' beliefs on their practice of Language teaching, saying, the teacher's beliefs, assumptions and knowledge play an important role in how the teacher interprets events related to teaching; both in preparation for the teaching and in the classroom, and thus affect the teaching decisions that are ultimately made. Woods found that the decisions made in planning and carrying out the course were consistent with deeper underlying assumptions and beliefs about Language, learning, and teaching; yet each teacher's decisions and beliefs differed dramatically from the other along a number of specifiable dimensions (Woods, 1996).

Empirical Review

It has been revealed that most well-intended and well-designed curricular programmes fail to be successfully implemented as a result of inadequate human and material resources. This is because putting a newly developed curriculum into use in the classroom demands that teachers who act as the principal agents of implementation should have a working knowledge of the programme requirements (Oppong, 2009).

Moreover, Arthur's (1999) study on the implementation of the Core English Language curriculum has revealed that inadequate supply of qualified teachers as well as teachers' lack of skills and knowledge needed to implement the programme is a problem that besets the successful implementation of the syllabus. This supports Beeby's assertion (as cited in Bishop, 1985) that inadequately trained teaching force is a problem which is involved when trying to implement a new programme. Beeby (as cited in Bishop, 1985), discussed poorly educated teachers can teach only what they know, and do so by clinging to the textbooks as well as depending on the narrow, formal curricular textbooks. This does not promote any meaningful teaching and learning. On the training of geography teachers, Miller (1954) found that "Inadequate knowledge of subject matter is probably the greatest cause of failure among geography teachers" (p. 375). He therefore suggested that training courses should enable teachers to think and act geographically since there is no substitute for a geography teacher (Oppong, 2009).

A study was conducted among Australian teachers by the Minister for Education, Science and Training in Australia to investigate why there has been a decline in the quality and rigour of teaching geography in schools.

According to a ministerial media release by the Minister for Education, Science and Training (Oppong, 2009), the geographical content *social education (SOSE)* is often taught by teachers with no training in geography, and perhaps with no great enthusiasm for the subject. Teachers in several states reported that SOSE teachers in Years 8-10 were expected to teach across the disciplines of history, geography and economics, even though they may have studied only one of these subjects at the university level. Hence, these untrained teachers found it difficult to grasp the contents of disciplines in which they had no professional and academic training (Kwarteng, 2009).

Secondly, the study revealed that SOSE syllabuses were organized into complex structures of essential learnings, values, processes, strands and concepts, which do not adequately allow for a focus on geographical questions and their analysis. According to the media release, while it was important to recognize the factors that have negatively impacted on the teaching of geography, it was also important to note, and encourage practices that have a positive impact on learning in this area. The following recommendations among others were made to help facilitate the teaching and learning of the subject:

1. there should be supply of qualified teachers who have the academic background and skills to facilitate rigorous and in-depth learning;
2. teachers should keep their knowledge and skills current;
3. teachers should have access to technology such as computers, broadband internet services and software programs; and
4. teachers and students should have access to excursions and fieldwork.

These activities will not only develop students' learning skills but also enable them to connect classroom learning with real world applications (Kwarteng, 2009).

Moreover, Rogan and Grayson (2003) also state that another critical factor that can support or hinder the implementation of new ideas and practices in a school pertains to the "teacher's own background, training and level of confidence, and their commitment to teaching" (p. 1187). They also identify lack of subject matter knowledge by teachers as one major problem associated with implementation. They state that teachers who are under-qualified or have minimum qualifications produce learners who are less proficient in the subject matter (Kwarteng, 2009).

Similarly, Gregg (2001) and Gross et al. (as cited in Okra, 2002) found that beginning teachers have problems with lesson content because they lacked sufficient knowledge about the content and that inaccurate information was either presented or allowed to stand unchallenged in the lessons. These researchers argued that lack of skills and knowledge on the part of teachers impedes the implementation process since such teachers will not be able to conform to the demands of the programmes. Gregg further maintains that such lessons lacked coherence, because the beginning teachers tended to make passing references to concepts (Kwarteng, 2009).

Various research findings affirm a positive relationship between professional quality of teachers and the success of the implementation process. A study conducted by Rowan, Chiang and Miller (1997) found that high school students taught by teachers with an academic major in their assigned

subject area had higher student achievement in the subject than students taught by teachers without a major in the subject area (Kwarteng, 2009).

Ingersoll (1999) also posed the questions: What is the impact of teachers' sense of efficacy of having to teach courses for which they have little formal background preparation? Such out-of-field teaching is associated with decreases in teachers' morale and commitment. He therefore indicated that "teachers assigned to teach a subject for which they have little background are probably more likely to overly rely on textbooks, and the kinds of learning obtained from textbooks are probably what standardized examinations best capture" (p. 29).

Similarly, Ross, Cousins, Gadalla and Hannay (1999) found that teacher efficacy was lower for teachers who were teaching courses out-of-field. This indicates that the effectiveness of the teaching-learning is highly dependent upon the level of training that teachers attain in a particular subject area. Where teachers are more effective due to their professional training that they undergo, the teaching learning process also tends to be effective (Oppong, 2009).

However, Sarason, Davidson and Blatt (as cited in Fullan & Stiegelbauer, 2000) have maintained that teacher's knowledge of subject matter does not bear any simple relationship with the effectiveness of the teaching process. Fullan and associates further argued that there is even "host of college professors whose command of their subject matter is unquestioned but whose effectiveness in teaching is sad indeed" (Fullan & Stiegelbauer, 2000).

In furtherance to this, Anderson (1990), also found that teachers who have a deep understanding of mathematics concepts and knowledge are not

necessarily able to transfer these concepts and knowledge to the students that they teach. They further argued that some teachers who are well-versed in pedagogy have difficulty teaching elementary school mathematics effectively. This argument suggests that the qualification and knowledge level of teachers do not have any influence on the success or otherwise of the implementation process (Oppong, 2009).

However, Fullan and Stiegelbauer (2000), conducted a review of literature, study on six first-year English teachers: three teachers were teaching without teacher certification, and three with a formal teacher preparation. Although all these six teachers had strong subject matter knowledge, it was observed that the teachers with teacher preparation based their teaching exclusively on content. Thus, they could neither take cognizance of student variability nor adjust to it whenever such teachers encountered a situation of that sort. Their teaching business was defective since they lacked the pedagogical understanding of the subject matter as well as how students learn the concept of a particular discipline. But, the three competent teachers were more effective in dealing with difficulties that were encountered during the teaching-learning process (Oppong, 2009).

This is in agreement with the finding reported by Rowan, Chiang and Miller (1997) that pre-service teacher preparation helps to increase the efficacy of teachers in order to effectively implement new innovation. They indicated that by increasing their efficacy through pre-service and in-service training programmes, teachers were more likely to have a more positive impact on students' learning, achievement and motivation towards the entire teaching learning interaction.

Fullan et al. (2000) also found that the psychological state of the teachers and students attempting to implement a new programme can be incapacitating to the implementation processes. They explained that where teachers and students are more predisposed towards giving support to the implementation of a new programme, they can shape the organizational conditions necessary for success in the implementation. They found that “individual teachers and single schools can bring about change without the support of central administrators” (Fullan et al., 2000).

In evaluating the success or failure of technology curriculum in school, Ensminger and Surry (2008) conducted a multi-stage case study among technology co-coordinators, teachers and students by using questionnaire, interview and document analysis. They concluded differently that lack of articulation between new staff and those leaving the school is the single most important problem that beset success in curriculum implementation. They also revealed that success in implementation is greatly facilitated by effective monitoring and assistance by coordinators.

Moreover, Swanzy (2007) also found that most “teachers of today are faced with many problems” some of which may be attributed to the changing educational ideas as well as methods of teaching the subject in schools” (2007, p. 3). He asserts that new subjects have been added to the school curriculum in almost a random fashion and this has led to time-table difficulties. He further states that it has become impossible for schools to find time for the growing list of subjects. The results, according to him, are that aspects which could have been taught separately are now integrated into another subject

Furthermore, teachers should have unimpeded access to high quality curriculum materials, developed by people with expertise in the content and pedagogy of the programme, as well as sufficient resources and time to design, test, and refine the materials for use in classrooms with the diverse students.

Therefore, implementing even a relatively minor change can often be a difficult, frustrating, and divisive process that will fail to produce the desired results (Rogan & Grayson, 2003). It is crucial that school principals and other officials must acknowledge the most important fact that any deficit in their level of commitment, allocation of time and physical materials such as special classrooms, appropriate textbooks and other instructional materials will tremendously retard the success of the implementation process of a curriculum (Oppong, 2009).

Olaniyan and Ojo (2008) have showed that poor funding, lack of tools and equipment, unavailability of instructional materials and the nonchalant attitude of government were some of the challenges that faced the successful implementation of the introductory technology curriculum. The researchers recommended that well-equipped workshops as well as instructional materials should be provided to enhance the teaching and learning of introductory technology (Oppong, 2009). This confirms the findings of Amoah (1998) and Swanzy (2007) when they brought to light that the inadequacy as well as non-availability of educational resources such as qualified teachers, finance, tools and equipment makes the implementation of educational programmes to be difficult. These researchers further indicated that the successful implementation of any educational programme depends on the supply of the necessary resources and capabilities. Kormos (as cited in Anderson, 2002) also

states that lack of quality and usable classroom materials is a frequent problem in dealing with the implementation of instructional programmes.

A study conducted by Joof (1972) among teachers in West African teacher training institutions has also revealed that textbooks used in African schools were in most cases based on European countries. On the relevance of curriculum materials, Marsden (1989) also found that some textbooks are Eurocentric and tend to reflect racism, ethnocentrism, sexism and paternalism. These researchers observed that the textbooks were not relevant to the local situations in Africa (Oppong, 2009).

With emphasis on the above views being espoused, Bliss (1985) also maintains that such readily available materials create little opportunity for imagination. Moreover, he found that the acquisition of pre-digested information, with no other source of information, ensured that students' perspectives and understandings of topics were limited. Still on the suitability of textbook, Amuseghan (2007) also points out that a lot of textbooks in use are poorly organized. This makes them unsuitable for learners to use (Oppong, 2009).

In agreement with Joof's (1972) findings, the National Policy on Education [NPE] of 1981 in Nigeria (as cited in Amuseghan, 2007) has indicated that most of the textbooks at present are unsuitable, inadequate or expensive. It, therefore, states that every new curriculum call for appropriate textbooks and reference books.

