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The Role of Teacher-Child Verbal and Nonverbal Prompts in Kindergarten Classrooms in Ghana

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The Role of Teacher-Child Verbal and Nonverbal Prompts in Kindergarten Classrooms in Ghana

by

Aaron Osafo-Acquah

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Curriculum and Instruction with a concentration in Early Childhood Education Department of Teaching and Learning College of Education University of South Florida

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Dedication

This project is dedicated to my late parents Nana Samuel Kwasi Acquah, and Emilia Afua Akomaa. I also dedicate the project to my aunt Mercy Akosua Ankrah who provided me the rare opportunity to have Secondary education. Finally, I dedicate the project to my wife Mrs Victoria Osafo-Acquah, and my children Harry Asamoah-Acquah, Felicia Akomaa-Acquah, and Harriet Korkor- Acquah, not forgetting my siblings.
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Finally, I salute all the people of Ghana my motherland.
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Abstract

While previous studies have examined the educational system in Ghana, there seemed to be very little or no studies that had explored participation and engagement through teacher-child interactions in early childhood education in Ghanaian classrooms (Twum-Danso, 2013). The purpose of this video-based multiple case studies qualitative study of three Kindergarten classrooms in Cape Coast in the Central Region of Ghana was to identify verbal and nonverbal prompts that related to children’s participation in Ghanaian Kindergarten classroom settings. The data for the study were secondary, having been collected by a team of researchers for the New Civics Grant Program in an initial study to find apprenticeship and civic themes in Ghanaian Kindergarten classrooms. The design for the study was a qualitative video analysis of three early childhood centers in Cape Coast in the Central Region of Ghana using video cameras to capture classroom interactions to be able to answer the questions: What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process? In what ways do children in Ghanaian Kindergartens participate during the instructional process?

I applied the sociocultural perspective of Rogoff’s (1990, 1993, 2003) three foci of analysis that provided a useful conceptual tool for analyzing research with young children (Robbin, 2007). It highlights how children’s thinking is integrated with and constituted by contexts, collaboration, and signs and cultural tools (p. 48). The findings indicated that Ghanaian Kindergarten teachers’ verbal and nonverbal prompts that related to children’s participation during the instructional process were the use of questions, appreciation, gestures etc. The
findings also showed that the ways in which Ghanaian Kindergarten children participated during the instructional process were verbal/oral responses, doing exercises and activities, and also using gestures. It was also found that pedagogical attitudes such as pedagogical sensitivity and understanding, discussion and conversation, and rules and management related to children’s participation during the instructional process.

Ghanaian specific culturally relevant ways and practices of interactions between teachers and children were observed in the participant schools. Teachers used silence to convey messages of disapproval to the children, used eyeing to send messages of disapproval, and also used punishments and rewards to either encourage good behavior or stop bad behavior. Singing and dancing, building classroom community, and value on interpersonal connections were also found to be Ghanaian specific culturally relevant ways of interactions that teachers applied to the classroom interactions. All the teachers in the participant schools showed various forms of appreciation to the children as a way of reinforcing their behaviors and also for praise and redirection of attention.

From the findings of the study, the following recommendations are made:

1. Pre service teacher preparation, and teacher education in general should be reorganized so that the contexts in which the teachers operate will then be guided by contextually relevant pedagogy (Young, 2010). Ghana needs a type of pedagogy that will empower teachers intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (p. 248).

2. The provision of adequate teaching and learning materials would enable teachers engage children more on exercises and activities during the instructional process. The materials
would help teachers to provide enough activities to engage the children’s attention during the instructional process.

3. Ghanaian specific culturally relevant ways of interactions between teachers and children must be taught as a course at the University of Cape Coast to help in the preparation of pre-service teachers.
Chapter One: Introduction and Rationale

Introduction

Traditional African education, an informal way of transmitting the cultural heritage of a group of people to their young ones, had existed before the introduction of Western formal education (McWilliam & Kwamena-Po, 1975). In traditional African education, every child was considered a learner and every adult was also considered a teacher or instructor. The curriculum was made up of all the experiences of life that the child had to go through. These included running errands; providing service to the community; learning skills that will provide the child a source of livelihood; being respectful and obedient to adults; providing safety and security to the immediate family and the larger community as a whole; and becoming a very useful individual to one’s self and the entire community.

Children were expected to obey rules and regulations as pronounced by their parents and the community in general. For example children did not have many choices when it comes to decisions made by the adults in their lives. The child would have to eat whatever had been prepared by the parents without the option of suggesting some other type of food. Traditional meals such as fufu, banku, akple ampesi, and rice, were prepared and eaten by the whole family, and no child could suggest anything else. The child could not suggest kelewele when the menu for the day did not support that. Very early in life children were expected to contribute to the total life of the community by engaging in assigned activities intended to boost the physical, social, and economic life of the parents, the family, and the entire community.
Children in Ghana were prepared through informal traditional education to become custodians of their own heritage (Serpell & Marfo, 2014), and were considered to fully own their future. In the traditional informal education, every child was a learner and every adult was a teacher or instructor. Everywhere was a classroom and the curriculum comprised everything that the child needed to know. Every child belonged to every adult, and it was the duty of every adult to ensure that children in the community lived upright lives. It was, therefore, common to see a Ghanaian child being punished by an adult on the street (Twum-Danso, 2013).

In Ghana, children learn from adults through the child’s ongoing interactions with their adults. Children imitate most of the activities that they see adults, particularly their parents, do and engage in (Kwamena-Po, 1975). For example, the daily activities that parents do such as fetching water from the well, sweeping the room and compound, and cooking are imitated by the children while at play, and these applied experiences serve as an important way of learning roles in the home. In traditional African education many of the things that children learn are through observation and imitation (Kwamena-Po, 1975). The child will grow up to know how to prepare food not because the parents ever set aside days and times to teach the child how to prepare food, but because the child had observed the process of food preparation over a period of time.

Children may not be able to internalize cultural norms very early in life but the use of punishment and rewards by some parents in some cultural environments was enough to enable their children to distinguish between actions that brought punishment and pain to them, and those that brought praise and rewards to them. Growing up in Ghana, I was told by my parents just as other parents and adults in the community told their children that children were expected to be obedient in whatever they did. What that instruction meant was that children were to abide by instructions both at home and outside the immediate home. Any deviation from such instructions
was considered as a show of disrespect and therefore the offending child punished (Twum-Danso, 2013). According to the adults who gave such instructions, they were meant to ensure discipline and respect of adults on the part of the children. Children were therefore very careful with their behaviors particularly when they were in the company or presence of adults for fear of being punished. In the households and communities, children were expected to accept and respect whatever parents and adults told them. Such informal way of child upbringing would go on until the child began formal education by enrolling at a Kindergarten.

Though children would not have internalized cultural norms by age 5 the use of punishments and rewards by their parents and guardians at home might be enough motivation to carry certain behaviors to school and to the classroom. There is therefore the possibility that in an environment where children have not been trained at home to ask questions, unless a teacher calls a child to answer a question, nobody will even raise the hand to attempt to answer the question because doing that could amount to a show of disrespect. The teacher therefore has to prompt children by mentioning their specific and individual names to urge them to participate in the class discussion just as parents prompt them at home to respond to specific questions and actions. Children have been told that when adults are talking they should not interrupt and so this idea has been carried to the school and to the classroom.

Looking straight into the face of an adult while he or she is talking to you is considered a sign of disrespect and many of us have grown with that till today. Children in Ghana sometimes carried to the classroom the behavior of not looking straight into the face of an adult when he or she is talking to you. A casual observation of some Ghanaian classrooms would show that while the teacher is talking and writing on the chalkboard or blackboard, the children will not be looking in his or her direction because looking in her direction to them is a sign of disrespect. It
calls for a teacher who understands the Ghanaian culture to be able to understand the children’s behavior and thereby use appropriate strategies to help them to participate in classroom interactions.

Many of the adult programs, and activities in Ghana, are accompanied by singing, and sometimes, drumming and dancing (Marfo et al., 2004). You can hardly see a gathering and a program of activity without the presence of singing and dancing. Thus, very early in their upbringing, children in Ghana become used to play as a means of accomplishing tasks. Even on their farms, parents sing to accompany the work they do while the children play all manner of instruments to accompany the singing.

**Classroom Instructional Process**

Instruction is a means of providing purposeful direction of the learning process, and is one of the major teacher class activities (Huitt, 2003). According to Huitt (2003), professional educators have developed a variety of models of instruction, each designed to produce classroom learning. These include Joyce Weil and Calhoun’s (2003) four categories of models of learning/instruction that summarize the vast majority of instructional methods i.e. behavioral systems, information processing, personal development, and social interaction (Hiutt, 2003). According to Gagne different types of learning exist and that different instructional conditions are most likely to bring about these different types of learning. Gagne’s theory indicated that there were different types and levels of learning with each tailored to meet the needs of the child. The theory focused on the retention intellectual skills.

Gagne developed five categories of learning and eight ways of learning as follows:

**Gagne’s Categories of learning**

- Intellectual skills - Create individual competence and ability to respond to stimuli
• Cognitive strategies - Capability to learn, think and remember
• Verbal information - Rote memorization of names, faces, dates, phone numbers, etc.
• Motor skills – capability to learn to drive, ride a bike, draw a straight line etc.
• Attitudes – Approach to ideas, people, or situations that affect how one acts towards these things.

Gagne’s ways of learning

• Signal Learning – General response to a signal
• Stimulus Response Learning – A precise response to a distinct stimulus
• Chaining – A chain of two or more stimulus-response connections is required
• Verbal Association – The learning of chains that are verbal
• Discrimination Learning – The ability to make different responses to similar-appearing stimuli
• Concept Learning – A common response to a class of stimuli
• Rule of Learning – Learning a chain of two or more concepts
• Problem Solving – A kind of learning that requires higher order of thinking.

In a study to explore Ghanaian teachers’ understanding of teaching, learning, and assessment, Akyeampong, Pryor, and Gharley-Ampiah (2006) concluded that given the right circumstances, teachers could reflect on their experiences and produce a more sophisticated account during teaching and learning. The instructional process therefore becomes very important in the classroom interactions between the teacher and the child, pupil, or student.

Introduction to the background of the Researcher

The republic of Ghana is in the West African sub-region of Africa. It is situated along the Gulf of Guinea and the Atlantic Ocean with its capital city as Accra. Ghana was the first
country in Sub-Saharan Africa to gain independence from Britain in 1957. Ghana is a unitary state with an executive president. There are several ethnic groups such as the Akan, Guan, Ewe, Ga, Dagomba, etc. (Adu Boahene, 1975). I belong to the Akan ethnic group, which is arguably the largest ethnic group in Ghana. There are three distinct religious groups in Ghana, and these are Christians, Moslems, and traditional idol worshippers. Our national motto is one nation, one people, one destiny.

I am a professional teacher with about 36 years of teaching experience. I hold Teachers’ Diploma in Educational Psychology, Bachelor in Educational Psychology, Master of Philosophy in Educational Psychology, and currently pursuing a Ph.D. in Early Childhood Education. I have taught at the elementary school level, Secondary school level, and have been teaching at the University of Cape Coast in Ghana since 2003. As a member of the Faculty of a university in Ghana charged with pre service teacher preparation, it was my goal to incorporate the results of my project into the methods of teaching that informed the curricula for teacher preparation with skills to enhance children’s learning. In addition to ethical considerations, my experience from the Ghanaian context helped me to engage in the study devoid of any bias.

Although children are prepared through informal traditional education to become custodians of their own heritage, their training is guided by conventions and rules that over a period of time, they come to accept as a way of child-upbringing. Children therefore have a voice in their daily interactions with parents and peers but within the norms established including the rule “the child is seen but not heard.” As a child and later as a teacher, I experienced the rule “the child is seen but not heard” and how that behavior could create problems for children and their teachers during the instructional process. It may not be widespread and nation-wide but could be a potential source of problem. For example on one occasion when I went to supervise interns on
teaching practice in Ghana, I sat through the lesson of an intern who did not in any way engage the children through questions and activities to find whether children understood the lesson or not. Then just when the intern was about to end the lesson, she asked whether the children had understood the lesson. The children in a chorus answer said, “No.” The intern just like other teachers took the children’s silence for granted thinking they understood what was being taught.

I can remember that growing up in the village, my parents sent me to somebody’s private home every morning where together with other children we played, and slept for most part of the day under the directions of a middle-aged woman. At least that was how I experienced Kindergarten education because the criterion for grade one was not about Kindergarten experience but the ability of the child to touch the opposite ear using the hand across the head. What that meant was that the height of the child, as well as the length of his/her hands were very important in determining the decision by school authorities to admit the child into primary one. Once a child’s hand could go over his/her head to touch the opposite ear, it was enough for such a child to enter primary one. Nobody ever told us why teachers used that criterion, but it was generally accepted.

I have personally encountered personnel charged with the preparation of pre service teachers for early childhood education where many of the instructors who prepared the teachers for the colleges of education did not have the requisite qualification needed for that special area of teacher preparation. When the early childhood education program was introduced in the colleges of education, what the colleges did was to ask the same teachers who were prepared for the traditional elementary school level courses to teach the new courses prepared by the Ghana Education Service (GES). This has also perpetuated the cycle of using “untrained” teachers in the preparation of pre service teachers for early childhood education. The bottom line is that the
pre service teachers from the colleges of education might not be qualified to teach at the early childhood level in Ghana’s education system.

The notion that teachers can be prepared to teach lead to the question what set of ideas could be used to influence a better way of preparing teachers?” (Bukari, 2015). This question brings to the fore the often-made statement that teachers are made and not born. Tobin (2005) has suggested that early childhood practitioners, policy makers, and scholars should give greater value to cultural beliefs and practices that influence the lives of any group of people so that education becomes meaningful to the child and the family. A meaningful pre service teacher preparation should therefore take into account the cultural practices of the people whose children the teachers would serve. These are national treasures that teachers have a responsibility to protect and pass on to the next generation.

**Cultural Influences and the Idea of a Universal Child**

The cultural influences and norms among groups of people seem to cast a shadow on the idea of the “universal child” where all children are viewed as the same irrespective of cultural background, and orientations (Pence & Marfo, 2008). The universal child idea argues that every child anywhere is similar to others everywhere and therefore would behave in similar ways under similar conditions. Pence and Marfo (2008) have asserted that, plucking an aspect of a certain culture and planting it in another culture with the expectation that it will yield similar results will not work. This is because the idea of a universal child that has dominated Western philosophy does not work well for places such as Africa and Ghana to be specific.

Pence and Marfo (2008), have said that much of the research done about Africa, was done by researchers with European background and so they chose and picked what they wanted. Therefore the story out there may not accurately represent the Ghanaian experience. The belief
systems of Western countries differ markedly from those of African countries and therefore creating the impression that all children everywhere are the same may not be a fair argument.

It is important to note that the social, moral, physical, and emotional conditions of a place that are important to the behavior of the child must be considered when drawing programs and activities for children in such communities (Levine, 2007). If such important considerations are not met but an imposition is made on the child, the child will not grow to become capable of helping his community. Children who are the offspring of members of the community are expected to grow to take over the mantle of leadership and the culture of the community is transmitted through various forms of education to equip them with the legacies of their parents for preservation.

Taking into consideration the people for whom a program is initiated would help address the concerns of such a group to ensure successful implementation of the program and that is why Tobin (2005) has said that it is important for children of a particular culture to be considered when preparations and programs are made because no community wants their children to be misfits in their own backgrounds and culture. This is why the school is expected to ensure that children who go through the school do not become people who cannot fit into the very community from which they went to school.

In view of the arguments made by anthropologists and developmental psychologists, Woodhead (2006) suggested Contextually Appropriate Programs (CAP) instead of Developmentally Appropriate Programs (DAP). The argument here is that the context within which any set of programs or activities is provided to the child is probably more important than anything else. I personally think that “appropriate context” might even include developmental
issues. This supports the argument of Pence and Marfo (2008) that there is no universal child and that the notion of universal child should be reconsidered.

Child participation in activities and programs of the community is allowed and approved. Therefore very early in life, children are guided in whatever they do (Rogoff, 2003). Such guided participation allows the child to interact and participate fully in the activities that the community engages in. Children are part of the decision-making process because they contribute to the economic and social life of the community.

As observed in the Ghana Early Childhood Care and Development Policy (MOE, 2004), one medium through which adults could get their children to participate in activities that would help children to learn was the use of play. This is because children from birth are used to the lullaby that parents and caretakers sing to them as part of the child-rearing practices. The use of play whether in-door or out door is a culturally mediated activity that serves as method of teaching and learning in the community (Marfo et al., 2004). Through such dramatic play and activities children learn the basic norms of the community. Children are ready to go on errands because they see such errands as opportunity to engage in one or two activities of dramatic play. For instance going to the riverside to fetch water for the family is never difficult because children have the opportunity to hang buckets on improvised vehicles, which they drive happily to go and fetch the water. Oberhuemer (2005) also suggests that using play makes children learn faster and better. They see a lot of fun in the play activity and do not associate fatigue with it.

Young (2010) has also suggested pedagogy that is culturally relevant. What this means is that pedagogy should not be foreign to the culture in which the child lives. Such pedagogy will be appropriate and more relevant to the principles and tenets that the community holds. Western
pedagogy is alien and brings along a lot of challenges including the neglect of cultural practices that are considered “primitive”

From the foregoing, it becomes clear that a reconceptualization plan needs to be put in place to begin to emphasize the African story. Re-conceptualizing does not however, mean that we have to throw away the “baby with the bad water”. We need to utilize the ideas that are in line with the tenets we believe are true to Africa, and review other parts that need attention. Looking at what the cultural demands of Ghana are, there should be a way of drawing programs and activities for educating children in Ghana so that we would make such education more meaningful and beneficial to the children and the entire Ghanaian community.

Statement of the Problem

Conditions for raising children in Africa have been explored by anthropologists, developmental psychologists, and others, and have been found to be completely different from what exists in the western world (Levine, 1994). Though children in Ghana might not be able to internalize cultural norms of the communities in which they live, some children could carry certain behaviors to the school that are reminiscent of the daily behaviors that they had experienced. Leaving their parents and the comfort of the home to go to school for formal learning may be a very difficult situation for children and so the Ghana Early Childhood Care and Development Policy (MOE, 2004) has proposed ways that children could learn through participation and engagement. Most of the activities of the pre-primary curriculum were therefore to provide opportunities for the children to participate in various activities as a way of acquiring knowledge. The problem for this study was therefore to find how teacher-child verbal and non-verbal interactions related to children’s participation during the instructional process.
Purpose of the Study

While previous studies have examined the educational system in Ghana, there seemed to be very little or no studies at all that had explored participation and engagement through teacher-child verbal and nonverbal prompts in Ghanaian Kindergarten classrooms (Twum-Danso, 2013). Such conditions under which infants were raised in Sub-Saharan Africa according to LeVine (1994), have been explored by anthropologists, demographers, and developmental psychologists (p. 22). It might be important to acknowledge the importance of culturally specific ways of knowing so that children would benefit from classroom interactions. Behaviors learned by children might be carried over into schools and classrooms, and could pose a challenge to effective interaction between teachers and children.

Published accounts according to LeVine (1994), were not focused on childhood alone, but included descriptions of customs in which babies were breast-fed for 2 or three years, carried on their mothers’ backs, and often taken care of by young girls. To LeVine (2007), activities and experiences of children in a particular place and time, and the contexts including social, cultural, institutional, and economic that make sense of their behavior must be considered in early childhood policies and programs. The purpose of this study was to find the nature of participation and interaction that took place between teachers and children. The study was to find the types of verbal and nonverbal prompts that teachers employed in their interactions with children during the instructional process.

Research Questions

The study was guided by research questions. The research questions were developed after considering the purpose of the study and what the researcher wanted to have as results of the
study, having a clear understanding about what the instructional process in the Ghanaian classroom meant. The following were the research questions that guided the study:

1. What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process?
2. In what ways do children in Ghanaian Kindergartens participate during the instructional process?

**Significance of the Study**

The results of the study would be significant for a number of reasons. The results would be important to support studies by scholars and researchers who believe that the cultural environment and its attendant factors cannot be divorced from the pedagogy that must be used during the instructional process. Tobin (2005) challenged the assumption that “quality” standards are universal, generalizable, and non-contextual, and called for cultural relativism as a way of dealing with specific issues from specific cultures and environments because, the criteria for judging one culture cannot be used to judge other cultures when in fact they do not share similar characteristics. “The beliefs and practices of a culture cannot be meaningfully evaluated using the criteria of another culture” (p. 425). Understanding the cultural environment would provide a better lens for looking at early childhood education in general and kindergarten as a way of preparing children to be useful to themselves and the community at large.

The results would be useful to pre service teacher preparation, and teacher education in general. The contexts in which the teachers operate would then be guided by contextually relevant pedagogy (Young, 2010), a type of pedagogy that will empower teachers intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (p. 248). Young (2010) described culturally relevant pedagogy as a “theoretical model that not only addresses student achievement but also helps students to accept and affirm their
cultural identity while developing critical perspectives that challenge inequities that schools and other institutions perpetuate” (p. 248).

The results may provide Ghanaian teachers, instructors, the Ministry of Education, and the Ghana Education Service with a lens to discuss the issue of pedagogy that is relevant to the extent that it allows the teacher to create equal opportunities for all children during the instructional period to ensure that all children benefit adequately from the instructional process.

Delimitation

The purpose of the study was to investigate the role of verbal and nonverbal prompts used by teachers in Ghana, in their interactions with children in Ghana’s early childhood institutions during the instructional process. The study was delimited to the role of verbal and nonverbal prompts during the instructional process in three kindergarten classrooms settings in Cape Coast.

Summary of the Chapter

I have indicated in this chapter the existence of traditional African education as a way of transmitting the cultural heritage of the people to their young ones before the advent of formal Western education. The traditional African education had its own structure and rules that governed the upbringing of their children. I have also explained the background of the researcher as well as the statement of the problem, and the purpose of the study. The research questions guiding the study have been stated, and the significance of the study explained. Finally, the delimitation of the study has been outlined.

Organization of the study

In Chapter Two, I discussed the theoretical framework and also presented a review of related literature. Topics discussed included the Ghanaian context; a historical overview of early childhood education in Ghana; re-conceptualizing early childhood for localized applications in
African context; the role of verbal and nonverbal prompts in promoting children’s participation in early childhood education; pre-service teacher preparation for early childhood education in Ghana; gaps in the literature; and summary of the chapter. Chapter Three describes the methodology for the study, including the research design, sites and participants, the data collection procedure, and analysis of data for the study. Chapters four, five, and six include presentation of data and analysis of the findings from the analysis for each of the participating schools. Chapter seven discusses a cross-case analysis of the data, similarities and differences among the participant schools, and Ghanaian specific culturally relevant ways of interaction between teachers and children. Chapter eight discusses the implications of the study for early childhood teacher preparation, concluding thoughts, suggestions for future research, and conclusions.

**Definition of Terms**

**Kindergarten** - Children are enrolled in schools at the age of four years to do two years of KG studies before moving to primary grade one. KG is part of the formal system of education in Ghana and mandatory for all children before primary education (MOE, 2004).

**Early Childhood Education** – Early childhood education is a branch of education theory that relates to the teaching of young children formally and informally until the age of about eight (Pence & Marfo, 2008).

**FCUBE** – Free Compulsory Universal Basic Education was introduced to ensure that all children who had attained the appropriate age for going to school were enrolled (MOE, 2004).

**MOWAC** – Ministry of Women and Children’s Affairs was established to be responsible for women and children’s affairs (MOE, 2004).
**Nnobra** – A system of communal farming in which groups of people moved from one farm to the other offering assistance to colleagues to make bigger farms. The combined efforts of the group provided free labor and substantial harvest (Kwamena-Po, 1975).

**Sankofa** – A proverbial statement suggesting to someone to return to an earlier idea or concept. It is used to admonish people to go back to original ideas that are good and appropriate under the current circumstances (Adu Boahen, 1995).

**Reconceptualization** – A process of developing new ideas about what one sees something to be. Seeing the same thing in a new light based on some new information that has been provided (Marfo et al., 2008).

**Learning** – A process that builds on prior knowledge and involves enriching, building on, and changing existing understanding, where one’s knowledge base is a scaffold that supports the construction of all future learning (Richardson, 1996).

**Verbal prompts** – They are verbal hints or clues provided in order to guide the student to perform a skill. An initial instruction is often necessary in order for the student to know what he/she is required to do. However, all other instructions after the initial instruction are considered verbal prompts (Alberto & Troutman, 2003).

**Nonverbal prompts** – Non-verbal prompts or communication refer to all aspects of message exchange without the use of words (Kaufman, 1976; Zoric, Smid, & Pandzic, 2007, ). These include behaviors that are not given through oral messages. They include gestures, facial expressions, writings, etc.

**Proxemics** – Space and distance as used by humans (Harrigan, 2005).

**Coverbal behavior** – Gesture, facial expression, and eye gaze (Woolfolk & Brooks, 1983).
Paralanguage – Behaviors, accompanying speech such as voice tone, pitch, speech rate and length, errors etc, (Wolfolk & Brooks, 1983).
Chapter Two: Review of Related Literature

Introduction

The purpose of the study was to investigate the role of verbal and nonverbal prompts that teachers in Ghana use in their interactions with children in early childhood institutions during the instructional process. Rogoff’s (1990) socio-cultural theory guided the study.

The study was guided by the following research questions:

1. What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation and engagement during the instructional process?
2. In what ways do children in Ghanaian Kindergartens participate during the instructional process?

Theoretical Framework

In Ghanaian local parlance, there is an idiomatic expression that says the crab does not give birth to a bird. In other words, the fruit does not fall too far away from the tree that produces it. The child is therefore a direct reflection of the parents and the community as a whole.