Otherwise, in the classroom situations, teachers and learners sometime find it difficult to comprehend the content of such curricular materials. In spite

of the centrality of textbooks in the teaching and learning activities, Johnson, cited in Amuseghan (2007), asserts that teachers should not enslave themselves to particular textbooks or a set of materials. He further posits that teachers must understand and use the freedom that they have to adapt and to supplement the materials to conform to the needs and interests of the learners (Oppong, 2009).

Beeby (as cited in Bishop, 1985, p.195) again states that “The internal organization of the school is sometimes too authoritative or mechanical; the average headmaster is too indifferent and apathetic” (Beeby, as cited in Bishop, 1985, p.195). He states that such conditions of work are not conducive to the adoption of new methods and techniques of teaching. Also, the National Research Centre on Learning Disabilities -NRCLD (2006) reports that effective implementation of programmes requires some kinds of support systems. These systems fall into two categories:

1. professional development and training. This includes opportunities for workshops and in-service training as well as partnership with other coaches or mentor teachers.
2. attainment or redistribution of resources within the school. Most teachers do not have the proper resources to implement the programme, it is the duty of that school leadership to obtain or redistribute resources since the absence or inadequacy of such materials negatively affects the implementation process.

Moreover, Fullan et al. (1991) found that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts. They stated

that where there is pressure to do things better, support must also be readily available. Otherwise, the implementation process will suffer a setback and defeat. Fullan et al. (2000) also opine that financial allocations are necessary but most developing countries are unable to meet the demand for these materials and financial resources. This, therefore, breaks the implementation of well-designed educational programmes (Kwarteng, 2009).

Summary

This literature review sought to provide a review of curriculum, the various approaches to curriculum implementation, teaching, methods of teaching English Language and synthesis of research on fidelity of implementation of English Language. Summary of findings related to knowledge teachers have regarding fidelity of implementation, how topics are arranged in the curriculum, methods teachers use in teaching English Language and the resources available in teaching English Language. The aim of the review is to provide a framework for the current study which is based on these assumptions: 1) inadequate supply of qualified teachers as well as teachers' lack of skills and knowledge needed to implement the programme is a problem that besets the successful implementation of the syllabus (Arthur 1999, Rogan & Grayson 2003, Gregg 2001 and Gross et al. (as cited in Okra, 2002, Rowan, Chiang and Miller 1997, Ingersoll 1999, Ross, Cousins, and Gadalla 1999). 2) syllabuses were organized into complex structures of essential learnings, (Joof 1972, Bliss 1985, Amuseghan 2007, Oppong 2009, National Policy on Education [NPE] of 1981) 3) methods of teaching the subject in schools Swanzy (2007) 4) inadequacy of instructional materials or resources to fully support the implementation of curriculum (Fullan et al.

1991, Amuseghan 2007, Olaniyan and Ojo 2008). Throughout the literature review, key findings and needs were highlighted. In addition, connections with previous research and the current study were drawn.



CHAPTER THREE

RESEARCH METHODS

Overview

The section describes the research design, study area, population, sample and sampling procedures, data collection instrument as well as data collection and data processing and analysis procedures. Ethical issues that were considered in the study are also discussed.

Research Design

The descriptive survey design was employed for the study. A descriptive survey research means the collection and analysis of responses of large sample of people to polls and questionnaires designed to elicit their opinions, attitudes and sentiments about a particular issue (Burger, & Silima, 2006).). The descriptive survey design is a type of design that can be explained as the process of gathering data in order to answer research questions or test hypothesis which concerns the existing status of a phenomenon. This type of survey attempts to provide an accurate and objective description of a picture of an on-going situation or real-life situation (Quartey & Awoyemi, 2002). Festinger (2005) indicated that survey studies are conducted to collect detailed description on existing phenomenon with the intent of employing data to justify current conditions, practices or make more intelligent plans for improving them. He further explained that, in addition to analysing, interpreting and reporting on the status of an organisation for future guidance, descriptive surveys can be used to determine the adequacy of an activity by comparing results to establish standards.

Rea and Parker (1992) maintained that for a survey to be accurate, the sample being questioned must be representative of the population on key characteristics such as sex, age, religion and cultural background. To ensure similarity to the larger population, descriptive survey researches usually try to make sure that they have a random sample, a method of selection in which everyone in the population has an equal chance of being selected.

According to Zohrabi (2013), descriptive research designs places emphasis on fact-finding but unable to prove causal relationships between variables. Bell also cautioned that with descriptive survey great care must be taken to ensure that the sample population is truly representative of the whole population. The descriptive survey design is ideal because this study was poised to assess the fidelity approach of teaching English Language at the Junior High School level in the Ada District of Ghana.

Descriptive survey was chosen because it has the advantages of producing good responses from a range of people. At the same time, it provides a meaningful picture of events and seeks to explain people's opinion and behaviour on the basis of data gathered at a point in time. Furthermore, it can be used with greater confidence with regards to a particular question of special interest or value to the researcher. In-depth follow up questions can also be asked and items that are not clear can be explained using descriptive design (Zohrabi, 2013).

Despite the above advantages, the descriptive survey design is not without weakness. Festinger (2005) observe that survey designs, like all non-experimental designs, no matter how convincing the data may be, cannot rule out extraneous variables as the cause of what is being observed. This is because

descriptive survey designs do not have control over the variables and the environment that they study. This means that findings from survey are most often influenced by factors other than those attributed by the researcher.

Bryman and Cramer (2012) also identifies problems of survey designs to include the possibility of producing untrustworthy result because they may delve into people's private matters. One of the disadvantages of descriptive survey research is that the results can be influenced, and at times biased by two factors; who the respondents are and how the questions are asked (Bryman & Cramer, 2012). When the sample is not random, the result can be misleading.

Study Area

The Ada East District is situated in the Eastern part of the Greater Accra Region. The total land area of the District is 289.783 (square km). The District shares common boundaries with the Central Tongu District to the North, South Tongu District and Ada West to the East and West respectively. It is bounded to the south by the Gulf of Guinea, which stretches over 18 kilometers from Kewunor to Totope. It is also bounded by the Volta River South-Eastwards extending to the Gulf of Guinea southwards thereby forming an Estuary, about 2 kilometers away from the District capital, Ada-Foah (Ghana Statistical Service, 2013)

The population of Ada East District according to the 2010 Population and Housing Census is 71,671 representing 1.8 percent of the region's total population. Males constitute 47.5 percent and females represent 52.5 percent. About 70 percent (68.3%) of the population reside in rural localities. Of the population 11 years and above, 72.8 percent are literate and 27.2 percent are non-literate. The proportion of literate males is higher (82.2%) than that of

females (64.8%). About six out of ten people (60.0%) indicated they could read and write both English and a Ghanaian language (s). Of the population aged 3 years and above (23,354) in the district, 25.3 percent have never attended school, 40.4 percent are currently attending and 34.3 percent have attended in the past (Ghana Statistical Service, 2010).

Population

The target population of the study included all the Junior High School classroom teachers who have English background in Ada East District. Since I can have access to all the teachers in target population, they serve as the accessible population in the study. According to District Statistics of Teachers Report (2018), there are 162 teachers who have English Language background in the district.

Sampling Procedure

It has been confirmed by some scholars in Social Science that for a sample to be representative in a study, it must be a good proportion of the population (Welman, Kruger & Mitchell, 2005). This establishes the fact that samples of the study population are taken when it is not feasible to carry out whole population studies. Thus, observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn. Sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain a representation of the whole target population. In fact, “samples are expected to be representative. For that reason, samples are expected to be chosen by means of sound methodological principles” (Dowling, & Cooney, 2012). The cluster sampling technique was used to determine the sample size. The simple random

sampling technique and purposive were then used to sample the unit for the study. According to Dowling and Cooney, (2012) a simple random sample is a randomly selected subset of a population where each member of the population has exactly equal chance of being selected. Random sampling technique was used here because the researcher wanted the sample method to be free from preconception and unfairness. Specifically, the lottery method was adopted to obtain the sample unit for the study. In selecting the sample for the study, the table provided by Krejcie and Morgan (1970) was used to determine the sample size in academic research through the development of a table. The authors argued that proper sampling is critical to ensure that results are reliable and accurate, especially in studied with small populations. they emphasized that sample size determination can also help researcher to save time, effort and resources. Krejcie and Morgan's sampling table was based on the idea of determining the necessary sample size based on the size of the population. The authors explained that the table was constructed using mathematical formulas and probability theory to ensure that it would generate reliable and accurate estimates of the sample size required for a given population size. Krejcie and Morgan (1970) stated that their proposed method reduces the chances of sampling errors, which may occur due to over or under-sampling, and leads to more accurate results in academic research. According to Krejcie and Morgan, the appropriate sample size for a population of 162 is 113.

Overall, Krejcie and Morgan (1970) justified the use of their sampling method by arguing that it is an efficient and practical way to determine sample size in academic research, as it ensures the appropriateness and accuracy of the

sample size within a given population. In addition, six (6) teachers were randomly selected from the sample to respond to the qualitative part of the study. Fusch, and Ness (2015) suggested data saturation occurs as little as six (6) interviews and as many as twelve (12). Being mindful of this, six participants were enough for the qualitative part of the study.

Sources of Data

Primary and secondary sources of information were used to compile the data. Respondents provided primary data, while secondary data was gathered from relevant papers, class notes, work plans, books, diaries, and an internet search. For more detailed information, libraries were used. In addition, one of the primary sources of secondary data was the internet.

Data Collection Instruments

Instrument refers to the tools or means by which researchers attempt to measure variables or items of interest in the data collection process. Instrument for data collection is a tool that is used by researcher for collection of data in social science research (Yin, 1989). It is related not only to instrument design, selection, construction, and assessment, but also the conditions under which the designated instruments are administered (Yin, 1989). The instruments that were used to gather data that served as the bases for making inferences, interpretations, descriptions and explanations were questionnaire and interview guide. Reasons for the choice of the questionnaire are that, questionnaire is described as structured instrument for gathering data from a potentially large number of respondents, within a shorter possible time when especially the population is easily accessible (Yin, 1989). Again, the instrument was used because, it is advantageous whenever the sample size is

large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Yin 1989).