Rogoff’s (1990) socio-cultural theory provides a relevant lens from which to understand early childhood education as a reflection of the cultures and societies of which it is a part. All the child rearing practices that the community provides make the child a symbol of that community and therefore the behavior of the child is the direct consequence of the socio-cultural values of that community. Rogoff (1993) used the term “guided participation” to describe individuals’ involvement with others in a culturally organized activity or classroom setting which has as part of its purpose the development of mature participation in the activity by the less experienced people. "Guided participation" is the term that applies to the interpersonal plane of socio-cultural
analysis. It stresses the mutual involvement of individuals and their social partners, communicating and coordinating their involvement as they participate in socio-culturally structured collective activity (Rogoff, 1990, 1993). The interpersonal plane of analysis represented by guided participation is made up of events of everyday life as individuals engage with others and with materials and arrangements collaboratively managed by themselves and others (Alvarez et al., 1995). Guided participation in activities and programs of the community is allowed and approved. Therefore very early in life, children in Ghana are guided in whatever they do (Rogoff, 2003). Such guided participation, allows the child to interact and participate fully in the activities that the community engages in. Children are expected to contribute to the economic and social life of the community and so they are guided to do some activities such as running errands. Children are taught the values, mores, folklore, music, and all that the child needs to know to become a useful member of the community.

According to Rogoff (2003), humans learn by observing and listening to others as they collaborate in shared tasks in flexible and complimentary roles. She described the concept of guided participation as the processes and systems of involvement between people as they communicate and coordinate efforts while participating in culturally valued activity (p. 6). The guidance referred to in guided participation involves the direction offered by cultural and social values, as well as social partners. “Participation” in guided participation refers to observation, as well as hands-on involvement in an activity (p. 3). Guided participation is essential to children’s involvement and interaction during instructional time. Rogoff’s (2003) socio-cultural theory provided me insight into how the socio-cultural values of any group of people defined their child rearing practices and hence the education and upbringing of their young ones. Such ideas gave
me a better outlook to view the Ghanaian background and how that could impact children’s participation in the classroom.

In this literature review, I discussed the following topics: the Ghanaian context; a historical overview of early childhood education in Ghana; re-conceptualizing early childhood for localized applications in African contexts, the role of verbal and non-verbal prompts in promoting children’s participation, and pre-service teacher preparation for early childhood education in Ghana.

Figure 1 provides a visual representation of the literature review.
The republic of Ghana is in the West African sub-region of Africa. It is situated along the Gulf of Guinea and the Atlantic Ocean with its capital city as Accra. Ghana was the first country in Sub-Saharan Africa to gain independence from Britain in 1957. Ghana is a unitary state with an executive president. For purposes of decentralization, Ghana is divided into ten (10) administrative regions, and further divided into two hundred and thirty (230) districts, municipal, and metropolitan areas. There are several ethnic groups such as the Akan, Guan, Ewe, Dagomba (Adu Boahen, 1995). I belong to the Akan ethnic group, which is arguably the largest ethnic group in Ghana. There are three distinct religious groups in Ghana, and these are Christians,
Moslems, and traditional idol worshippers. Our national motto is One nation, One people, One destiny.

Cape Coast, the area where the study was conducted, is located in the central region of Ghana and serves as the capital city of Cape Coast Metropolitan area. It has a settlement population of about 169,894 people (2010 National Census). The main occupation of the people is fishing. Ghana introduced the “Universal Primary Education” program in 1952 (Kuyini, 2013) but the program was reviewed and changed to “Free Compulsory Universal Basic Education (FCUBE) in 1987 (MOE, 2004). Under the new arrangement, elementary education was made free and compulsory so that all who had attained the appropriate age for going to school could be enrolled. Early childhood care and development, which hitherto, was managed by the department of social welfare and community development, became the responsibility of the Ministry of Women and Children’s Affairs (MOWAC). A presidential commission (Anamuah-Mensah commission) set up to review Ghana’s system of education as part of its recommendations suggested to the Ghana government that kindergarten be made a part of Ghana’s formal system of education (MOE, 2004). Over the years early childhood education in Ghana was left in the hands of Social Welfare and Community development because it was assumed to be just providing welfare services to children. It was purely a private initiative that people did not take seriously. People who were involved had no prior training anywhere and just did anything. It was not until 1967 a nursery training facility was established to provide some training to nursery teachers.

Currently Kindergarten education is part of the formal system of education. It is part of the Free Compulsory Universal Basic Education (FCUBE). All children upon attaining the appropriate age to go to school must have two years of kindergarten education before moving to
Primary One. For this matter, every elementary school in Ghana has a block for KG 1&2. Kindergarten, which was previously in private hands, under the social welfare and community development became part of Ghana’s formal system of education thereby becoming a requirement for children to transition to primary grade one.

**Historical Overview of Early Childhood Education in Ghana**

Undocumented sources in Ghana indicate that providing young children what is today called early childhood education started through a communal system called *nnobo* (communal labor). It began in the farming season when groups of women teamed up to work on the farms of members of the group on a rotational basis to support one another. While on the farm, the group would decide that one of them should stay at a selected location on the farm with all the children grouped together. So while the group was working, the caretaker would stay with the children singing and playing with them until the day’s work was over. This was done as the members of the group rotated from one farm to another.

After some time, the group decided that instead of carrying all the children to the farm before asking one of them to take care of the children, the women would leave their children at home so that it saved them the burden of carrying the children to the farm. One of the women was contracted to stay at home with the children and her reward was that, in addition to giving her food rations to keep her on the job, she was also given large quantities of crops harvested at the end of the season. During that process, the caretaker’s main roles included carrying the weeping ones, singing, and playing with them. I can remember that growing up in the village, my parents sent me to somebody’s private home every morning where together with other children we played, and slept for most part of the day under the directions of a middle-aged woman. At least that was how I experienced Kindergarten education because the criterion for grade one was
not about Kindergarten experience but the ability of the child to touch the opposite ear using the hand across the head. What this means is that the height of the child, as well as the length of his/her hands were very important in determining the decision by school authorities to admit the child into primary one. Once a child’s hand could go over his/her head to touch the opposite ear, it was enough for such a child to enter primary one. Nobody ever told us why teachers used that criterion, but it was generally accepted. As the children grew up, the interactions between the caretaker and the children became more refined and enhanced. Later, the parents decided to get a caretaker who was capable of engaging the children in more activities beyond singing. Storytelling, poetry recital, singing, dancing, and free play were some of the activities that the caretaker and the children engaged in on a daily basis.

Early childhood education in the African context therefore began earlier than the introduction of Western formal education (McWilliam & Kwamena-Po, 1975) through which early childhood education has become a household concept in Ghana and Africa. According to Morrison (2002), early childhood education in Ghana dates back as early as 1745 when Ghana (then called Gold Coast) was controlled by European nations. In that year, missionaries established the first recorded educational program that included young children as an effort to promote Christianity. Formal education also known as Castle School began in the Elmina castle when the governor established a school to teach the children that the merchants had with their African “wives”. Then in 1843, the Basel Missionary Society attached Kindergartens to primary schools (Morrison, 2002). The term “attached” refers to inclusion of children within the group who were younger than the typical age for the identified class (p. 215). This allowed children between the ages of 4 and 5 to attend classes in primary schools, and also 3 – year olds to participate in training programs before they were moved to primary schools.
Currently, early childhood education in Ghana has improved significantly with the inclusion of kindergarten as part of Ghana’s formal system of education, thereby making it a requirement for attending primary one. The curriculum for kindergarten lays emphasis on literacy and language, numeracy and creativity, music, movement and dance, and the physical development of the child (MOE, 2004).

**Kindergarten Education in Ghana**

Kindergarten education in Ghana is organized as part of basic education (MOE, 2004). Upon the recommendations of a presidential commission kindergarten education became a requirement for primary education (MOE, 2004). Children were expected to enroll in kindergarten at 4 years and will remain there for two years before enrolling in Primary one at six years. This was done as part of the Free Compulsory Universal Basic Education (FCUBE) policy of 1987 (MOE, 2004). According to Senadza (2012), kindergarten education as part of the FCUBE was provided to prevent education inequality in Ghana, to address gender and spatial dimensions (p. 724). Kindergarten enrolment according to Education Sector Performance Report (2013) puts the figure at 1,604,505 (MOE, 2013). The teaching curriculum for kindergarten schools in Ghana was prescriptive (Dartey, 2014), describing in detail what should be offered to the children, to the extent that nursery rhymes to be taught were included in it. This according to Dartey (2014) should be revised and made more descriptive, setting out clearly, the expected learning and developmental outcomes, and allow caregivers and teachers to create play-based activities and experiences which were already rooted in the children’s sociocultural heritage, which they could easily identify with. The funding and management of kindergarten cannot be said to be adequate since one could see dilapidated structures on a visit to various centers (Akoto-Senaman, 2011). There was a general lack of adequate infrastructure in the education
sector and kindergarten education has its fair share. The recommendations of the presidential commission making kindergarten education a requirement for primary one meant all public primary schools should have two classrooms for KG 1 & 2. However, while some centers, especially in the rural areas were held under trees and in old dilapidated rooms, others were poorly ventilated with bad lighting and little or no room for play (MOE, 2004).

The state of Kindergarten education in Ghana might not be very encouraging because of the lack of equipment and infrastructure and the general lack of adequate and qualified teachers for the schools. For a very long time, the government of Ghana had taken Kindergarten education for granted because people did not see the essence and importance of it. It was not a requirement for formal education and so children did not need it before going to first grade. Hence, it was considered more of a child welfare institution that a place to prepare children for first grade and formal education. It was therefore left in the hands of Social Welfare Department who provided welfare packages for the children sent into such facilities. They did not benefit from direct government intervention as would have been provided by the Ghana Education Service (GES), and the Ministry of Education (MOE, 2004) through their budgets supported by central government.

**Re-conceptualizing Early Childhood for Localized Applications in African Contexts**

In a study by Pence and Marfo (2008), they challenged the idea of universal child and suggested that African child development, would be best served, by a broad range of disciplines, methods, and orientations. To them, the environment for children’s development were culturally structured. Therefore local knowledge was necessary to understand development and devise social programs to promote healthy outcomes. They further argued that a particular institution or
practice could not be simply plucked out of one culture, and inserted into another with the expectation of similar results or outcomes. To them, it is “think locally, act globally”.

Grounding early childhood development in community development and capacity building

Marfo, Biersteker, Sagnia, and Kabiru (2008) stated as follows:

“The Akan (Ghana) philosophical principle of san kofa (widely expressed outside the culture as a single-word dictum, sankofa) is perhaps a parsimonious way to introduce this section. Symbolized by the image of a bird that turns to look back while still flying ahead, the principle of sankofa conveys the importance of reaching into the past for valuable lessons, insights, or practices, even as a culture undergoes transformation and its people embrace new ideas and new ways. Two legacies are worth retrieving from the past as we think about building and implementing ECD programs. Africa’s communal and community legacy is highly celebrated but the legacy’s foundations have been rocked by modernity, urbanization, and the social isolation of people from their cultural and ancestral roots. The community as the unit of social organization for the common good remains an important but decreasingly harnessed traditional asset in development planning in much of rural Africa” (p. 204).

Research on child development in Africa was almost exclusively directed and published by scholars of European cultural heritage (Serpell & Marfo, 2014). According to Pence (2009) African child development would be best served by a broad range of disciplines, methods, and orientations if the cultural environment of children was considered, because local knowledge is necessary to understand development and devise social programs to promote healthy outcomes. Pence (2009) challenged the idea of the universal child, and observed that a particular institution or practice cannot be simply plucked out of one culture and inserted into another with the
expectation of similar outcomes (P. 32). Responding to the challenge of meeting the needs of children under three years old in Africa, Marfo et al. (2008) posited that Africa’s communal and community legacy was highly celebrated, but the legacy’s foundations had been rocked by modernity (p. 204).

Any viable early childhood development program in the African context must build on existing initiatives of *sankofa* that address the survival, health, and nutritional needs of children (p. 203). To Marfo et al. (2008), target groups that should be considered in the design and implementation of programs and policies were children, their families, guardians, and primary caregivers (p. 203). Assumptions about what counted as normal development were frequently applied inappropriately within international policy and curriculum development (Woodhead, 2006). Respecting diversities between and within societies, and recognizing the challenges of social change, migration, and multi culturalism, was a core issue for early childhood care and education policy and practice (p. 19). Contextually appropriate practice in which childhood policies, services, curricula, and practices took into account the circumstances of children’s lives should be emphasized.

All human behavior is culturally based (Cazden, 2001), and ways of talking that seem so natural to one group are experienced as culturally strange to another (p.67). Early childhood care and development (ECD) is increasingly found on national agendas of Sub-Saharan Africa (SAA) (Pence & Marfo, 2008). This is because Sub-Saharan Africa faces tremendous challenges in its efforts to promote the well-being of its children. Nsamenang’s (2008) recent work regarding the hegemony of Western ECD and its suppression of local perspectives and knowledge is an example of one “local” scholar working to open space for a counter, critical perspective to emerge that has the potential to fundamentally reshape both the means and the ends of ECD
development in Africa (Pence & Marfo, 2008). In a study of the Kpelle children of Liberia by Lancy (1996), children, were found to be actively engaged in the household chores of the community, and contributed immensely to the total upkeep of the community. Child agency was the dominant approach where children were offered opportunity to play very active roles in the communities in which they lived (Nsamanang, 2008). Here, children construct, build, and do a lot more things by themselves.

Tobin (2005) discussed the issue of quality early childhood education and challenged the assumption that “quality” standards were universal, generalizable, and non-contextual. He called for cultural relativism and argued that the criteria for judging one culture cannot be used to judge other cultures when in fact they do not share similar characteristics (p. 425). Having universal standards that would be appropriate for all communities across the whole world would be a very difficult exercise because of the cultural backgrounds from which people come. This is why the current study was focused on Ghana, where the cultural norms and beliefs differed markedly from others found in other jurisdictions. It is important to consider the circumstances within which education was provided so that the children, people, and community who were supposed to be beneficiaries of such a venture actually benefited. This would call for adoption of the way of life of the people as a way of facilitating the process so that those who participated in such education would eventually fit into their communities but not become “misfits” who would not be able to fit into the very society from which they went to pursue their education.

Marfo and Biesterker (2011) have stated that children need to learn in order to succeed as adult members of their communities. They however thought that western-style schooling in Africa was a problem when measured by the criteria that education must be locally relevant, and transmit a society’s enduring values and best traditions across generations (p. 1). The study on
Kpelle children in Liberia (Lancy, 1996) stands out in terms of insights it shed on play as an agent of enculturation in African societies (p.3). According to Pence and Marfo (2008), a great deal of children’s participation and engagement occurs in the context of work and chores. For example, rural Ghanaian children were known to turn the daily morning chore of fetching water from the river into play by building a simple “vehicle” with two wooden wheels and a long wooden pole connected to the rod that held the wheels together. On the other end of the pole that rested on the driver’s shoulder there was also a steering device. Big nails hammered partway through the pole at points closer to the steering device were used as anchors to hold the buckets of water. The joy of driving and outracing siblings or peers with this make-believe transporter could not escape the attention of onlookers. The emphasis here was the use of a local initiative through play, to get children learn how to run errands with joy. The children enjoyed the activity and so they would always initiate the idea of going to fetch water for use by the family, something they would otherwise not do. It is in this light that teachers’ verbal and nonverbal prompts would help children to participate in lessons during the instructional process.

Pedagogy is context-bound and value laden (Serpell & Marfo, 2014). It draws on the connections that exist among teaching, culture, organization, and the mechanisms of social control (p. 99). It is therefore very important for these pieces to be seriously considered in the planning of school activities, and hence the school curriculum. Creation of curriculum is a human endeavor, and involves the cultural beliefs, assumptions, theories and languages of its construction (Edwards, 2003). It is the expectation of every community that their young ones were able to excel in their education. In pursuance of this goal the cultural beliefs remained a fulcrum around which everything revolved. (Hedges, Cullen, & Jordan, 2011). Interest-based curriculum and pedagogy were highly participative and interpretive. They described funds of
knowledge as including information, skills, and strategies, which underlie household functioning, development, and well-being (p.189). Curricula should therefore utilize such knowledge. Children acquire a lot of knowledge and skills from their interactions with peers, parents, and adults. The informal education that takes place in the environment in which children live provide a source of information, skills, and knowledge that equip the children with a lot of experiences with which to deal with the challenges of the environment in which they find themselves.

Daniels (2003) says that the perspectives that a teacher has about child development and how children learn will also inform the behavior of the teacher towards the child. Knowledge about child development and how children learn is a factor that can place teachers in a better position to appreciate the efforts that children make in class during the instructional process.

The idea of “the universal child” may not apply to the Ghanaian context because the Ghanaian belief system carved out from our culture may be at variance with what the expectations of the universal child were (Pence & Marfo 2008). Much of the research that has been done was by researchers with European background (Serpel, & Marfo, 2014), and therefore they seemed not to tell the true and real African and Ghanaian story. This is why Serpel & Marfo (2014), argued that it was not right to pluck an aspect of a particular culture and insert it into another culture with the expectation of similar results.

Understanding the Ghanaian cultural context was important to understanding children’s behavior to be able to appropriately and adequately teach them. My philosophical framework is that the idea of “Universal child” is not making children in Ghana’s early childhood schools benefit appropriately and adequately. Literature reviewed has showed that more studies on Africa and for that matter Ghana, were done by researchers with Western background and knowledge and therefore such studies were done using ideas that were foreign and not
representative of the people and places being studied. Results from such studies have not showed the true state of the situation about the areas studied. It is therefore very important that researchers with African and or Ghanaian backgrounds endeavor to do more studies so that such results would reflect the real situations as could be found in the areas being studied.

Teaching pre-service teachers to be culturally responsive would provide them with the knowledge to appreciate that children in Ghanaian schools needed a lot of verbal and non-verbal cues to adequately benefit from the interactions that went on in the classroom. Once teachers knew that children in their classrooms might not interrupt the lesson while they were teaching because doing that was a show of disrespect, the teacher would have a duty of prompting children through questioning. When children are asked questions they realize that they have been invited to take part in the conversation and so they would talk or respond appropriately as required. Failure to invite the children though questioning would mean that the teacher would talk to them for the length of the lesson without children talking.

**The Role of Non-Verbal Prompts in Promoting Children’s Participation**

According to the new handbook of methods in nonverbal behavior research edited by Harrigan, Rosenthal, & Scherer (2005), the field of nonverbal behavior has graduated through the developmental stages of any new field, with well-formed subfields of behavior within the general domain of behavior. These subfields include: facial actions, eye contact, body movement, and the perception of interpersonal space (2).

Body positions offer information about attitude, status, and degree of affiliation based on position in relation to another person: e.g., leaning forward versus sitting turned away (Harrigan, 2005). According to Harrigan (2005), the field of proxemics encompasses the perception, use, and framing of space (p, 42). Contexts include conversations among intimates or strangers,
employee interface, in business settings, teacher-student collaborations, and approach or crowding by others (p.42). To Harrigan (2005), the primary proxemics variable has been distance between interactants. Most often, distance is estimated between interactants’ foreheads, noses, chins, knees, chests, feet, or chair edges (p.44).

Adams and Kleck (2003), in a study on perceived direction and the processing of facial displays of emotion suggested that gaze direction and facial expression are combined in the processing of emotionally relevant facial information. According to Adams and Kleck (2003), gaze direction is an important cue in the perceptual processing of facial displays of emotion. They also suggest that the effects of gaze direction on the processing of emotion depend on the specific type of emotion displayed by the face (p.646).

Gaze is unique among nonverbal channels in that it is used to both receive and send information (Harrigan, 2005). We gather information about our environment and others’ motivations and intentions (p.47). According to Harrigan (2005), gaze behaviors include: eye direction (left/right, up/down); eye contact or mutual gaze between interactants; “one-sided gaze” (one person looks at another who does not return gaze); glancing (brief looks toward and away from another person or object); staring (continual gaze at another); and gaze aversion (looking away from another person) (p.47).

Facial expression and direction of gaze are two important sources of social information, and what message each conveys may ultimately depend on how the respective information interacts in the eye of the perceiver (Hadjikhani, Hoge, Snyder, & de Gelder, 2008). Direct gaze signals an interaction with the observer but averted gaze amounts to “pointing with the eyes”, and in combination with a fearful facial expression may signal the presence of environmental danger (p.1). In a study by Hadjikhani et al. (2008) on “Pointing with the eyes: The role of gaze
in communicating danger” they stated that facial expression and direction of gaze are significant components of the information provided by the face (p.1). According to Hadjikhani et al (2008), human and nonhuman primates interact with their caregivers and learn from observing the direction of gaze what objects to avoid. Their results indicated that the direction of gaze prompts a process whereby the brain combines the meaning of the facial expression with the information provided by gaze direction, and in the process computes the behavioral implications for the observer (p.1). Hadjikhani et al. (2008) thus concluded: “Our findings indicate that viewing facial expressions may trigger an active process of gaze interpretation allowing the brain to elaborate not only the meaning of the facial expression, but also what the implications are for the observer (7).

The literature from the discussion above shows that the body and its parts perform very important functions in conveying information from one person to another person. Whether through facial expression, gaze, pointing, or movement, such use of body parts allows the person giving the instruction a better opportunity to convey the information across to the recipient who would also understand the message better because of the accompanying signs and actions. This would work better for children particularly children at the Kindergarten level who would not have developed enough vocabulary to comprehend whatever message is given to them by anybody. The problem however with such actions is that they could sometimes be difficult and confusing. Therefore whoever is using such body signs and actions should ensure that he or she understands what message being sent out with the sign is meant to convey and elicit from the recipient of such signs and actions.

The field of nonverbal research according to Woolfolk and Galloway (1985) contributes to education by providing a variety of lenses for viewing classroom phenomena. Some
approaches allow us to study the nonverbal behavior of individuals to determine how various nonverbal expressions are perceived in the classrooms (p. 82). Others focus on expressions on exchanges among classroom participants and allow us to analyze events as they develop in classes. According to Woolfolk and Galloway (1985) “by focusing on the nonverbal aspects of interactions we may find a window through which to view teachers’ and students’ perceptions of classroom events, their attempts to cooperate with or co-opt activities, their affective reactions to situations and individuals, and the effects of these reactions on ongoing interactions. By recording nonverbal features of interactions we may see how exchanges among teachers and students are affected by the presence or absence of clear, consistent messages” (p. 83).

Research suggests children’s interactions with teachers, peers, and tasks are critical to their academic and social outcomes (Leslie, Jason, & Virginia, 2012). The field of nonverbal research contributes to education by providing a variety of lenses for viewing classroom phenomena (Woolffolk & Galloway, 1985). Some approaches allow us to study the nonverbal behavior of individuals to determine how various nonverbal expressions are perceived in classrooms (82). According to Woolfolk and Brooks (1983), results of classroom research based on ecological and sociolinguistic approaches indicate that teacher nonverbal behaviors influence communication between teachers and students (p. 514).

According to Woolfolk & Brooks (1983), nonverbal communication involves a shared code, a sender who intentionally sends a message using that code, and a receiver who consciously decodes or interprets the message, while nonverbal behavior is the term used to denote the broader category of all behavioral or physiological responses other than words (p. 104). This position is summarized in the definition given by Siegman and Feldstein (1987), “Nonverbal communication, then, could include all nonverbal behaviors that are involved in the
transmission of experience or information from one person to another” (p. 5). Thus, according to Woolfolk & Brooks (1983), the terms nonverbal behavior and nonverbal communication are used interchangeably (p. 105).

Galloway (1976) observes: “When students listen, they hear the words (hopefully) and they observe the behaviors and expressions of the teacher to obtain further information. Does the teacher mean what is said? Is the teacher sincere? What is the teacher’s attitude toward me? There are countless questions that form in the mind” (p. 198).

According to Greenbaum and Greenbaum (1983), nonverbal communication has been characterized as a silent or invisible language (Hall, 1959; Phillips, 1983). This description applies especially to those behaviors that function to control the back-and–forth flow of conversation (p. 17). These regulatory cues include: head-nods, gesticulations, gaze, proximity, voice pitch and loudness, utterance length, and turn switching pause duration, among others (p. 17). Nonverbal regulators can vary cross-culturally, and such differences can be problematic because the cues largely consist of overlearned, almost involuntary habits (Ekman & Friesen, 1969).

Greenbaum and Greenbaum (1983) and Erickson (1979) described a series of school counseling sessions where gaze patterns of black students were misinterpreted by white counselors as indicating that the students failed to understand what they were being told (p. 18). “Responding to the presumed lack of comprehension, white counselors engaged in hyper-explanations to black students, who in turn resented being talked down to because they correctly perceived that the counselors thought they were dumb” (p. 18). This might possibly be the case in Ghana where children do not look straight into the face of an adult while being talked to. This attitude may be carried to school, and to the classroom, and the teacher who is not familiar with
the culture of the place would misinterpret such a behavior. When people in an interaction do not use the same nonverbal cues, they are more likely to misinterpret each other’s meaning, unexpectedly take offense, or otherwise make an inappropriate response (p. 19). Ethnographic studies have examined cultural factors affecting educational performance, and studies of Kwakiutl students (Rohner, 1965; Wolcott, 1967) emphasized problems caused by differences between the values and behaviors students learn at home and the expectations of their teachers (21). The lack of interaction between the teacher and the community was also cited as a contributing factor.

According to Woolfolk and Brooks (1985) researchers have focused on three major categories of behavior. These are proxemics (physical space and interpersonal distance), coverbal behavior (gesture, facial expression, eye gaze, etc), and paralanguage (voice tone, rate of speaking, pauses, etc). Such behaviors relate to children’s effective participation during the instructional process. According to Woolfolk &Brooks (1983), many researchers have examined student seating location, relating location to student achievement. In general, findings suggest that seating position in the classroom can affect the students’ level of participation in class activities, with the greatest participation involving students seated in the front row and in the center desks of each row (p. 123). In Ghana However, children in Kindergarten classrooms do not have the opportunity to select their own seats and seating positions. The furniture used by the children are provided by the schools through the Ministry of Education. There are no front and back rows as there are in typical elementary classrooms but depending on the size and the nature of the type of furniture the arrangement would place some children in front of others. Sommer (1969) suggested that teachers make certain assumptions about students based on where the students choose to sit in the classroom: “The front rows contain the most interested students,
those in the rear engage in illicit activities, students at the aisles are mainly concerned with quick departures, most absentees come from the rear quadrant most distant from the windows.” (p. 111). In a Ghanaian Kindergarten however, children do not have the opportunity to choose where to sit and so the teacher might not make any assumptions about the children based on where they sit in the classroom.