Close-ended questions were adopted for the questionnaire. This is because they are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are (Cohen, Manion & Morrison, 2007). The questionnaire was divided into sections with each section focusing on one objective. Section 'A' covered items on the demographic information of the respondents. Section 'B' covered items on knowledge of teachers regarding fidelity approach in teaching of English Language. Section 'C' covered items on how teachers implement the fidelity approach in the teaching of English Language. Section 'D' covered items on methods teachers of English Language use in teaching and evaluation of English Language. Section E covered items on teaching and learning materials to enhance their English language. The study adopted a four-point likert-type scale. The response choice was; "Strongly agree (SA) =4, "Agree" (A) =3, "Disagree" (D) =2 to "Strongly Disagree" (SD) =1. The interview guide contains questions for all the four research objectives. It is used to get in-depth description of the data collected. To ensure that the interview is focused, organized, and consistent, the interview guide helped to improve the quality of the data collected. This means that the data is more accurate, relevant, and useful for addressing the research questions.

Validity and reliability of Instruments

The questionnaires were subjected to expert judgement to ensure content validity. In addition, the questionnaire was pilot tested on respondents with similar characteristics from a different study area, specifically Ada West

in order to assess the reliability of the instrument. According to Creswell (1994) 10% of the total sample is adequate for pilot testing and being mindful, 11 teachers were randomly sampled for the pilot test. The reliability was calculated by using the Cronbach's Alpha reliability estimate. Reliability in qualitative research was checked through conducting the same interview at different times at different places and obtaining detailed written description from the interview (Creswell, 1994).

Data Collection Procedures

An introductory letter was given me by the Head of Department of Basic Education, Educational Foundation, of the University of Cape Coast. I sent the letters to the headmasters/headmistress of the basic schools to obtain permission for the conduction of the study. The distribution and collection of questionnaires was done by visiting the teachers in the school they teach. I visited the schools which were concerned in the study to administer the instrument to the various teachers involved. The sorting of the teachers was done using purposive sampling.

The instrument was administered to all the sampled teachers in three days and they were retrieved a week later. In order to ensure that all instruments were collected, enough time was given to the teachers that could not complete them.

The interviews were conducted one- on-one at a preferred location by the teachers who were sampled. The interview was planned on days and times determined by the teachers in the normal school days in the various schools. Each interview lasted between 15- 20 minutes to allow adequate time for questioning and responding to the open- ended questions.

According to Yin (1989), when interviewing each individual's participant, the researcher gathers detailed information from observing the participant responses. In view of that, written notes were taken during the interview to record the participants verbal and non- verbal responses. The note helped me in describing what was observed and heard throughout the interviews. All interview data were transcribed into a word file document, verbatim and triangulated with the quantitative data to answer the research questions.

Data Processing and Analysis

The data analysis phase consisted of editing, coding and statistical computation. After data collection, the items on each of the questionnaires were labelled serially to ensure easy identification, errors and for easy coding. The data gathered was then analysed with the aid of Statistical Packages for Social Sciences (SPSS) after the data had been collated and edited in order to address questions. Percentages and frequencies were used to analyse the data that were collected on the background information of the respondents. The descriptive statistics including mean of means and standard deviations were used to analyse research questions. To respond to the qualitative part of the study, the data from the interviews transcribed verbatim and triangulated with that of quantitative data to answer the research questions.

Ethical considerations

The following ethical consideration was adopted to include informed consent, confidentiality, voluntary participation, and right to leave the study. Being mindful of these considerations, respondents indicated their consent to take part in the study. To ensure confidentiality and anonymity of the

respondents, they were told not to indicate their names or indicate anything to trace their identity. In addition, respondents were told that they have the right to opt out of the study at any time they want. In essence, respondents were respected regarding throughout the conduct of the study and the entire data collection process.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analysis and discussion of the data. The study gathered data on assess the fidelity approach of teaching English language at the Junior High School level in the Ada East District of Ghana. In particular, the study seeks to find out how teachers teach the English Language with high degree of fidelity. The findings are presented according to the research questions for the study. The chapter has been divided into two. The first part of the chapter focused on the background information of the respondents. The second aspect concentrated on the presentation and discussion of the main findings of the study.

Background Information of the Respondents

This section dealt with the information collected on the background of the respondents. The characteristics of the respondents discussed in this section included gender, age, professional qualification, rank in Ghana Education Service and number of years of teaching. Table 1 present the background information of the respondents.

Table 1: Background Information of the Respondents

Variable	Frequency	Percent (%)
Sex		
Male	58	51.3
Female	55	48.7
Total	113	100.0
Ages		
20-30 years	32	28.3
31-40 years	60	53.1
41-50 years	17	15.0
51-60 years	4	3.5
Total	113	100.0
Professional Qualification		
Diploma	32	28.3
Degree	79	69.9
Masters	2	1.8
Total	113	100.0
Rank in G. E. S		
Senior Superintendent	36	31.9
Principal Superintendent	71	62.8
Assistant Director	6	5.3
Number of Years of Teaching		
Less than a year	16	14.2
2-5 years	44	38.9
6-10 years	41	36.3
11-20 years	12	10.6
Total	113	100.0

Source: Field survey, Azumah (2020)

Results from Table 1 show the background information of the respondents involved in the study. On the gender of the teachers, it can be observed that 58(51.3%) were males and 55(48.7%) of them were females.

The data indicates there was a narrow difference between the number of females and males used during this work. This therefore shows quite a good gender balanced workforce.

Paying attention to the results, it can be realized that majority of the population sampled for the study included the adult population from age 31-40 years representing 53.1% of the total sample. This clearly shows a vibrant and energetic workforce as the majority of the employees are within the youthful employment zone. This was followed by 32 individuals who fell within the 20-30 years and represented 28.3% of the total sampled population. Seventeen (17) individuals fell between the range of 41-50 years which also amounted to 15.0% of the sample used to conduct the survey and 4 teachers fell between 51-60 years which is represented by 3.5%.

For their professional qualification, the results depicted that majority of the participants have obtained a valid university degree as 79 participants, representing 69.9% ticked that option. Thirty-two (32) participants representing 28.3% have also obtained their diploma degree as shown in the table above. Two (2) individuals in the study also showed that they have obtained master's degree. This clearly shows the district have very skilled graduates as employees in the Ghana education service (GES).

In addition to the above, it can be deduced that most of the teachers 71(62.8%) were principal superintendents, 36(31.9%) of them were senior superintendents and 6(5.3%) were assistant directors. This clearly indicates that majority of the teachers involved in the study have some leadership experiences in their field of work.

Finally, the table showed that 16(14.2%) of the respondents have been teaching for less than a year, 44(38.9%) of them have been teaching for 2-5 years, 41(36.3%) of them have been teaching for 6-10 years and 12(10.6%) of them have been teaching for 11-20 years. This implies that all the teachers involved in the study have gathered a number of good experiences in teaching the subject. Hence, they provided objective answers to the items on the questionnaire.

Main Discussions

This section deals with the main data collected from the field in order to answer the research questions that were raised to guide the study. The discussion is structured according to the research questions. The four-point Likert scale questionnaire that was administered was analysed using mean of means and standard deviations. From the analysis, a mean value of 3.50 - 4.0 showed that the respondent strongly agreed to the statement, a mean value of 2.5 - 3.0 showed that the respondents agreed with the statement, a mean value of 1.5 - 2.0 showed that the respondents disagreed with the statement and a mean value of 1.4 - 1.0 showed that the respondents strongly disagreed with the statement. A standard deviation below 1.0 showed that the responses from the respondents were homogeneous and heterogeneous when it was above 1.0.

Research Question One: What knowledge do English Language teachers of Ada East have regarding fidelity approach in teaching of English Language?

Research question one sought to investigate the knowledge English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language. In order to answer this research question, a four-point

likert-scale questionnaire was administered to English Language teachers of Ada District. The statements in the questionnaire were developed in accordance with the review of related literature. The retrieved questionnaire was analysed using mean and standard deviation to show the direction of the responses. The views of the responses are presented in Table 2.

Table 2: Knowledge of Teacher Regarding Fidelity Approach to the Teaching of the English Language

Statement	M	SD
Fidelity approach to teaching English Language is when teachers become curriculum-transmitters who use the student's book as the only source of instructional content	2.94	0.92
The fidelity approach to the teaching of the English Language makes the teachers to rarely supplement the missing elements in the curriculum	2.27	0.84
In the fidelity approach to teaching English Language teachers focus solely on covering content without responding to classroom dynamics	2.73	0.95
Fidelity approach to teaching English Language is the delivering of instruction in the way in which it was designed to be delivered	1.93	0.78
In fidelity approach to teaching English Language, the teachers are monitored to adhere to the protocols	2.31	0.93
In fidelity approach to teaching English Language, the teachers are motivated to give full support and attention to the educational programme	2.35	0.78
Fidelity approach to teaching English Language is characterized by strategic planning from the top centralized system	1.79	0.51
Fidelity approach to teaching English Language seeks to achieve pre-determined goals	1.79	0.66
Fidelity approach to teaching English Language is when the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it	2.22	0.72
Fidelity approach to teaching English Language makes the teaching and learning processes more static	2.45	0.92
Mean of Means/Average Standard Deviation	2.28	0.42

Source: Field survey, Azumah (2020). Key: SA=Strongly Agree (4), A=Agree

(3), D=Disagree (2), SD=Strongly Disagree (1)

Table 2 displays the results of the data collected on the knowledge of teacher regarding fidelity approach to the teaching of the English Language. The results showed that majority of the English Language teachers agreed that fidelity approach to teaching English Language is when teachers become curriculum-transmitters who use the student's book as the only source of instructional content and their responses were homogeneous ($M= 2.94$; $SD=0.92$). On their responses on the statement that the fidelity approach to the teaching of the English Language makes the teachers to rarely supplement the missing elements in the curriculum, it was discovered that majority of the teachers disagreed and there existed no differences in their responses ($M= 2.27$; $SD= 0.84$).

Following their responses on their responses on the statement that in the fidelity approach to teaching English Language teachers focus solely on covering content without responding to classroom dynamics, the results revealed that a greater percentage of the English Language teachers agreed and there were no differences in their responses ($M= 2.73$; $SD= 0.95$). In relation to their responses on fidelity approach to teaching English Language is the delivering of instruction in the way in which it was designed to be delivered, it was found out that majority of the teachers disagreed and there were no variations in their responses ($M= 1.93$; $SD= 0.78$).