According to Woolfolk and Brooks (1983), lower class children performed significantly better when the instructor’s voice tone was positive, and results from studies have indicated that vocal assertiveness seemed to be an important factor in parents’ ability to control the behavior of their children. These findings suggest that the teacher’s vocal assertiveness or lack thereof might play a significant role in class management (p. 125). In a study by Seligman et al. (1972), on investigation of student voice quality, the researchers created stimulus materials depicting different students by manipulating appearance (photograph), speech quality (audio recordings of the reading of a standard passage), quality of written composition, and quality of drawings to determine the factors that influence teachers’ impressions of students. (p. 107). The results showed that the hypothetical students who were attractive and who had good voice quality were judged to be significantly and more intelligent, enthusiastic, and academically successful than the students who were unattractive or had poor voice quality (107).

According to Woolfolk & Brooks (1983), the study by Bates (1976) was an example of a well-designed and carefully controlled investigation of the role of student coverbal behavior in the formation of teacher impressions. (p. 112). Bates found that students who were nonverbally positive and were more favorably evaluated by their teacher tended to receive more positive facial expressions from their teachers (p. 113). There is evidence that students learn more from teachers who are more nonverbally active and dramatic (Driscoll, 1979; Kaufman, 1976) and
who have positive facial expressions (Fried 1976). Forward body leaning could be indicative of positive affect or it might be part of an attempt to direct activity or regulate an interaction, as for example, when the body lean accompanies pointing toward lesson materials (p.113). Using a format similar to Middleman (1972), Fried (1976) manipulated teacher facial expression (positive, negative, or neutral) during a videotaped lesson with fourth and fifth graders. Students in the positive facial expression condition scored significantly higher than students in the other two conditions on a given test (Woolfolk & Brooks, 1983). In another study, Otteson and Otteson (1980) found that teacher gaze during story reading improved recall for boys and girls. Cadima, & Abnorm, (2015) also found that teacher–child closeness predicted improvements in observed self–regulation skills. Such interactions with teachers, peers, and tasks in early childhood are key precursors of later academic achievement and social success (p. 3). Research has also suggested that children’s behavior varies depending on classroom activity setting (p. 4). Writing on basic teacher behavior, Leslie, Jason, and Virginia (2012) stated that there is a set of complex teacher behaviors that contribute to student learning, but there is evidence which also suggests that simple, basic actions by the teacher can support or inhibit children’s experiences across activity settings (p. 4). That enables instructors confirm whether students are grasping the lesson and its content. Miller (1988) states that, “knowledge is transmitted through effective communication and nurtured by skillfully sending and receiving messages” (p.23).

In a study by Pine, Lafkin, Kirk, and Messer (2006) on children’s performance on a balance beam task, it was observed that children are able to convey in gestures understandings that they are not yet able to articulate verbally (Whitebread & Pino-Pasternak, 2013). According to Whitebread and Pino-Pasternak (2013), studies suggest that an important proportion of
children’s behaviors occurring early in development might be non-verbal in nature and, consequently, undetectable by methodologies that rely on verbal data (P. 16).

The benefits for an instructor to develop a strong sensitivity and ability to interpret student non-verbal communication should be evident because both instructor and student stand to gain from improved classroom communication (p.11). Miller (2005) provides a simplistic view of non-verbal communication as communication without words. Zoric et al. (2007), state that non-verbal communication refers to all aspects of message exchange without the use of words (p. 161). This includes all expressive signs, signals, and cues (audio-visual, etc) (p.161). It includes, the tone, loudness, speed and timing of the words used in the communication, but does not include words and their associated meanings (p. 161). A teacher’s touch is a good way to communicate warmth, trust, and sensitivity to students (Hughes, 1981). Miller (1988) says that non-verbal communication is important in the classroom for two reasons. One, teachers will become better receivers of student messages and two, teachers will learn to send positive signals to students which reinforce their learning. For example, a teacher’s facial expression could evoke smiles from the class. The non-verbal behavior of one was inextricably linked with the non-verbal behavior of the other. Hodge (1971) believes that, eye contact is generally perceived by students as positive. The student will generally interpret eye contact as a sign that the teacher is personally interested in him or her. Wilbur & Wilbur (1980), list the categories: kinesics (eye, head, hand, leg and foot movements), paralanguage (speech length, intonation, voice quality, verbal rein-forcers, speech error rate, pause/ hesitations, etc.), and proxemics (distance and angles between individuals, learning positions, touching, etc.).

Zoric et al. (2007) expanded a previous work and categorized non-verbal cues as follows:

**Silence:** Silence or merely the absence of communication. It is the most common non-
verbal expression. It is commonly interpreted as simple lack of understanding.

However, silence on the part of the student could be interpreted as a “challenge” to the instructor (Suinn, 2006), a lack of understanding (Gukas, Leinster, & Walker, 2010), fear of failure (Davis, 2009). Student silence can also be a product of learning preference or cultural background (Gukas et al., 2010).

**Kinesics**: Kinesics encompasses all forms of body movements. They include eye movement, head position, facial expression, body posture, gestures and hand signals.

**Vocalics and Chronemics**: Vocalics includes tone of voice, timbre, volume, and rate of speech, while chronemics relate to timing and pauses. In a classroom environment, these non-verbal cues are most commonly exhibited when students attempt to verbally respond to a question.

**Proxemics**: Personal space and arrangement of physical items in a classroom has a surprisingly significant influence on student comfort within the learning environment.

**Haptics**: Extrapolating the concept of personal space of physical touching is a subject of significant. At the college level, a hearty handshake between student and instructor, for a job well done, appears to be the limit of appropriate physical touch.

**Physical Appearance**: While physical appearance is not necessarily a real-time indication of a student’s cognitive state, it does often provide context in which we can better situate other non-verbal cues.

Some children in Ghanaian Kindergarten may not participate enough during the instructional process, because of the behaviors that they carry from home to the school. The behavior from “the child is seen but not heard” is carried into the classroom where children sit and wait to be prompted by the teacher to answer a question or do an activity. Legare (2014),
discusses the role of teachers’ verbal and non-verbal prompts and cues during the instructional process and posits that the cues and prompts are very important in making children participate fully in the interactions that take place in the classrooms. For example the use of teacher’s questions, signs, signals, facial expression, to show acceptance or disapproval go a long way to impact learning in the classroom. Sometimes children do not raise their hands to catch the teacher’s attention to enable the child answer a question or contribute to the discussion not because they do not know but because their personal orientations from home stop them from doing that. It might take the teacher’s prompts through questioning or something else to get them to participate in the lesson. Legare (2014) has said that verbal and non-verbal cues as well as prompts are very important in the context of teacher-child interaction in the classroom. Such cues and prompts hold the key to the successful implementation of whatever the teacher wants to impart to the child in the classroom.

The literature reviewed on nonverbal prompts has been a confirmation of the point that body signs and actions could be very helpful and instrumental in conveying messages across from one person to another person. Whether facial expression, gaze, pointing, movement or touching the literature has shown that the use of such body signs and actions play a very important part in the instructional process. Many of the studies have confirmed Woolfolk and Brooks (1983) findings that were categorized into three areas as: Proxemics, Paralanguage, and Coverbal Behavior. The other studies however identified the specific body signs from the previous study by Woolfolk and Brooks (1983) and treated them separately instead of putting them together as was done by Woolfolk and Brooks (1983).
The Role of Verbal Prompts in Promoting Children’s Participation

Verbalization is language the teacher uses to redirect a student’s attention that mentions the student’s off task behavior (Miller, 2005). Teachers’ verbal behaviors were more helpful during cooperative play and whole class instruction (Gillies, 2006). According to Gillies (2006), teachers who implement cooperative learning in their classrooms engage in more mediated-learning interactions. When teachers implement cooperative learning, their verbal behavior is affected by the organizational structure of the classroom. This to me is very significant in ensuring that children benefit more from the teacher-child interactions that take place in the classroom.

In a study by Siraj-Blatchford and Manni (2008), to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make a good start at school, they found that questioning was extensively used. The questions were either open-ended or close-ended. Teacher-child interactions in a Kindergarten classroom might be central to children’s learning. King and La Pro (2015) examined teachers’ language in interactions with children in Head Start. Results indicated that teachers used varying amounts of mental state talk. Teachers’ mental state talk may be a mechanism through which teachers’ use of verbal language contributes to positive and sensitive teacher–child interactions (p. 1). Teachers’ mental state talk may be a mechanism through which teachers’ use of verbal language contributes to positive and sensitive teacher–child interactions.

The goal of verbal prompts is to create an environment that involves students in interactions with peers and colleagues, and in the school context, with the teacher during the instructional process. Verbal prompts are effective at prompting children to produce explanations.
Explanations promote causal learning and generalization and young children’s explanations play a crucial role in learning (p. 198). Explanations direct children’s thinking towards teachers’ expectations, and can improve causal learning and generalizations to other areas of learning (p. 210). Verbal prompts such as questioning, directing, responses can ensure that children participate adequately in the instructional process. Classroom behavior of the teacher and the behavior of the students are significantly related. Teachers’ behavior could determine the children’s behavior.

The use of questions during teacher-child interaction in the classroom is a way of “forcing” a response from a child who otherwise would not make an attempt to speak in class. Once the question is put to the child he or she would be encouraged to respond thereby making the child part of the entire class. Many of the children come from homes whose orientations do not allow them to be talkative in class.

Five basic types of verbal prompts have been identified (n.d.). These are:

- Choice
- Single Word
- Thinking
- Increasing voice volume
- Voice tone

According to Legare and Lombrozo (2014), there are three types of choice prompts, with some tasks lending themselves more readily to specific types of questions such as open ended questions, multiple questions, and “yes” or “no” questions. Open-ended questions can have infinite number of answers, and cannot be answered by “yes” or “no”. Multiple choice questions offer the individual an answer from a list of choices while “yes” or “no” questions are great for
topics that are very straight forward, but pose a serious challenge if the person providing the answer or response sees gray areas in the question and is not comfortable with a “yes” or “no” response or answer. Single word prompt According to Legare and Lombrozo (2014), a single-word prompt can take two forms such as an action-related prompt i.e. jump, faster, rotate, pull, check. Single-word positive reinforcement prompts that provide encouragement are:

- Good
- Great
- Well done
- Terrific
- Super

Increasing or decreasing the volume of one’s voice is a verbal prompting technique that is used to gain attention. This technique can also be interpreted as one becoming angry and students may see this as a lost of control. The voice tone of the teacher is a very important prompt during the interaction between the teacher and the students. A supportive, empathetic, and warm with a low tone to the teacher’s voice engenders trust and support that will encourage the students.

A list of the five key types of verbal prompts, reviewed by Legare & Lombrozo (2014) were:

1. Choice prompts. Evaluate the most effective use of Open-Ended, Multiple Choice, or “Yes” or “No” questions
2. Use single-word prompts as a tool for frequent positive reinforcement, and task reminders, such as saying, “turn”
3. Increase the use of students’ names, and increase voice volume.
4. Use frequent verbal prompts to orient the students to time, place, and dates.
5. Cultivate a voice tone that conveys caring and warmth. Recognize, and avoid the use of baby talk such as drawing out a spoken letter (G-r-r-e-a-t), exaggerated up and down voice, over emphasizing such as speaking certain words more loudly.

The verbal and nonverbal cues prompt children to be attentive in class (Legare, 2014). For example an expression on the face of the teacher may send a signal to the child that the teacher is seeking his attention or the teacher is not happy about a conduct that is being exhibited while in the classroom. Such prompts used by the teacher, automatically induce in children the sense of agency that is required on his or behalf.

Children become active participants in the classroom when the teacher prompts them through verbal and nonverbal cues (Legare, 2014). Children are able to express their ideas freely with regards to the question that has been asked. It may not necessarily be the right answer to the teacher’s question, but the fact that an opportunity has been created for the child to interact with others in the classroom. For example In a kindergarten or pre-kindergarten class as soon as the teacher asks a question “what is 1+1, you will find a child who will quickly raise the hand and keep calling the teacher for attention but when called to answer the question the child will simply 10 and sit down looking cheerful. To such a child, it is not about the rightness or wrongness of the answer but the fact that he or she has responded to the teacher’s question. Also, Some children are made leaders of various groups in the classroom, or are able to moderate discussions in their own way as they interact (Legare, 2014). Sometimes based on what the teacher wants children to do, children work according to instructions. In my culture where “the child is seen but not heard” many children go to school with that attitude to the extent that unless prompted by the teacher they would never talk. This is because talking when you have not been called to talk is considered a rude behavior, which must not go unpunished.
Again, the verbal and nonverbal cues allow children to confidently express themselves without any fear of intimidation from peers or the teacher. Children take the opportunity of the prompts to interact effectively with others in the classroom. Prompts build a sense of confidence in the children and that is enough to help the child participate meaningfully and effectively in the interactions that go on in the classroom.