For their responses to the statement soliciting their views on the fact that in fidelity approach to teaching English Language, the teachers are monitored to adhere to the protocols ability to install new programmes that they would like to use, the results indicated that the teachers disagreed with variation in their responses ($M= 2.31$; $SD= 0.93$). Additionally, the teachers

disagreed with the statement that in fidelity approach to teaching English Language, the teachers are motivated to give full support and attention to the educational programme (M= 2.35; SD= 0.78) and fidelity approach to teaching English Language is characterized by strategic planning from the top centralized system (M= 1.79; SD= 0.51). It can be argued to some degree that the teachers do not have knowledge on the fact that the approach makes the planning of the curriculum from top to down.

A closer look at the results brought to bear that majority of the teachers disagreed that fidelity approach to teaching English Language seeks to achieve pre-determined goals and there were no differences in their responses (M= 1.79; SD= 0.66). Another indicator to investigate the knowledge English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language was that fidelity approach to teaching English Language is when the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it. On the basis of that, the results portrayed that majority of the teachers disagreed and their responses were homogeneous (M= 2.22; SD= 0.72). The last item to investigate the knowledge of English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language was fidelity approach to teaching English Language makes the teaching and learning processes more static. Owing to that the results obviously indicated that a greater percentage of the teachers disagreed with no disparities in their responses (M=2.45; SD=0.92).

The overall mean and standard deviation values for knowledge of English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language rated ($M=2.28$; $SD=0.42$). This gives the implication that majority of the English Language teachers disagreed with the statement soliciting their responses on their knowledge on fidelity approach and their responses did not vary from each other concerning the statements. This suggests that the English Language teachers do not possess much knowledge on fidelity approach to the teaching of the English Language.

The results resonate with that of Shaver (2003), who indicated that the fidelity approach leads teachers to become curriculum-transmitters who use the student's book as the only source of instructional content. Shaver added that teachers in his view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics. According to Lewy (1991), fidelity of implementation is the delivering of instruction in the way in which it was designed to be delivered. The fidelity approach rests on the assumption that the main goal of implementing a particular educational programme is to bring about change. Also, to assess the extent to which the actual use of the programme corresponds 'faithfully' to the kind of use it was intended by the developers of the innovative idea. It has been defined as the determination of how close the programme is implemented according to its original design or as intended by the developers (Fullan & Pomfret, 1977; Dobson & Shaw, as cited in Ruiz-Primo, 2006). To achieve fidelity of implementation, the developers must design monitoring procedures for teachers' adherence to the protocols. In this case, the emphasis of the implementation process is to clearly ensure that the

new practice actually conforms to the developers' intention (Barman, Hall & Locks, cited in Lewy, 1991). Lewy identified the following as highly characteristic of the fidelity approach to implementation: it involves strategic planning from the top centralized system; content dominates decision about change; the nature of change process tends to be incremental in nature; outcomes are predictable since they are specified by the innovation; it is linear and mechanistic; and implementers are passive in the process.

Research Question Two: How are the topics arranged in the syllabus for teaching English Language?

Research question two sought to examine how topics are arranged in the syllabus for teaching English Language. The responses of the English Language teachers are presented in Table 3.

Table 3: How Topics Are Arranged in the Syllabus for Teaching English Language

Statement	M	SD
The syllabus is poorly planned and organized	3.56	0.86
The syllabus is too overloaded to be completed on time	3.10	0.79
The content of the programme is difficult to be taught within the stipulated time period	3.22	0.76
Certain content of the English Language curriculum is complex for my students to understand	3.89	0.70
I refuse to teach certain aspects of English Language because they are difficult	3.80	0.67
Lack of alignment between English Language curriculum and requirements of examination bodies	3.04	0.81
Mean of Means/Average Standard Deviation	3.38	0.43

Source: Field survey, Azumah (2020). Key: SA=Strongly Agree (4), A=Agree

(3), D=Disagree (2), SD=Strongly Disagree (1)

Table 3 shows the responses of the teachers on how topics are arranged in the syllabus for teaching English Language. It can be observed from the results that there are some issues with the arrangement of the topics in the syllabus for the teaching of English Language in the basic schools ($M=3.38$; $SD=0.43$). For instance, the results indicated that most of the teachers strongly agreed that the syllabus is poorly planned and organized and their responses did not differ from each other concerning the statement ($M=3.56$; $SD=0.86$). It was also revealed from the results that the teachers agreed that the syllabus is too overloaded to be completed on time with no variations in their responses ($M=3.10$; $SD=0.79$).

Following their responses on the fact that the content of the programme is difficult to be taught within the stipulated time period, it was discovered that most of the teachers agreed with no differences in their responses ($M=3.22$; $SD=0.76$). Paying attention to responses of the teachers, it was revealed that majority of them strongly agreed that certain content of the English Language curriculum is complex for my students to understand and there were no distinctions in their responses concerning the statement ($M=3.89$; $SD=0.70$). A closer look at the results showed that majority of the teachers strongly agreed that they refuse to teach certain aspects of English Language because they are difficult and their responses clustered around the same mean ($M=3.80$; $SD=0.67$). Finally, the results portrayed that the teachers agreed that there is lack of alignment between English Language curriculum and requirements of examination bodies with no distinctions in their responses ($M=3.04$; $SD=0.81$).

Thus, the findings of the study clearly indicated that the syllabus for core English Language has been poorly planned and organized, the syllabus was too overloaded to be completed on time, some of the content of the English Language curriculum was complex, and lack of alignment between English Language curriculum and requirements of examination bodies in Ghana militate against effective implementation of the English Language curriculum.

This confirms Amuseghan's (2007) that a lot of textbooks in use in our schools are poorly organized. This makes them unsuitable for learners to use. Amuseghan (2007) further indicated that most of the textbooks at present are inadequate or expensive to acquire. Amuseghan (2007), was the opinion that every new curricula calls for appropriate textbooks and reference books in order to be implemented. Otherwise, in the classroom situations, teachers and learners sometime find it difficult to comprehend the content of such curricular materials.

In spite of the centrality of textbooks in the teaching and learning activities, Johnson, cited in Amuseghan (2007) asserts that teachers should not enslave themselves to particular textbooks or a set of materials alone. He further posits that teachers must understand and use the freedom that they have to adapt and to supplement the materials to conform to the needs and interests of the learners.

These findings are also in collaboration with the findings of Shower (2003), who indicated that the fidelity approach leads teachers to become curriculum-transmitters who use the student's book as the only source of instructional content. According to Shower (2003), teachers transmit textbook

content as its structure dictates by means of linear unit-by-unit, lesson-by-lesson and page-by-page strategies. Neither do they use ‘adaptation’ strategies to adjust curriculum to their context; nor do they employ ‘skipping’ strategies to eliminate irrelevant studying units in the syllabus, lessons or tasks. Moreover, these teachers in his view rarely supplement the missing elements in the curriculum and focus solely on covering content without responding to classroom dynamics. Obanya (2002) supported this assertion and concluded that, in ideal situations there would be a perfect match between what is prescribed, what is practiced, and consequently what is achieved.

Research Question Three: What methods do teachers of English Language in the Ada East District of Ghana use in teaching and evaluating of English Language?

Research question three sought to find out methods teachers of English Language in the Ada East District of Ghana use in teaching and evaluation of English Language. The results are displayed in Table 4.

Table 4: Methods used by Teachers of English Language in Teaching and Evaluation

Statement	M	SD
Lecture method	3.76	0.97
Discussion method	1.59	0.71
Demonstration method	1.65	0.61
Case study method	2.36	0.74
Field trip method	1.60	0.64
Role playing	2.99	0.73
Project method	1.74	0.49
Mean of Means/Average Standard Deviation	2.06	0.36

Source: Field survey, Azumah (2020). Key: SA=Strongly Agree (4), A=Agree

(3), D=Disagree (2), SD=Strongly Disagree (1)

Results from Table 4 shows the methods teachers of English Language of the Ada East District of Ghana use in teaching and evaluation of English Language. It can be deduced from the results that majority of the teachers mostly use the lecture method for the teaching of the subject ($M=3.76$; $SD=0.97$). The results indicated that most of the teachers strongly disagreed that they use the discussion method and their responses did not differ from each other concerning the statement ($M=1.59$; $SD=0.71$). This means that the teachers do not used the discussion method most of the times for the teaching of the Language. It was also discovered from the results that the teachers strongly disagreed with the use of the demonstration method with no variations in their responses ($M=1.65$; $SD=0.61$).

Following their responses on the use of case study, it was discovered that most of the teachers strongly disagreed with no differences in their responses ($M=2.36$; $SD=0.74$). Paying attention to responses of the teachers on the use of fieldtrip, it was revealed that majority of them strongly disagreed and there were no distinctions in their responses concerning the statement ($M=1.60$; $SD=0.64$). In addition, the results showed that majority of the teachers disagreed with the use of role playing and their responses clustered around the same mean ($M=2.99$; $SD=0.73$). Finally, the results portrayed that most of the teachers do not use the project method of teaching the subject ($M=1.74$; $SD=0.49$).

The teachers ascertained that, discussion, demonstration, debates, field trips methods were not as regularly used as the questionnaire responses indicated. Also, teachers did not demonstrate that they could use those methods competently. For instance, a teacher who wanted to use debate did

not group the students in the class, give the students ample time to go and research on the topic to be used for the debate but as she was teaching, gave the students the topic and asked for any student to get up and speak either for or against the motion. Another instance was seen when teachers after using the combination method involving lecture method and question and answering method, failed to ask questions to check if students had understood the lessons, giving the excuse that the bell had announced the end of the lesson. The lecture method which dominated all lessons observed made most of the English lessons were dull. The use of the lecture method made lessons that were observed, mostly teacher-centred.

The findings indicate that most of the recommended methods for teaching English language were not used during lessons. Some of the recommended methods for teaching English Language include discussion, debates, dramatization/role play, lecture, question and answer, field trip, demonstration and the like. The findings of this research, however, showed the unpopularity of some of the methods like debates, role play, discussions and field trips among teachers. This is not encouraging because of the numerous advantages associated with these methods in teaching a subject like English Language. For instance, the use of role play and dramatization in teaching helps the students to develop the ability to speak in public. It is, therefore, unfortunate that such methods are not used by some English Language teachers.

Relating this to the literature, Bishop (1985) posits that, “a curriculum is enriched by the creativity and imagination of the best teacher...” (p.190). He adds that teachers are the heart of the entire curriculum process, and the

change process cannot proceed without the full co-operation and involvement of such teachers. This implies that an unqualified and an untrained teaching force cannot affect the implementation process since education depends on the quality and mental health of the people who are recruited to the teaching service (Fullan & Stiegelbauer, 2000).