Also, boredom is killed when children are allowed to participate in the discussions that go on in the classroom. When children sit idle just listening they feel tired and begin to look for avenues to operate (Legare, & Lambrozo, 2014) and so encouraging children to effectively participate in whatever goes on in the classroom is good news to the children.

The foregoing review of literature has indicated that using questions or verbalization creates opportunity for the person giving the message to clearly state in unambiguous terms what he or she wants the recipient to understand and do. That is much more clearer and better than the use of body language through signs and actions to convey information to somebody. The problem with verbalization or questions may be whether the recipient has acquired the level of competence in comprehension and adequate vocabulary to be able to understand the message that has been sent across to him or her. It is therefore important to note the role that nonverbal prompts through the use of body language represented by signs and actions could play to throw more light on verbal messages that are sent through questions.
Pre-Service Teacher Preparation for Early Childhood Education in Ghana

Ghana’s basic schools had suffered from numerous difficulties including the lack of professionally trained teachers (Etsey et al. 2009). The increasing number of elementary schools meant that many of the teachers in that category especially those found in the rural areas were untrained. Many teachers barely possessed post-secondary education (Etsey et al., 2009). Many of such teachers were referred to as "Pupil teachers” because they were pupils with no professional training teaching other pupils. There has therefore been the need to improve the quality of teaching and learning through adequate training through leadership for learning (Malakolunthu, McBeath, & Swaffield, 2014). Accordingly, the leadership for learning model (LfL) with five seminal principles was developed; (1) a focus on learning; (2) an environment for learning; (3) a learning dialogue; (4) shared leadership; and (5) mutual accountability to guide direct the change process (p.1).

Lack of adequately trained teachers has been associated with Ghana’s education sector (MOE, 2004). Such was the situation until expansion in enrollment of teachers for the sector improved as part of the Free Compulsory Universal Basic Education (FCUBE) concept (MOE, 1995). From the recommendations of the presidential commission set to review Ghana’s system of education (MOE, 2004) Kindergartens were to be attached to every primary school. Building more early childhood education centers means there should be more teachers, to handle the children who would be brought to the schools This therefore called for a program of pre-service teacher preparation for early childhood education.

According to the Ghana Education Service (MOE, 2004), Ghana has made tremendous gains in the area of early childhood education, but there are significant challenges in scaling up the quality of the program. In a study by Morrison (2000), she found that many early childhood
centers did not have adequately trained teachers to handle the schools and the children. Agbenyega & Deku (2010) in a study talked about the lack of adequate teacher preparation including teachers in early childhood education for Ghana’s basic schools. They therefore proposed a framework for teacher preparation in the light of the report of the Presidential Commission on the review of education in Ghana. (Anamua-Mensah, n.d., Republic of Ghana) (MOE, 2004). The commission stated that the objective of teacher education in Ghana should emphasize the training and development of the right type of teacher who is competent, committed, and dedicated. Such a teacher should be able to:

1- Develop attitudes, values, and dispositions that create a conducive environment for quality teaching and learning in schools.

2- Apply, extend, and synthesize various forms of knowledge.

3- Facilitate learning and motivate individual learners to fully realize their potential.

4- Promote inclusive education at all levels.

5- Adequately prepare the learner to participate fully in the national development effort. (p. 20)

Although, the presidential commission (Anamua – Mensah, n.d., Republic of Ghana) (MOE, 2004) had recommended pre-service teacher preparation, in a study by Mwamwenda (2014), it was found that teachers teaching at the early childhood education level in Ghana were not enough, and only 7.3% were trained. The government of Ghana had also passed legislation, in 2004, which made it mandatory for every Ghanaian child to be enrolled in a Kindergarten at age 4 (Republic of Ghana Ministry of Women and Children’s Affairs, n.d.).

Early childhood education in Ghana faces a lot of challenges including lack of qualified teachers. This situation was captured by Abdulai (2014) in a study in the Winneba Municipality
of the Central Region of Ghana when participants in the study unanimously agreed that teacher quality and teacher-child ratio for early childhood education were below their expectation (p.16).

Pre service teacher preparation in Ghana for early childhood education has not been the best (Agbenyega & Deku (2010), and requires a lot of attention by government, parents, and all other institutions that directly and indirectly benefit from the results of early childhood education. When efforts of such identifiable groups and bodies are brought together, the commitment towards pre service teacher preparation would improve to ensure that pre service teacher preparation produces the results that are desired to improve upon the system of education in Ghana. According to Ghana’s Teacher Education Division (TED), the mission of teacher training in Ghana is to “provide comprehensive Teacher Education programs that would produce competent, committed, and dedicated teachers to improve the quality of teaching and learning in Ghanaian classrooms” (Akyeampong, 2003, p. 6). Teacher preparation was therefore conducted with a clear sense of purpose. It was meant to effectively prepare teachers in a manner that would make them very competent to teach and handle the children that society has put in their care. Such teachers would be culturally sensitive to the virtues of the communities in which they find themselves. This means that the curricula for teacher preparation would emphasize cultural responsiveness on the part of the trainees so that they become sensitive to cultural environment in which they stay and work.

Initial teacher education in Ghana (also known as pre service teacher training) takes place largely or exclusively in institutions of higher education such as the universities, or Colleges of Education. Ghana’s initial teacher training colleges known and called Colleges of Education do not have adequate specialized coursework for preparation and development of the early childhood teachers (Morrison, 2002). This is because the nation’s Universities which serve as the
training and preparation ground for the Colleges did not have programs for preparing such
teachers. “The majority of teachers receive their early childhood training through in-servicing
while on the job” (p. 316). The programs and coursework of the Colleges of Education were
general for the preparation of teachers for elementary education. The purpose of this paper is to
describe the state of pre service teacher preparation for early childhood education in Ghana.

There are 8 Colleges of Education doing early childhood education programs in Ghana.
These are OLA college of education at Cape Coast, Holy Child college of education at Sekondi-
Takoradi, Jasikan college of education at Jasikan, Tumu college of education at Tumu,
Presbyterian Women’s college of education at Aburi, Seventh Day Adventist college of
education at Koforidua, St. Louis college of education at Kumasi, and Holy Spirit college at
Dormaa.

Pre service teacher preparation could be done at the Colleges of Education where the
courses and programs take 3 years to complete with the award of a diploma certificate. At the
University level pre service teacher preparation is organized according to two basic models. In
the first model, a student first obtains a qualification in one or more subjects, often an
undergraduate Bachelor’s degree from the traditionally non-education oriented Universities such
as University of Ghana, (Legon), or Kwame Nkrumah University of Science and Technology.
Subsequent to securing employment as a teacher, the student continues schoolwork over an
additional two-year period either by Distance Education, or by “Sandwich” (Summer school)
during which period, such candidates take an eight-week residential course in education related
courses in any of the education oriented Universities such as University of Cape Coast (UCC), or
University of Education, Winneba (UEW) resulting in qualification to teach. From this model it
is clearly observed that “untrained” personnel could start teaching before undergoing any form of
teacher preparation. There is however a regular program where a student could pursue a program of study that involved courses in educational psychology thereby making such students professionally trained to teach in any Ghanaian classroom and whatever level deemed appropriate.

The question of who qualifies to teach or the appropriate qualification for teaching in a college of education for the preparation of pre service teachers for early childhood education is an issue that stands out clearly when it comes to pre service teacher preparation for early childhood education in Ghana. This is because for several years, there were no specialized courses for the preparation of teachers for early childhood education (Morrison, 2002). Teachers who were trained for the traditional elementary schools were posted to early childhood schools. Early childhood education, especially kindergarten schools were not part of the formal system and so did not attract trained teachers. They were established by private individuals and faith-based organizations and so they were under the supervision of the department of social welfare and community development. Kindergarten education became part of Ghana’s formal education system after a presidential commission recommended it to government (Anamua-Mensah, n.d. Republic of Ghana) (MOE, 2004).

To help with the process of getting qualified professional teachers for the schools in Ghana, the University of Cape Coast was established in 1962 with the mandate of producing highly qualified and skilled manpower for the education sector. Although its core mandate was to produce teachers, it included other programs and courses but established the Faculty of Education, University of Cape Coast to prepare teachers for Ghana’s basic education sector. In pursuance of this mandate, the Department of Basic Education was charged with the responsibility of training students to take up teaching roles and appointments at the basic level of
education to prepare children for formal education. They could teach as well as become program organizers in the various district, municipal, and metropolitan assemblies in the country. Teachers from the University of Cape Coast were therefore posted to the colleges of education to prepare teachers for basic schools including kindergarten levels. Objectives of the early childhood education program at the university of Cape Coast include but not limited to:

a) Training teachers who will be able to teach effectively at all levels of Ghana’s educational system.

b) Preparing teacher trainers for both pre service and in-service teacher education programs at the basic level.

c) Training teachers in the preparation of teaching and learning materials and how to use them effectively in teaching and learning.

The University of Winneba was an advanced teachers’ college until it was granted university status in 1992. It was charged with the responsibility of producing professional educators to spearhead a national vision for education. Its mission was to train competent professional teachers for all levels of basic education. The early childhood care and development program is designed to focus on the developmentally appropriate care and education of children from birth to age eight within various early childhood settings. The goals and objectives of the program will equip the trainee to:

- acquire basic concepts, knowledge and analytical skills for the variety of disciplines which contribute to the understanding of the early childhood period

- be able to implement programs for a range of early childhood services

- understand the nature of the early childhood period, defined as 0-8 years
From the discussion, Ghana has a policy for teacher preparation for early childhood education. The University of Cape Coast and University of Winneba have been mandated to prepare teachers for the early childhood level of Ghana’s education. The two institutions have adequate programs and policies that guide their preparation efforts towards meeting the demands of early childhood education. Courses are structured to equip teachers with knowledge about child survival, growth and development. Teachers are also given opportunity to practice how to handle children at that level to ensure that children benefit more from the instructional process.

As part of the teacher-training program, teacher preparation in Ghana has a component where the teacher trainees spend the first semester of the final year in schools practicing what they have been taught to do during the course of their study. The students are posted to the schools during which instructors go to supervise the work they do in such schools. They are assigned to teachers in the various schools whom they refer to as mentors. The mentees therefore work closely with their mentors for the period of their teaching practice in the schools. The Universities have prescribed times that they allow instructors from the universities go to supervise the students briefly. About two or more instructors would take turns to visit the assigned students just once during the entire period. If a student is therefore assigned two or three supervisors the supervisors arrange times that each person would go to supervise the student at work.

The duration of the entire preparation may be 4 years for the degree, and 3 years for the diploma. However, the teaching practice component is only 4 months out of which several weeks are lost before the students start actual work. Four months of practical work on such an important aspect of children’s life and education cannot be said to be the best. In Ghana where teachers are not certified by any national board before they are allowed to teach in schools, adequate teaching
practice would be deemed appropriate. Supervision of mentees is a serious problem. Due to lack of funds and other logistics, there are no permanent instructors who serve as supervisors in the schools. Considering the number of students who go on teaching practice asking instructors to permanently stay outside campus to supervise them would cost a lot of money. Supervision therefore is not effective to produce the needed results.

It is also important to note that until recently, majority of teachers who practiced at Kindergarten and other Pre-K institutions received their early childhood education training through in-servicing while on the job (Morrison, 2002). This was done through the Ministry of Education’s (MOE) Nursery and Kindergarten Unit established in 1965 which has been offering specialized early childhood teacher education programs (Morrison, 2000). Given this commitment by the Ministry of Education, there is still much to be done in reaching the goal of a systematic program for teachers needed in the area of early childhood education.

Ghana is making efforts towards ensuring that teacher preparation for early childhood education takes a sound footing. Policies and programs outlined by government, the ministry of education, Ghana education service, University of Cape Coast, and University of Winneba will enable pre service teacher preparation achieve the desired results (MOE, 2004).

Literature has been reviewed to throw light on what researchers have found and stated in their various studies. All the literature reviewed with their results has showed the state of the Ghanaian context and pre-service teacher preparation and the state of Kindergarten education in Ghana. Results from studies have also demonstrated the importance of verbal and nonverbal prompts in conveying messages from one person to another person through verbalization and questioning as well as through nonverbal media such as body language using signs and actions.
Gaps in the Literature

A very obvious gap in the literature is the lack of adequate literature about early childhood education in Ghana. Available literature is scanty and does not provide much insight into research in the area. There is little or no literature about children’s learning in the early years in Ghanaian classrooms and so it is difficult to assess the impact of early learning on children’s performance in later school years. There is little information on teacher-child interactions using verbal and nonverbal teacher-prompts in the process of lesson delivery in the classroom. The obvious reason for the gap is the lack of adequate research about verbal and nonverbal prompts during the instructional process and the general lack of research on early childhood education in Ghana. Ghanaian research has to be done to examine the impact of teacher preparation for early childhood education in order to inform programs and policies that are cultural-specific to the needs of Ghanaian children. This will improve teacher-child interactions through verbal and nonverbal prompts during the instructional process. Taking into consideration the cultural beliefs and knowledge about a group of people to enable a program of study to be fashioned for them is very important. This will ensure that education is provided along the lines of their cultural specifications so as to provide a seamless interaction between cultural expectations and the education that is provided.

Summary of the Chapter

In the chapter, I discussed the historical overview of early childhood education in Ghana and how undocumented sources pointed to the fact that traditional African education had provided for children in the early years before the advent of Western formal education. Re-
conceptualizing early childhood for localized applications in African contexts was also discussed. Researchers have indicated that conditions for child rearing in Africa have been established as a way of bringing up the young ones in culturally appropriate manner and therefore “school education” must consider such tenets and practices during the instructional process.

I also discussed Verbal and nonverbal prompts as very important during the instructional process. They determine the success or otherwise of the instructional process and hence the future of the child. Teacher-child interactions are done through verbal and nonverbal prompts and how effectively prompts are used would determine how much children get from the instructional process.

Teacher preparation for early childhood education is very young and seems to have problems with courses and programs. The Ministry of Education, and the Ghana Education Service have programs and policies for teacher preparation with a clear mandate to the University of Cape Coast and University of Winneba to prepare the manpower needs for all levels of Ghana’s system of education. The use of assessment as a way of finding whether children are learning during the instructional process has major problems because there is no uniform way for assessing children’s learning.
Chapter Three: Methodology

Introduction
This chapter describes the methodology that was used in the study. It discusses the research design, site and participants, data collection and instruments for data collection, and data analysis. The purpose of the study was to investigate the role of verbal and nonverbal prompts teachers in Ghana use in their interactions with children in early childhood institutions during the instructional process. The study was guided by the following research questions:

1. What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation and engagement during the instructional process?
2. In what ways do children Ghanaian Kindergartens participate during the instructional process?

Research Design

The study was a video-based multiple case study. Case study is one of the common ways to do qualitative inquiry (Stake, Denzin, Lincoln, 2005). According to Stake et al. (2005) a case study draws attention to the question of what specially could be learned about the single case. It is better to emphasize designing the study to optimize understanding of the case rather than to generalize beyond it (p.1). This multiple case study was conducted in three Kindergarten classrooms in Cape Coast metropolis in the Central Region of Ghana. The study was a qualitative study involving visual data using videotaping in three early childhood centers in the Cape Coast metropolitan area in the Central Region of Ghana. The study specifically used qualitative visual methodology using video cameras to capture classroom interactions. Visual
methodologies are used for interpretation of visual materials (Rose, 2012). A qualitative research design focuses on participants and their experiences with an emphasis on understanding their social context (Janesick, 2011; Merrian, 2009). According to Merrian (2009), qualitative research is categorized in the interpretive and constructivist epistemological perspective, and it is intended to describe, understand, and interpret multiple realities that are context specific (Merrian, 2009).

Hatch and Coleman-King (2015) posit that qualitative research in early childhood education is inquiry that is done about children, adults, practices, and programs involving children from birth to age eight. Such inquiry seeks to explore issues that directly affect children’s development. Therefore using the qualitative research design in the current study to discuss the role of verbal and nonverbal prompts in Ghanaian Kindergarten classrooms would be appropriate considering the sociocultural background of the children being studied.

The data for the study were secondary, having been collected by a team of researchers for the New Civics Grant Program in an initial study to find apprenticeship and civic themes in Ghanaian Kindergarten classrooms. The design for the initial study was a qualitative video analysis of three early childhood centers in Cape Coast in the Central Region of Ghana using video cameras to capture classroom interactions to be able to answer the questions. It was envisaged that videotaping would help to understand the nature of the interactions that took place between teachers and the children during activities in the classroom and that each of the three cases would provide important findings about how the cultural environment and its attendant factors could not be separated from the pedagogy that must be used during the instructional process.
Site and Participants

The study drew from video recordings collected from three public early childhood care and development institutions in the Central Region of Ghana. The schools were purposively selected from a total number of 62 kindergarten schools (GES, 2016) to allow for easy access and to be able to collect data within a certain time period. The average age of the participants was about five (5) years. The rationale for the sample size is that it is both purposeful and convenient for the study being done (Tongco, 2007). According to Tongco (2007), the purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within (p. 147). In Ghana, children are expected to attend kindergarten at age 4 so that after 2 years they move to primary one (MOE, 2004). It was open to both boys and girls and all children in each of the three classrooms participated in the study.

Table 1: Summary data for KGs in Cape Coast metropolitan Area

<table>
<thead>
<tr>
<th>CIRCUIT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPE COAST</td>
<td>11</td>
</tr>
<tr>
<td>ABOOM</td>
<td>9</td>
</tr>
<tr>
<td>BAKAANO</td>
<td>10</td>
</tr>
<tr>
<td>PEDU/ABURA</td>
<td>12</td>
</tr>
<tr>
<td>OLA</td>
<td>7</td>
</tr>
<tr>
<td>EFUTU</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

Source: GES, Cape coast (2016).

Data Collection/Instrument for Data Collection

The study used secondary data collected in Fall 2013 in a previous study from five kindergarten schools in Ghana. The purpose of that study was to find civic themes about
apprenticeship in Ghanaian Kindergarten classrooms. When the team visited the schools, they collected information about books and other resources, and also videotaped classroom sessions with data collection spanning two weeks. Videos collected in the previous study involved teacher-child interactions and provided a lot of information that was relevant to the current study.

According to Jewitt (2012), the use of existing videos is common for research to be undertaken with videos that are already available rather than video generated researchers for research. To Papademas and IVSA (2009), visual research methods use visual materials as part of the process of generating evidence in order to explore research questions. These methods are diverse, and their diversity can be found in the materials they work with, and the procedures to which such materials are subjected (p. 3). Videotaping was the instrument for data collection and was undertaken by members of the research team. Visual media including video provide opportunities for social science research Heath et al. (2010). According to Heath, Hindmarsh, and Luff (2010), video is a reliable technology that enables researchers to record naturally occurring activities as they arise in ordinary habitats such as the home, the workplace or classroom (p. 2). Such records could be subjected to detailed scrutiny, repeatedly analyzed, can be shown and shared with others, not only researchers, but participants themselves (p. 2). To Heath et al. (2010), video captures an event as it happens, and provides opportunities to record aspects of social activities in real-time such as talk, visible conduct and the use of tools, technologies, objects and artifacts (p. 5). Video has increasingly become a significant resource for contemporary social research (Jewitt, 2012).

According to Jewitt (2012), the increased presence of video in the people’s everyday lives as well as institutional practices and public environments means researchers have access to naturally occurring video data (p. 1). It is the data collection tool of choice for researchers
interested in the multimodal character of social interactions (p. 1). According to Jewitt (2012), video provides a fine-grained multi-modal record of an event detailing gaze, expression, body posture, and gesture. The use of video to collect naturally occurring data involves decisions that shape the production of data and its interpretation including where to place the video camera, whether to have a fixed or mobile camera, where to focus the camera, and how long to record for and when to record (p. 2). Using visual technologies to collect data can give new insights into classroom interaction (Flewitt, 2006). Multimodal events have always characterized children’s learning in early years’ settings through the subtle interweaving of eye contact, body movement, facial expression, and the manipulation of objects to supplement or replace talk (p. 25). Flewitt (2006) has stated that the use of video in research particularly in the circumstance of early childhood education will clearly show the type of interactions that take place in the classroom among the children on one hand and between the children and the teach on one hand. Such interactions would inform teachers and policy makers about the types of interactions that needed to be encouraged in the classroom to enable children benefit the most from the instructional process (Jacobs & Morrita 2007).

In the field of education, video-based research is increasingly recommended (Jacobs & Morrita 2007). According to them, the Board on International Comparative Studies in Education specifically recommends the use of video technology as a research tool (Ulewicz & Beatty, 2001). Recent educational studies based on video data range from large-scale projects such as the learner’s perspective study, which examines the patterns of participation in “competently taught” mathematics classrooms in nine countries (Clarke, 2002), to much smaller-scale projects investigating teaching and learning in schools (e.g. Stipek et al., 1998; Cobb, Stephen, McClain, & Gravemeijer, 2001; Jacobs & Morita 2002).
Two Panasonic video cameras were used to videotape the interactions during the data collection process to ensure that there was a backup and also to have a better coverage. One of the cameras was fixed on a tripod and the other one was carried by one of the researchers as a roving camera. The decision to use two cameras helped by ensuring that the one fixed on the tripod captured the events taking place in that direction. Cameras fixed on tripods are used to video more stable interactions (Jewitt, 2012). The roving camera also enabled other activities that the fixed camera could not capture to be captured. The quality of the videos to be used as secondary data in my research has the best quality. This is because the original researchers took pains to ensure that the quality was good enough to serve the purpose for which it was done. The University of South Florida researchers themselves did the videotaping in some instances and also ensured that those videos that were taken by other members of the research team were supervised.

Ethical issues about the use of children and videotaping were considered before the original videotaping was done. For example no child was forced against his or her will to take part in the classes that were involved in the exercise, and more importantly data collected was not shared with anybody who was not involved in the process of the data collection. This data collection aligns with the research questions, on the nature of the interactions between the teacher and children. Video captured teacher-children interactions in each of the classrooms during a full morning of instruction. Video methodology allows the researcher to capture children’s behavior as well as the interactions that go on in the classroom (Prosser, 2010, Flewitt, 2006, Jacobs et al. 2007).
Ethical Considerations

Ethical issues enshroud all research, but are particularly salient when studying vulnerable members of society (Flewitt, 2006). As Denzin (1989) suggests:

.....our primary obligation is always to the people we study, and not to our project or to a larger discipline. The lives and stories that we hear and study are given to us under a promise, that promise being that we protect those who have shared them with us (p. 83).

The data used in the current study was subjected to University of South Florida’s (USF) IRB scrutiny to qualify to do the research. As part of the ethical considerations, I updated my personal IRB certification by completing the course requirements for social and behavioral investigators. I used peer-review by colleague students to ensure credibility, trustworthiness, and appropriateness of the data. The University of South Florida Human Research Protection Program (HRPP, 2016) has a mission and purpose to protect the rights, safety, and welfare of human subjects who participate in the research programs of the USF system and its affiliated institutions. The HRPP promotes ethical principles of respect for persons, beneficence, and justice (HRPP, 2016). Although Ghana has no IRB regulations for human-subject research, the original data collection process observed all ethical rules regarding the use of human-subjects in the study. This they did by seeking approval from the Ghana Education Service, teachers, parents, and all other stakeholders involved with the education of the children involved in the research. Ethical issues are taken seriously by the University of South Florida (USF) and so the research team from USF did due diligence before travelling to Ghana to conduct the research. That is, Ghana does not have rules governing human-subject research and the use of children in such studies but the USF research team satisfied all Institutional Review Board (IRB) considerations before doing the research. The research team undertook that exercise to ensure
that ethical considerations were observed so that children who were used in such studies were not abused. It was to ensure their safety, confidentiality, and respect as humans.

According to Jewitt (2012), repurposing of existing video data raises many issues that are key including the need to understand the history of the data, its context of production, its original purpose and audience, and how these factors are embedded in the video as an artifact as well as what is missing in the video record for video-based and visual research (p. 3). This will ensure data is handled appropriately. Heath et al. (2010) have emphasized that the principle of informed consent is paramount for ethical approval bodies and so it is important to establish formal consent for undertaking video recordings. According to Heath et al. (2010), for qualitative research, this requires a written consent from all participants and it is normally obtained by providing participants with an information sheet about the research and then after being given suitable time to read and discuss it, they are asked to sign a form conforming their permission and participation (p. 17). All individuals have a moral outlook about what is right and wrong that guides their behavior (Wiles et al., 2008). According to Wiles et al. (2008), ethical behavior in research demands that researchers engage with moral issues of right and wrong and to do this, researchers draw on ethical principles identified by the research community to which they belong.

I applied the foregoing principles to the study by ensuring that the data handed to me on a hard drive by the New Civics Grant Program team was kept under lock and key to prevent anybody having access to it. I also ensured that I watched the videos in my private room and not in my office or the living room to avoid anybody coming close to watch the videos. By doing that, I ensured that nobody had the opportunity to see the videos thereby safeguarding the confidentiality of the children in the videos.
Selecting Clips for Analysis

I purposefully selected three videos from three schools for the analysis. The rationale for selecting the schools was that the Cape Coast Metropolitan Area comprised urban and sub-urban settlements whose communities and people were not similar. I therefore decided that it was important to consider the fact that the sites of the Kindergarten classrooms and their facilities might not be the same. For example, the University of Cape Coast Kindergarten was better placed in terms of location, facilities, and resources both human and material because it was managed as a private institution under the administration of the University. Most of the children at the University of Cape Coast Kindergarten were children whose parents or guardians worked at the University and therefore were able to afford the fees charged by the University since the Kindergarten was a private one.