Research Question Four: What resources are available to the English Language teachers for their teaching?

Research question four sought to find out the resources available to the English Language teachers for their teaching. The results are displayed in Table 5.

Table 5: Resources Available to The English Language Teachers for Their Teaching

Statement	M	SD
Textbooks	3.21	0.87
Reference materials	2.97	0.81
Cardboards	2.96	0.59
White Marker Boards	3.15	0.88
Teacher Manuals	2.98	0.97
Audio-visual materials	2.84	0.39
Mean of Means/Average Standard Deviation	2.18	0.56

Source: Field survey, Azumah (2020). Key: VH=Very High (4), H=High (3), L=Low (2), VL=Very Low (1)

Results from Table 5 shows the resources available to the English Language teachers for their teaching. It can be deduced from the results that majority of the teachers agreed that textbooks were available with no differences in their responses (M=3.21; SD=0.87). The results indicated that most of the teachers strongly disagreed that reference materials were available

and their responses did not differ from each other concerning the statement ($M=2.97$; $SD=0.81$). It was also discovered from the results that the teachers strongly disagreed with the availability of cardboards with no variations in their responses ($M=2.96$; $SD=0.59$).

Following their responses on the availability of white marker boards, it was discovered that most of the teachers agreed with no differences in their responses ($M=3.15$; $SD=0.88$). Paying attention to responses of the teachers on the availability of teacher manuals, it was revealed that majority of them disagreed and there were no distinctions in their responses concerning the statement ($M=2.98$; $SD=0.97$). In addition, the results showed that majority of the teachers disagreed with the availability of audio-visual materials and their responses clustered around the same mean ($M=2.84$; $SD=0.39$). Finally, the overall mean and standard deviation values for resources available to the English Language teachers for their teaching rated ($M=2.18$; $SD=0.56$). The direction of the results depicts that a lot of resources were unavailable to teachers of English Language to teach the subject.

This result supports the view of Ely (1990) that an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful. This means that if new or substantial resources are required, they need to be readily accessible for the new programme to be implemented. This corroborates the finding of Okra (2008) when he revealed that the unavailability of curriculum materials such as recommended textbooks, syllabuses and teachers' handbooks tend to lower the faithful implementation of instructional programmes.

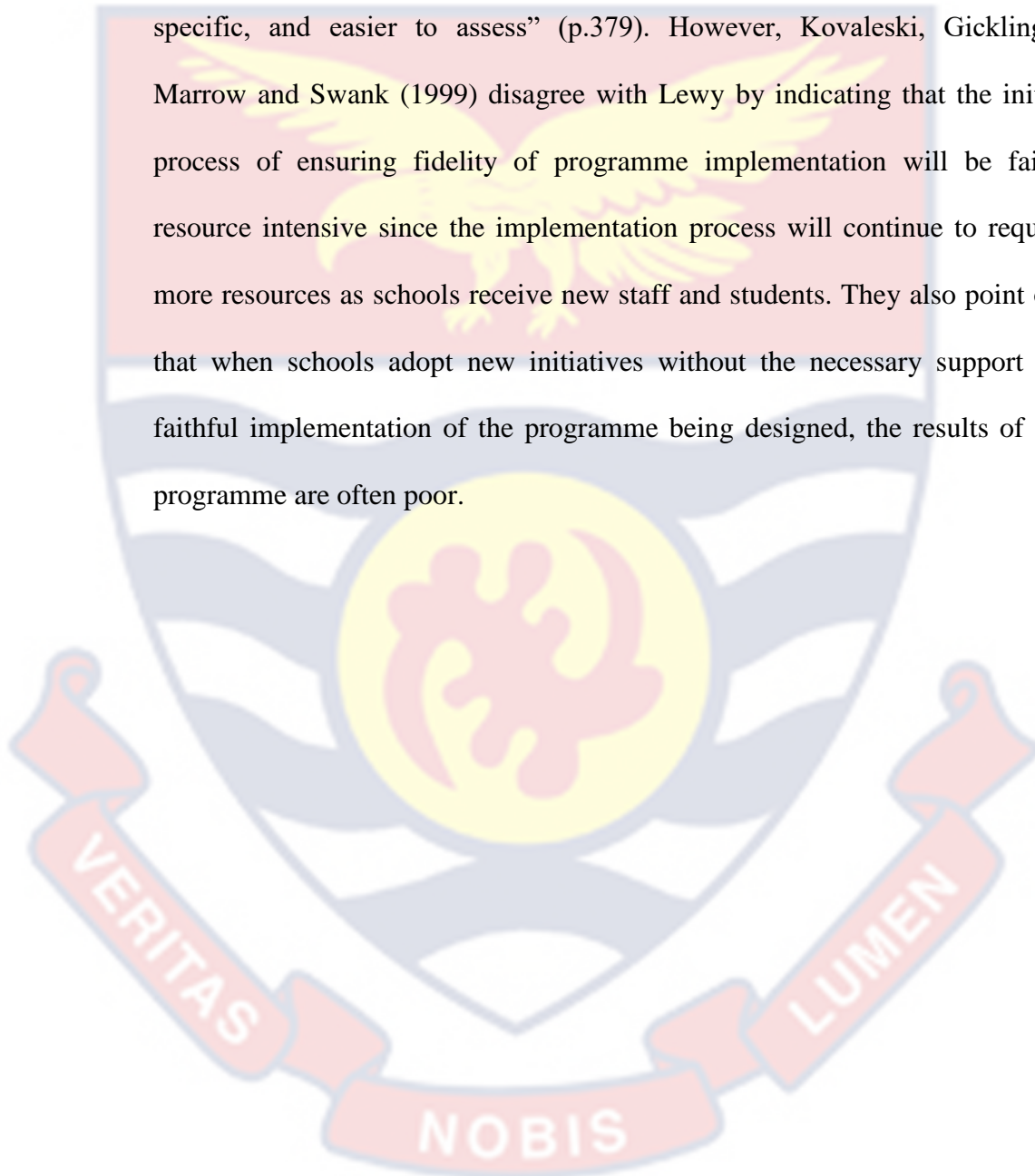
In similar vein, Gresham (1989) observed that programmes that require additional materials and resources for effective implementation are likely to be implemented with poorer fidelity than it has been planned. The finding is consistent with that of Fullan et al. (1991) who found in their study that inadequacy of instructional materials or resources to fully support the implementation of an initiative has caused most task and reform-oriented teachers to fail in their attempts. They stated that where there is pressure to do things better; support must also be readily available. Otherwise, the implementation process will suffer a setback or defeat.

The findings of Bliss (1985) study support this when he concluded by indicating that schools without access to computers limited the students' use of information and communication technology system which can enhance the learning and understanding of issues. Zevin and Balota (2000) also supports Bliss' findings by stating that teachers depend on the textbooks as their main source of ideas without much enrichment or supplementation from other forms of curricular materials such as reading journals and supplementary readers, using the internet to do more research on topics to be taught, and many more.

Similarly, Grossman and Thompson (2004) agreed with this when they found that the curriculum materials did, indeed, powerfully shape teachers' ideas about teaching Language arts as well as their ideas about classroom practice. The study also found that teachers are the avid consumers of curriculum materials. The curriculum materials they use for teaching seem to have a profound effect on how such teachers thought about and taught the subject matter (Grossman & Thompson, 2004). According to these researchers, materials offer teachers and students the opportunity to grasp

subject matter knowledge as well as offer teachers many opportunities to acquire pedagogical content knowledge.

The result is in line with findings of Lewy (1991) who is of the opinion that the fidelity approach has the “advantage of being more clear, more specific, and easier to assess” (p.379). However, Kovaleski, Gickling , Marrow and Swank (1999) disagree with Lewy by indicating that the initial process of ensuring fidelity of programme implementation will be fairly resource intensive since the implementation process will continue to require more resources as schools receive new staff and students. They also point out that when schools adopt new initiatives without the necessary support for faithful implementation of the programme being designed, the results of the programme are often poor.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter seeks to present a summary of the research process as well as the key findings that emerged from the research. The chapter also contains the conclusions and recommendations that were made based on the findings of the study. Areas suggested for further research are also presented in this final chapter of the study.

Overview of the Study

The focus of the study was to assess the fidelity approach of teaching English Language at the Junior High School level in the Ada East District of Ghana. It sought to investigate the knowledge English Language teachers of Ada East District have regarding fidelity approach in teaching of English Language, examine how topics are arranged in the syllabus for teaching English Language, find out methods teachers of English Language of the Ada East District of Ghana use in teaching and evaluation of English Language and find out the extent to which English Language teachers have access to teaching and learning materials to enhance their English Language instruction..

The descriptive survey design was employed for the study. The target population of the study included all the Junior High School classroom teachers who have English Language background in the study area. Since I can have access to all the teachers in target population, they serve as the accessible population in the study. According to District Statistics of Teachers Report (2018), there are 162 teachers who have English Language background in the

district. The researcher employed the cluster sampling technique in selecting a total sample size of 113 for the study.

Two distinct instruments were employed for the study. These were questionnaire and interview guide. The questionnaire was divided into sections with each section focusing on one objective. Section 'A' covered items on the demographic information of the respondents. Section 'B' covered items on knowledge of teachers regarding fidelity approach in teaching of English Language. Section 'C' covered items on how teachers implement the fidelity approach in the teaching of English Language. Section 'D' covered items on methods teachers of English Language use in teaching and evaluation of English Language. Section E covered items on teaching and learning materials to enhance their English Language. The study adopted a four-point likert-type scale. The response choice was; "Strongly agree (SA) =4, "Agree" (A) =3, "Disagree" (D) =2 to "Strongly Disagree" (SD) =1.

The data analysis phase consisted of editing, coding and statistical computation. After data collection, the items on each of the questionnaires were labelled serially to ensure easy identification, errors and for easy coding. The data gathered was then analysed with the aid of Statistical Packages for Social Sciences (SPSS) after the data had been collated and edited in order to address questions. Percentages and frequencies were used to analyse the data that were collected on the background information of the respondents. The descriptive statistics including frequencies and percentages, mean of means and standard deviations were used to analyse research questions. Responses from the various categories of respondents were discussed systematically in

line with the research questions. Tables were created for the items to help in discussions of findings.

Key Findings

1. It was found out that English Language teachers do not possess much knowledge on fidelity approach to the teaching of the English Language.
2. Concerning how topics are arranged in the syllabus for teaching English Language, it was realised that the syllabus for core English Language has been poorly planned and organized, the syllabus was too overloaded to be completed on time, some of the content of the English curriculum was complex, and lack of alignment between English curriculum and requirements of examination bodies in Ghana.
3. The findings of the study depicted that method teachers of English Language of the Ada East District of Ghana use in teaching and evaluation of English Language was lecture.
4. Finally, the results found out that resources available to the English Language teachers for their teaching were textbooks and white marker boards.

Conclusions

The following conclusions could be drawn from the findings of the study. In relation to the background information on teachers, it can be concluded that the teachers are vibrant and energetic as the majority of the employees are within the youthful employment zone. For their professional qualification, it can be concluded that the district has very skilled graduates as employees as the majority of the participants have obtained a valid university

degree. It can also be concluded that majority of the teachers involved in the study have some leadership experiences in their field of work since most of them have attained the rank of principal superintendent. With teachers' teaching experience, it can be concluded that all the teachers involved in the study have gathered a number of good experiences in teaching the subject

Also, in relation to the knowledge of the teachers on fidelity approach to the teaching of the English Language, it can be concluded that English Language teachers do not possess much knowledge on fidelity approach. On the arrangement of topics in the syllabus for teaching English, it can be concluded that the syllabus for core English Language has been poorly planned and organized, the syllabus was too overloaded to be completed on time, some of the content of the English curriculum was complex, and lack of alignment between English curriculum and requirements of examination bodies in Ghana militate against effective implementation of the English language curriculum.

Again, it can be concluded that method teachers of English Language of the Ada East District of Ghana use in teaching and evaluation of English Language was lecture. Owing to this, the teachers scarcely employ other teaching methods.

Finally, it can be concluded that most of the resources needed for the teaching and learning of the subject were unavailable. This implies that an innovation without the necessary resources, such as money, tools and materials, to support its implementation, will not be successful.

Recommendations

The following recommendations have been made regarding the result of the study.

1. Teachers should be encouraged and motivated by the stakeholders such as Ghana Education Service, Teacher Education Division, Government and Non-governmental organisations to enable them to undertake professional training to upgrade themselves. The teachers should take their responsibilities seriously by engaging in educational activities that could enhance their skills. These include, among others, strategic seminars, workshops, and team teaching. This will help to increase their knowledge in curriculum implementation. More training, pre-service and in-service-training should be given to teachers by the Ghana Education Service. This would help to solve the problem of inadequacy of skills and knowledge in specific subject area.
2. The Curriculum Research and Development Division should review the content of the current Core English Language syllabus in consultation with teacher organizations and the teachers in the classrooms so as to make the content of the syllabus achievable within the duration of the Junior High School period. This should be done by making the topics easy to follow and teach. Some of the topics taught in the Junior High Schools should not be repeated in the Senior High Schools so that it would be easier for the teachers to complete the syllabus and in the long run help in the easy implementation of the curriculum. The syllabus, the recommended textbooks and the

requirements of examination bodies should all be considered so that they would all be in alignment.

3. The government, Ministry of Education, and Ghana Education Service should make enough budgetary allocation for school to supplement the provision of teaching and learning resources and supply the schools with the appropriate teaching and learning materials. Funds should be made available to school administration to enable them to procure the necessary instructional materials which will facilitate the implementation of the English Language curriculum.
4. Core English Language teachers should try as much as possible to integrate the use of different teaching and learning resources in teaching. They should ensure that students are effectively engaged in the teaching and learning process.

Suggestion for Further Research

Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. Teachers' attitude towards the use of teaching and learning resources in teaching Core English Language in Junior High Schools.
2. The influence of the use of teaching and learning resources in the effective teaching and learning of English Language in Junior High Schools.
3. Challenges of curriculum implementation in Junior High Schools.

REFERENCES

- Abercrombie, M. L. J. (1970). *Aims and techniques of small group teaching*. Society for Research in Higher Education.
- Agyeman-Fokuo, A. (1994). *Social studies teaching: Issues and problems*. Unimax Publishers Ltd
- Amoah, E. (1998). *Implementation of the social studies curriculum in junior secondary schools: The case of the Central Region of Ghana*. [Unpublished master's thesis, University of Cape Coast, Cape Coast].
- Amuseghan, S. A. (Ed.) (2007). *ESL curriculum in secondary schools in Nigeria: Issues and challenges towards communicative competence*. Big Partners.
- Anderson, G. (1990). *Fundamentals of educational research* (4th ed.). The Falmer Press.
- Anderson, R. D. (2002). Reforming science teaching: What research says about inquiry. *Journal of Science Teacher Education*, 13(1), 1-12
- Arthur, C. (1999). *Implementation of core English language programme in the senior secondary schools in Ghana: The case of some selected schools in the Ashanti Region*. [Unpublished master's thesis, University of Cape Coast, Cape Coast].
- Baafi-Frimpong, S., Yaquarh, J. A., & Milledzi, E. Y. (2016). *Social and philosophical foundations of education*. University of Cape Coast Press.
- Banks, J. A. (1995). Multicultural education and curriculum transformation. *Journal of Negro Education*, 1(2), 390-400.

Beeby, C. E. (1966). *The quality of education in developing countries*.
Harvard University Press.

Berman, P. & McLaughlin, M. W. (1976) Implementation of educational
innovation. *The Educational Forum*, 1(40), 345–370.

Bishop, G. (1985). *Curriculum development: A textbook for students*.
Macmillan Education Ltd.

Bliss, L. S. (1985). A symptom approach to the intervention of childhood
language disorders. *Journal of Communication Disorders*, 18(2), 91-
108.

Booth, R., Dixon-Brown, M., & Kohut, G. (2003). Shared teaching models for
business communication in a research environment. *Business
Communication Quarterly*, 66(3), 23-38.

Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS
17, 18 & 19: A guide for social scientists*. Routledge

Burger, A., & Silima, T. (2006). Sampling and sampling design. *Journal of
Public Administration*, 41(3), 656-668.

Burns, A. (1992). Teacher beliefs and their influence on classroom
practice. *Prospect*, 7(3), 56-66.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in
Education*. Academic Press.

Craig, C. J. (2006). Why is dissemination so difficult? The nature of teacher
knowledge and spread of curriculum reform. *American Educational
Journal*, 43(2), 257 – 293.

Creswell, (1994). *Research design in quantitative and qualitative approaches*.
SAGE Publishers.

- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8(1), 1-9
- David, F. T., & Macdonald, K. I. (2001). *Teaching literacy through the Arts*. The Guildford Press.
- Diaz, A. (2003). Personal, family and academic factors affecting low achievement in secondary school. *Journal of Research in Educational Psychology and Psycho Pedagogy*, 1(1), 43-66.
- Dobson, K. S., & Shaw, B. F. (1988). The use of treatment manuals in cognitive therapy: Experience and issues. *Journal of Counselling and Clinical Psychology*, 56(5), 673-680.
- Dowling, M., & Cooney, A. (2012). Research approaches related to phenomenology: Negotiating a complex landscape. *Nurse Researcher*, 20(2).10-25.
- Doyle, W. (1992). *Curriculum and pedagogy: Handbook of research on curriculum*. Macmillan.
- Eisner, E. (1990). A development agenda: Creative curriculum development and practice. *Journal of Curriculum and Supervision*, 6(1), 62-73.
- Eisner, E. W. (2002). From episteme to phronesis to artistry in the study and improvement of teaching. *Teaching and Teacher Education*, 18(1), 375-385.
- Ely, D. P. (1990). Conditions that facilitate the implementation of educational technology innovations. *Journal of Research on Computing in Education*, 23(2), 298-305.

- Ensminger, D. C., & Surry, D. W. (2008). Relative ranking of conditions that facilitate innovation implementation in the USA. *Australasian Journal of Educational Technology*, 24(5), 11-30.
- Erden, E. (2010). *Problems that pre-school teachers face in the curriculum implementation*. [Unpublished master's thesis, Middle East Technical University, Turkey].
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65.
- Farrant, J. S. (2004). *Principles and practices of education*. Longman Group.
- Fema, B. M. (2003). Problem of Teaching English Language in NCE Programme. *Azare Journal of Education*, 4(1), 107-112.
- Festinger, G. M. D. D. D. (2005). *Essentials of research design and methodology*. Longman Group.
- Frede, E. C. (1998). *Preschool program quality in programs for children in poverty. Early care and education for children in poverty: Promises, programs, and long-term outcomes*. SUNY Press.
- Fullan, M., & Park, P. B. (1981). *Curriculum implementation: A resource booklet*. Ontario Ministry of Education. Cassell Educational Ltd
- Fullan, M., & Pomfret, A. (1977). Research on curriculum and instruction implementation. *Review of Education Research*, 47(1), 335-397.
- Fullan, M., & Stiegelbauer, S. (2000). *The new meaning of educational change* (2nd ed.). Cassell Educational Ltd.
- Fusch Ph D, P. I., & Ness, L. R. (2015). *Are we there yet? Data saturation in qualitative research*. Cassell Educational Ltd.

- Ghana. Statistical Service. (2013). *2010 population & housing census: National analytical report*. Ghana Statistics Service.
- Ghana Education Service (2004). *Compilation of guidelines for schools*. CRDD.
- Giley, Y. (1991). *Contemporary theories and practice in education*. Atwood Publishing.
- Glickman, C. D. (1991). Reflections on facilitating school improvement: Issues of value. *Journal of Curriculum and Supervision*, 6(3), 265-71.
- Gregg, M. (2001). Views of beginning pre-service teachers: Content knowledge use. *Journal of Geography*, 100(2), 61-81.
- Gresham, F. M. (1989). Assessment of treatment integrity in school consultation and pre-referral intervention. *School Psychology Review*, 18(1), 37-50.
- Grossman, P., & Thompson, C. (2004). *Curriculum materials: Scaffolds for new teacher learning? A research report co-sponsored by Center for the Study of Teaching and Policy (CTP) and Center on English Learning & Achievement (CELA)*. University of Washington.
- Hanushek, E. A. (2003). The failure of input-based schooling policies. *The Economic Journal*, 113(485), 64-98.
- Hayford, K. B. (1992). *Introduction to education in Ghana. Social studies education*. Sedlco.
- Hughes, F., & Hughes, M. S. (1963). *A handbook for teaching and learning in schools*. Longman Publishers
- Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, 28(2), 26-27.

- Institute for Educational Development [AKU-IED] and the Society for the Advancement of Education [SAHE] (2004). *Effectiveness of in-service teacher education programmes*. Cengage Learning Centre.
- Ipaye, B. (2002). Teachers apathy to teaching. *Journal of All Nigeria Conference of Principals of Secondary Schools, 1*(2), 185-198.
- Jackson, S. E. (1992). Consequences of group composition for the interpersonal dynamics of strategic issue processing. *Advances in Strategic Management, 8*(3), 345-382.
- Jacob, H. S., Honey, R., & Jordan, C. L. (2002). *Getting the most out of sequential teaching*. Edith Cowan University.
- Joof – Coole, A. (1972). *An experience of rural broadcasting in the Gambia 1971*. Longman Publishers.
- Kadeef, M. H. (2000). Approaches to social studies teaching. *Journal of Education, 13*(1), 59-71.
- Kagan, D. M. (1992). Implication of research on teacher belief. *Educational Psychologist, 27*(1), 65-90.
- Kelly, A.V. (1983). *The curriculum: Theory and practice* (4th ed.). Paul Chapman.
- Knoll, M. (1997). *The project method: Its vocational education origin and international development*. Springer.
- Kovaleski, J. F., Gickling, E. E., Morrow, H., & Swank, P. R. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity. *Remedial and Special Education, 20*(3), 170-183.

- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(2), 607-610.
- Kwarteng, J. T. (2009). *Status of accounting curriculum implementation: A Concerns-based adoption model assessment in Ashanti and Central Regions*. [Unpublished master's thesis, University of Cape Coast, Cape Coast].
- Leithwood, K. (2011). School leadership, evidence-based decision making, and large-scale student assessment. *Journal Leading Student Assessment* 2(3), 17-39. Springer.
- Letterman, M. R., & Dugan, K. B. (2004). Team teaching a cross-disciplinary honors course: Preparation and development. *College Teaching*, 2(1), 76-79.
- Lewy, A. (1977). The nature of curriculum evaluation. In A. Lewy (Ed) *Handbook of curriculum evaluation* (p. 22). UNESCO Longman Inc.
- Lewy, A. (Ed.). (1991). *The international encyclopaedia of curriculum*. Pergamon Press.
- Marsden, W. E. (1989). 'All in a good cause': Geography, history and the politicization of the curriculum in nineteenth and twentieth century England. *Journal of Curriculum Studies*, 21(6), 509-526.
- Marsh C. K., & Willis, G. (2003): *Curriculum: Alternative approaches, ongoing issues*. Merrill Prentice Hall.
- McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, 9(2), 171-178.

McWilliam, O. A., & Kwamena-Poh, M. A. (1975). *Development of education in Ghana*. Longman.

Melby, E. O. (1963). *The teacher and learning*. Longman

Milledzi, E. Y., Saani, A. J., & Brown, P. (2018). *Social and philosophical foundations of education: Course model for post-graduate diploma in education*. Cape Coast, Ghana: College of Distance Education, University of Cape Coast.

Miller, W. K. (1954). Achievement levels in basketball skills for women physical education majors: Report of the professional studies and research committee of the Midwest Association of College Teachers of Physical Education for Women. *Research Quarterly. American Association for Health, Physical Education and Recreation*, 25(4), 450-455.

Moncher, F. J., & Prinz, R. (1991). Treatment fidelity in outcome studies. *Clinical Psychology Review*, 11(2), 247-266.

Morris, P. (1993). *The Hong Kong school curriculum development, issues and policies*. Hong Kong University Press.

Munby, H. (1990). Metaphorical expressions of teachers' practical curriculum knowledge. *Journal of Curriculum and Supervision*, 6(1), 18-30.

National Research Centre on Learning Disabilities [NRCLD] (2006). *RTI manual section 4.; Fidelity of implementation*. Retrieved from www.nrclld.com.

Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of curriculum studies*, 19(4), 317-328.

NPE (1981). *National policy on education in Nigeria*. Ministry of human resource development. CRDD.

Obanya, P. (2002). *Curriculum overload in the language education programme for basic education*. In S. A. Amuseghan, (Ed.). *ESL curriculum in secondary schools in Nigeria: Issues and challenges towards communicative competence* (p.26). CRDD

Okra, A. K. (2002). *Fidelity approach to curriculum implementation: A case of transacting the core English curriculum in senior secondary schools in the Brong Ahafo Region of Ghana*. [Unpublished master's thesis, University of Cape Coast, Cape Coast].

Olaniyan, D. A. & Ojo, L. B. (2008). Challenges against implementation of introductory technology curriculum in Nigerian Junior Secondary Schools. *European Journal of Scientific Research*, 24 (1), 112-118

Opong, C. A. (2009). *An evaluation of the teaching and learning of history in senior high schools in the Central Region of Ghana*. [Unpublished master's thesis, University of Cape Coast, Cape Coast].

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.

Paris, C. (1989). Contexts of curriculum change: Conflict and consonance. In P.W. Jackson, (Ed.), *Handbook of research on curriculum: A project of the American Educational Research Association* (p.426). Macmillan

Parker, S. (1997). *Reflective teaching in the postmodern World: A manifesto for education in post modernity*. Open University Press.

Pollard, G. N. & Triggs, E. K. (1977). *Restructuring the English curriculum in schools*. Macmillan

Print, M. (1993). *Curriculum development and design* (2nd ed.). Allen & Unwin.

Quartey, S. M., & Awoyemi, M. O. (2002). *Research methodology in education*. K “N: AB Ltd.

Randolph, D., Duffy, E., & Mattingly, K. (2007). The 3P’s of curriculum redesign: Principles, personal qualities and process. *Independent School*, 66(3), 86-92.

Rea, L. M., & Parker, R. A. (1992). *Designing and conducting research: A comprehensive guide*. Heinemann Education Books

Remillard, J. T. (1999). Curriculum materials in mathematics education reform: A framework for examining teachers’ curriculum development: *Curriculum Inquiry*, 29(3), 315–342.

Rogan, J. M., & Grayson, D. J. (2003). Towards a theory of curriculum implementation with reference to science education in developing countries. *International Journal of Science Education*, 25(10), 1171–1204.

Ross, J. A., Cousins, J. B., Gadalla, T., & Hannay, L. (1999). Administrative assignment of teachers in restructuring secondary schools: The effect of out-of-field course responsibility on teacher efficacy. *Educational Administration Quarterly*, 35(5), 782-805.

Rowan, B., Chiang, F. S., & Miller, R. J. (1997). Using research on employees’ performance to study the effects of teachers on students’ achievement. *Sociology of Education*, 70(47), 256-284.

Ruiz-Primo, M. A. (2006). *A multi-method and multi-source approach for studying fidelity of implementation. CSE Report 677*. Stanford University.

Schon, D. (1983). *The reflective practitioner: How professionals think in action*. Aldershot.

Schultz, B., & Oyler, C. (2006). We make this road as we walk together: sharing teacher authority in a social action curriculum project. *Curriculum Inquiry*, 36(4), 421 – 451.

Shawer, S. (2006). *Effective teaching and learning in generic education and foreign language teaching methodology. Learners' cognitive styles, foreign language skills instruction and teachers' professional development*. Dar El-Fikr El-Arabi.

Shawer, S. F. (2003). *Bringing curriculum-in-action to the classroom: A study of teachers' curriculum development approaches and their implications for student and teacher development*. [Unpublished doctoral. Dissertation, Faculty of Education, The University of Manchester].

Shkedi, A. (1998). Can the curriculum guide both emancipate and educate teachers? *Curriculum Inquiry*, 28(2), 209-229...

Snyder, J., Bolin, F., & Zumwalt, K. (1992). *Curriculum implementation*. In P. W. Jackson (Ed.), *Handbook of Research on Curriculum*, (p.402-435). Macmillan.

Stenhouse, L. (1975). *An introduction to curriculum research and development*. Heinemann Education Books.

Swanzy, P. (2007). *Challenges in the implementation of vocational and Technical programmes in senior secondary schools within Sekondi/Takoradi Metropolis*. [Unpublished master's dissertation, University of Cape Coast, Cape Coast].

Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace and World Inc.

Tamakloe, E. K. (1991). The nature of social studies and its curriculum implications. *Journal of Institute of Education*, 2(1), 4-17.

Vaughn, S., Hughes, M. T., Schamm, J. S., & Klingner, J. (1998). A collaborative effort to enhance reading and writing instruction in inclusion classrooms. *Learning Disability Quarterly*, 21(1), 57 – 74.

WAEC (2005). *Senior secondary school/certificate examination (school candidates). Chief Examiners' report. English, May/June*, WAEC.

WAEC (2006). *Senior secondary school/certificate examination (school candidates). Chief Examiners' report. English, May/June*, WAEC.

WAEC, (2008). *Senior secondary school certificate examination for school candidates. Chief Examiner's Report for July and August*. WAEC.

Wells, G. (1999). *Dialogic Inquiry: Toward a sociocultural practice and theory of education*. Cambridge University Press.

Welman, C., Kruger, S. J., & Mitchell, B. (2005). *Research methodology (3rd ed.)*. At press

Wiles, J., & Bondi, J. (1979). *Curriculum development: A guide to practice*. Charles E. Merrill Publishing Company.

Witt, J. C., & Elliot, S. N. (1985). Acceptability of classroom intervention strategies. In T. R., Kratochwill (Ed.). *Advances in school psychology* (pp. 251-288). Lawrence Erlbaum Associates, Publishers.

Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision-making, and classroom practice*. Sage.

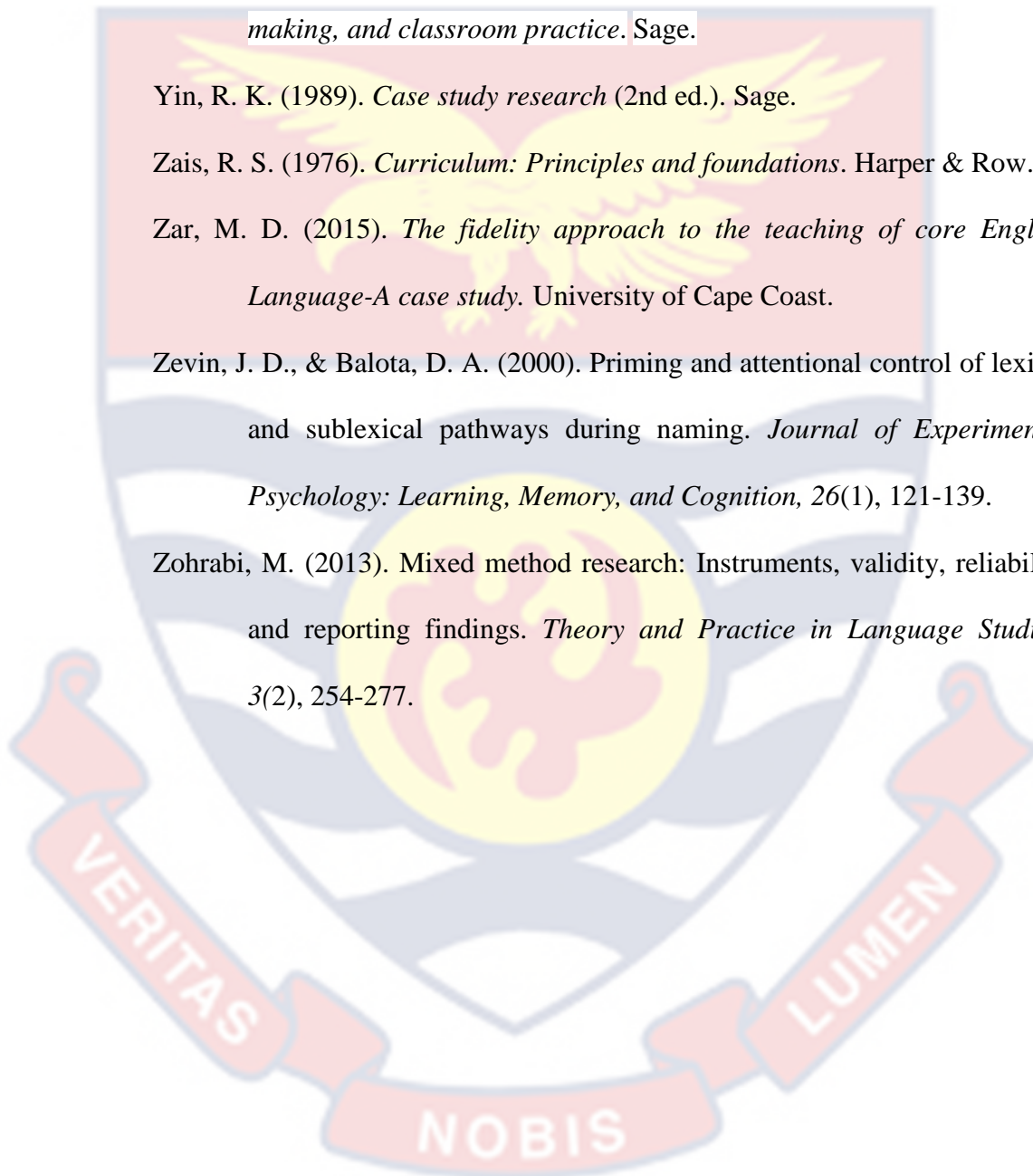
Yin, R. K. (1989). *Case study research* (2nd ed.). Sage.

Zais, R. S. (1976). *Curriculum: Principles and foundations*. Harper & Row.

Zar, M. D. (2015). *The fidelity approach to the teaching of core English Language-A case study*. University of Cape Coast.

Zevin, J. D., & Balota, D. A. (2000). Priming and attentional control of lexical and sublexical pathways during naming. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 26(1), 121-139.

Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254-277.





APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF BASIC EDUCATION

Telephone: +233 - (0) 3321 33379
Cables: University, Cape Coast
Email: basiceducc@gmail.com



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: DBE/14

6th December, 2019

Your Ref:

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter Stella Azumah (EF/BEP/18/0013) is an M.Phil student at the Department of Basic Education, University of Cape Coast.

She is undertaking a study on "**The Fidelity Approach to Teaching of English Language in Junior High Schools in Ada East District. A case study**".

In connection with this, she needs to collect data. The study is academic in purpose and data collected will be treated as confidential.

We would therefore be grateful if you could give her the necessary assistance.

Thank you.

Yours faithfully,

Prof. Mumuni Thompson
HEAD OF DEPARTMENT

DEPARTMENT OF BASIC EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST

APPENDIX B
INFORMED CONSENT

DEPARTMENT OF BASIC EDUCATION

UNIVERSITY OF CAPE COAST

Dear Participant,

My name is Stella Azumah and I am an MPhil student in the university of cape coast. This is a research being conducted to find out whether teachers teaching English language in Ada East Junior High Schools are implementing the English Language curriculum for Junior High Schools using the fidelity approach to the implementation of the curriculum. This research is purely academic exercise and your views and responses will contribute massively toward the success of the study. Please, your anonymity is secured and all your views, responses and comments with regard to this study would be treated confidentially. Please try and be sincere with your responses. Participation is voluntary, and you would be free to withdraw from the study at any time. The questionnaire is structured into sections and you are requested to tick [] on the scale which reflects most clearly your judgement about how far each statement applies. For other items, you may specify by writing in the space provided to reflect your view.

Thank you for your time.

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF BASIC EDUCATION

Dear respondent, this questionnaire is being administered to obtain information on the topic: **'The fidelity approach of teaching English language at the Junior High School level in the Ada District of Ghana'**. This research is intended for academic purposes and so your honest and sincere response will contribute a lot to its success. Your identity will be held in confidence with regard to the information you provide. Thank you.

SECTION A: SOCIO-DEMOGRAPHIC DATA OF RESPONDENT

Please tick the boxes that apply to you

1. Sex: Male [] Female []

2. Age range: 20-30 years [] 31-40years [] 41-50years [] 51-60 years []

3. Name of School:

4. Professional Qualification:

Diploma/HND [] Degree [] Masters []

Others, please specify.....

5. Rank in GES:

Superintendent [] Senior Superintendent [] Principal Superintendent []

Assistant Director [] Deputy Director [] Director []

Others, please specify.....

6. Please indicate if you are Head of Department [] or Subject Coordinator []

7. Kindly indicate how long you have been teaching: less than a year []
 2-5 years [] 6-10 years [] 11-20 years [] 21 years and above []

SECTION B: KNOWLEDGE OF TEACHER REGARDING FIDELITY

APPROACH TO THE TEACHING OF THE ENGLISH LANGUAGE

Please indicate the degree to which you agree or disagree with the statements below.

Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

No.	Statement	SA	A	D	SD
8	Fidelity approach to teaching English Language is when teachers become curriculum-transmitters who use the student's book as the only source of instructional content				
9	The fidelity approach to the teaching of the English Language makes the teachers to rarely supplement the missing elements in the curriculum				
10	In the fidelity approach to teaching English Language teachers focus solely on covering content without responding to classroom dynamics				
11	Fidelity approach to teaching English Language is the delivering of instruction in the way in which it was designed to be delivered				

12	In fidelity approach to teaching English Language, the teachers are monitored to adhere to the protocols				
13	In fidelity approach to teaching English Language, the teachers are motivated to give full support and attention to the educational programme.				
14	Fidelity approach to teaching English Language is characterized by strategic planning from the top centralized system				
15	Fidelity approach to teaching English Language seeks to achieve pre-determined goals				
16.	Fidelity approach to teaching English Language is when the teacher is regarded as a consumer who should follow the directions and implement the curriculum as the experts have designed it				
17.	Fidelity approach to teaching English Language makes the teaching and learning processes more static				

18. What other understanding of Fidelity approach to the teaching of the English Language do you have?

.....

.....

**SECTION C: HOW TOPICS ARE ARRANGED IN THE SYLLABUS
FOR TEACHING ENGLISH LANGUAGE**

Please indicate the degree to which you agree or disagree with the statements below.

Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1).

No.	Statement	SA	A	D	SD
19.	The syllabus is poorly planned and organized				
20.	The syllabus is too overloaded to be completed on time.				
21.	The content of the programme is difficult to be taught within the stipulated time period				
22.	Certain content of the English curriculum is complex for my students to understand.				
23.	I refuse to teach certain aspects of English because they are difficult				
24.	Lack of alignment between English curriculum and requirements of examination bodies				

25. How are the topics arranged in the syllabus for teaching English Language?

.....

SECTION D: TEACHING METHODS TEACHERS USE IN TEACHING

Please indicate the degree to which you agree or disagree with the statements below.

Key: SA=Strongly Agree (4), A=Agree (3), D=Disagree (2), SD=Strongly Disagree (1)

	Statement	SA	A	D	SD
26.	Lecture method				
27.	Discussion method				
28.	Demonstration method				
29.	Case study method				
31.	Field trip method				
32.	Role playing				
33.	Project method				

34. What other methods do teachers in your school use frequently in teaching English Language?

.....

.....

**SECTION E: EXTENT TO WHICH ENGLISH LANGUAGE
TEACHERS HAVE ACCESS TO TEACHING AND LEARNING
MATERIALS TO ENHANCE THEIR INSTRUCTION**

Please indicate () the extent to which English language teachers have access to teaching and learning materials to enhance their instruction

Key: VH=Very High (4), H=High (3), L=Low (2), VL=Very Low (1)

Teaching and Learning Materials	VH	H	L	VL
35. Textbooks				
36. Reference materials				
37. Cardboards				
38. White Marker Boards				
39. Teacher Manuals				
40. Audio-visual materials				

APPENDIX D**INTERVIEW GUIDE FOR TEACHERS****UNIVERSITY OF CAPE COAST****COLLEGE OF EDUCATION STUDIES****DEPARTMENT OF BASIC EDUCATION**

Dear respondent, this questionnaire is being administered to obtain information on the topic: ‘The fidelity approach of teaching English language at the Junior High School level in the Ada District of Ghana’. This research is intended for academic purposes and so your honest and sincere response will contribute a lot to its success. Please, your anonymity is rest assured and all your views, responses and comments with regard to this study will be treated confidentially. Please, try as much as possible to be frank with your responses. Thank you.

1. What academic qualifications do teachers of English Language possess in the teaching of the subject?
2. As a teacher, what is your knowledge base regarding fidelity approach in teaching of English language?
3. How are topics arranged in the syllabus for teaching English Language?
4. Which teaching methods do teachers use during teaching and learning?
5. What specific teaching and learning materials do teachers have access to for their teaching of English Language?