The Pedu and Kwaprow Metropolitan Assembly Kindergartens did not have facilities such as fenced school compound with security personnel present to protect life and property, and their school compound and classrooms were opened as thoroughfare to the public sometimes distracting the attention of teachers and children. The research questions and the theoretical framework guiding the current study provided a basis for the purposeful selection of the videos for the analysis. According to Goldman, Erickson, Lemke and Derry (2007), any video corpus contains many events. However, selection determines which events are brought into focus for deeper analysis (p.16). According to Derry (2007), selecting clips for analysis depends on factors such as theoretical framework, research questions, and instruments used in the data collection process. The selected videos fit into the factors described above and would provide the data that is required for the study. Videotaping was done in the schools under natural conditions where
teachers and children interacted freely. The occasions were normal school activities without any artificial changes to the daily activities of teacher-child interactions.

The events captured in the videos were classroom events in which teacher-child interactions were involved. Every video clip that was collected from the videotaping was used for the analysis. The data were collected in a previous study on civic themes and apprenticeship in some Kindergarten classrooms in Cape Coast in Ghana. I watched all the videos collected from the previous study and then selected three videos that aligned with my theoretical framework, research questions, and instruments used for the data collection (Derry, 2007). I ensured that whatever data I worked with were believable in the sense that such information was verifiable by other people. I also ensured that the data were transferable to other circumstances. The dependability of the results was also considered. Finally, I ensured that the findings would confirm the data collected for the study.

**Role as a Researcher**

Doing qualitative research calls for a moral responsibility, integrity, sensitivity and commitment to moral issues and actions (Kvale & Brinkmann, 2009). As a qualitative researcher, I was an instrument in the process and so I had to ensure that the results of the study were credible. As part of the requirements for the doctoral program, I took courses in research studies and also had opportunity to engage in a visual study of children using multi touch tables in a preschool.

My Ghanaian background may have been influenced by Western literature and practices during the period of my study as a doctoral student, but I think that provided a better lens for the study. According to Liamputtong (2008), conducting cross-cultural research is very challenging because of the methodological, ethical and moral issues involved. Liamputtong (2008) has
suggested cultural sensitivity in doing cross-cultural research, including moral and ethical issues, and the need for informed consent. My knowledge of the research topic as well as the research environment gave me a better view of the research problem that I was dealing with.

**Data Analysis**

Research using qualitative content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text (Hsieh & Shannon, 2005). In the study, qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005).

Case studies analysis involves describing the actual event as observed from the data collection process (Stake, 1994). It could be the actual event that happened or it could be disguised in a way to protect the subjects in the data to ensure privacy (Stake, 1994). Coding is one way of analyzing qualitative data (Saldana, 2016). According to Cooper, Endacott, and Chapman (2009), a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. In qualitative data analysis, a code is a researcher-generated construct that symbolizes or translates data and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, assertion or proposition development, theory building, and other analytic processes (p.4). Codes are significant phrases that “make meaning, and they are something that happens that make something else happen” (Fuller & Gorjunova, 2014, p. 168).

Key to the process of developing a coding scheme is using the study’s research questions to guide decisions about what categories should be coded, and how (Angelillo et al. 2007).
Reference to the questions will ensure that coding schemes do not run into the danger of trying to capture everything that happens so that variables that do not address the purpose of the research are done away with (p. 191). Discussing the definition and analysis of data from videotape: some research procedures and their rationales, Erickson (2006) described an approach that involves the coding of various functions of classroom talk. The following steps were derived:

Step 1. Review the entire recorded interactional event as a whole, in real time, without stopping the playback, writing the equivalent of field notes as you notice verbal and nonverbal phenomena, using a watch to note times of major transition activity, or using the time code already recorded (p. 183).

Step 2. Review the entire event again, stopping it, and if necessary, replaying it at major section boundaries, noting on a time line the occurrence of major shifts in participants, of sustained postural and interpersonal distance configurations, and of major topics and/or listening activities. Construct a time line for the event as a whole, showing and labeling its major constituent parts, or episodes (p. 184).

Step 3. Transcribe the verbal and nonverbal listening reactions of listeners. To transcribe, replay short segments of the tape (e.g., 3-7 sec) repeatedly. Attend either mainly to speech or mainly to nonverbal behavior, focusing on one party at a time in the interaction. Next, look at the primary partner with whom the individual you first focused on is engaged (either as speaker or as an auditor). Keep repeating replaying until you have made detailed notes on the complimentary verbal and nonverbal behavior of all persons participating in the interactional occasion, showing relationships of mutual influence between speaking and listening (p. 184).
Step 4. Replay tapes until you have enough descriptive information to answer whatever research questions you have posed. Do not try to work analytically with smaller units, shorter sequences of interactions (Erickson, 2006, p. 184).

The data for the current study were collected in Ghana from five Kindergarten classrooms in a study that sought to find whether children were familiar with civic themes and apprenticeship in Kindergarten classrooms. For analysis of the video content, I did conventional content analysis (Hsieh & Shannon, 2005). To codify is to arrange things in a systematic order, to make something part of a system or classification, categorize (Saldana, 2016). Coding categories were based on the research questions, and focused directly on the interactive processes between the teacher and the children (Angelillo et al. 2007).

The coding scheme directly examined the interrelated processes of group engagements such as how the teacher and the children collaborate, or contributions of individuals to emergent social events such as how the teacher manages the children’s attention during the interactional process (Angelillo et al. 2007). I applied Rogoff’s socio-cultural lens during the coding to examine the interrelated processes of group engagements such as how the teacher and the children collaborated, or contributions of individuals to emergent events such as how the teacher managed the children’s attention during the interactional process (Rogoff et al. 2007). Coding categories were based on the research questions, and focused directly on the interactive processes between the teacher and the children (Angelilo et al. 2007). Using Rogoff’s lens helped me to understand the teacher’s interactions and students’ participation in the cultural activity of teaching and learning in a Ghanaian Kindergarten classroom.

According to Rogoff (1990, 1995) teachers are members of the cultural community in which they live and work and their work involves apprenticeship, guided participation, and
participatory appropriation. Therefore the pedagogical attitude that a teacher applies in the course of the interaction with the students would either promote or diminish the ability of the child to effectively benefit from the instructional process.

I identified various verbal and non-verbal interactions such as facial expressions, applause, pointing, questioning, commands, etc. and assigned codes to them as well as other interactions as they appeared in the videos. I first watched each video without stopping it and also did not make any notes. In doing that I had an uninterrupted view of what was contained in each of the videos. I then decided to identify particular actions and activities from the video that I considered as prompts or cues, and whether such prompts were verbal or non-verbal (Miller, 2005). This description applies to those behaviors that function to control the back-and-forth flow of conversation (Greenbaum & Greenbaum, 1983). These regulatory cues include: head-nods, gesticulations, gaze, proximity, voice pitch and loudness, utterance length, and turn switching pause duration, among others (p. 17). For example teacher asking a child a question was coded as “questioning”, while teacher applauding a child’s effort was coded as “appreciation”. I then categorized the codes according to the types of verbal and non-verbal prompts identified from literature. I also developed operational definition for the categories to enable me explain them during the discussion. I was guided by literature to put the codes into categories to help with the discussion (Saldana, 2016).

The video recordings were analyzed through a coding process to explore major themes and assertions, and to identify emerging patterns in the data. The purpose of the coding system was to reliably and systematically categorize the classroom dynamics involving cultural themes and behaviors in elementary classrooms (Boykin, Tyler, & Miller 2005). For example research has shown that nonverbal regulators can be problematic because such cues largely consist of
overlearned, almost involuntary habits (Ekman & Friesen, 1969), In a research by Greenbaum and Greenbaum (1983), and Erickson (1979), they described a series of school counseling sessions where gaze patterns of black students were misinterpreted by white counselors as indicating that the students failed to understand what they were being told (p. 18). “Responding to the presumed lack of comprehension, white counselors engaged in hyper-explanations to black students, who in turn resented being talked down to because they correctly perceived that the counselors thought they were dumb” (p. 18). This might possibly be the case in Ghana where children do not look straight into the face of an adult while being talked to. This attitude may be carried to school, and to the classroom, and the teacher who is not familiar with the culture of the place would misinterpret such a behavior. Codes were assigned to interactions as they appeared in the video from where categories were developed. The codes were categorized across data sources in order to show that they were instances illustrative of a larger category. The codes that were generated were analyzed in order to provide a better and deeper understanding of the research questions posed (Stake, 1994).

According to Saldana (2016), synthesis combines different things in order to form a new whole, and it is the primary heuristic for qualitative data analysis – specifically, the transition from coding to categorizing, and from categorizing to other analytic synthesizes (p. 10). Dey (1999) posits that “with categories we impute meanings, with coding we compute them” (p. 95). According to Woolfolk and Brooks (1983), researchers have studied “Proxemics”, “Paralanguage”, and “Coverbal behavior” under the label nonverbal communication (p. 108).

The coding scheme examined the interrelated processes of group engagements such as how the teacher and the children collaborated, or contributions of individuals to emergent events such as how the teacher managed the children’s attention during the interactional process
(Angelillo et al., 2007). I started by deriving codes. According to Saldana (2016), a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute to a portion of language-based or visual data. See Appendix “A” for sample data showing codes and categories. Key to the process of developing a coding scheme was using the study’s research questions to guide decisions about what categories should be coded, and how (Angelillo et al., 2007). Coding categories were based on the research questions, and focused directly on the interactive processes between the teacher and the children (Angelillo et al., 2007). I identified various verbal and non-verbal interactions such as facial expressions, applause, pointing, questioning, commands, etc. and assigned codes to them as well as other interactions as they appeared in the videos. The codes were then categorized across data sources in order to show that they were instances illustrative of a larger category. According to Saldana (2016), synthesis combines different things in order to form a new whole, and it is the primary heuristic for qualitative data analysis – specifically, the transition from coding to categorizing, and from categorizing to other analytic syntheses (p. 10). Figure 2 shows the alignment of codes, and categories, that related to students participation.
Codes were assigned to the prompts that I observed in the video using Woolfolk and Brooks (1983) categories, and indicated whether an observed action was a verbal or non-verbal prompt.

**Verbal prompts** – They are verbal hints or clues provided in order to guide the student to perform a skill. An initial instruction is often necessary in order for the student to know what he/she is required to do. However, all other instructions after the initial instruction are considered verbal prompts (Alberto & Troutman, 2003).

**Nonverbal prompts** – Non-verbal prompts or communication refers to all aspects of message exchange without the use of words (Zoric et al., 2007). These include behaviors that are not given through oral messages. They include gestures, facial expressions, writings, etc.

The three videos captured both outdoor and indoor activities of teachers and children in the schools. The videos showed teachers and children engaged in outdoor activities such as morning
assembly which was prominent in all school activities in Ghana. School assembly was organized at the start of the school day during which teachers and children sang, prayed, recited the Ghana national pledge, and sang the Ghana National anthem. Teachers and children then marched into their classrooms to start their lessons.

In the videos for University of Cape Coast Kindergarten and Pedu Metropolitan Assembly Kindergarten, teachers and children marched into their classrooms after the morning devotion, but in the case of Kwaprow Metropolitan Assembly Kindergarten, teachers and children remained on the assembly ground to engage in further activities that involved singing and dancing. The length of each of the videos was about two hours and captured teachers and children interacting. The outdoor activities that preceded the lessons in the classroom were considered as part of the interactions.

Apart from the teachers and children in the selected schools, the research team made up of the New Civics Grant Program from the University of South Florida and staff of the University of Cape Coast was present in the classrooms. The team fixed their cameras on tripod stands fixed towards where the activities were taking place and another camera that one of the researchers held which could be moved to follow events that the camera fixed on the tripod could not capture. That was observed during the lesson at Pedu Metropolitan Assembly Kindergarten when the teacher and children went out of the classroom several times as part of the demonstrations in the lesson.

Using Woolfolk and Brooks (1983) categories, I categorized codes into: Questioning, Proxemics, Paralanguage, and Coverbal behavior for research question one: What is the nature of Ghanaian Kindergarten teachers’ verbal and nonverbal prompts that relate to children’s participation during the instructional process? For research question two: In what ways do
children in Ghanaian Kindergartens participate during the instructional process? I categorized codes into: Verbal responses, Exercises, Activity, Proxemics, Paralanguage, Coverbal behavior.

The codes were at this stage re-categorized according to the research questions for the study:

For research question one: What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process? I categorized codes into:

- Questioning
- Proxemics
- Paralanguage
- Coverbal behavior.

For research question two: In what ways do children in Ghanaian Kindergartens participate during the instructional process? I categorized codes into:

- Verbal responses
- Exercises
- Activity
- Proxemics
- Paralanguage
- Coverbal behavior

From the analysis of the video data, Ghanaian Kindergarten teachers’ verbal and nonverbal prompts that relate to children’s participation during the instructional process were found to be questioning, proxemics, paralanguage, and coverbal behavior. These behaviors were
observed during the interactions between the teacher and the children. I then did a cross-case analysis by unifying the data. From the unification of the data, I found the following themes: Discussion and conversation, Rules and management, and Pedagogical sensitivity and understanding.

Summary of the Chapter

In this chapter I described the research design for the study and identified the site and participants for the study. I also discussed the data collection procedure as well as the instrument for data collection. Ethical considerations for the study were also discussed and the process of selecting the video clips for analysis also described. The role of the researcher described. Finally, the procedure for data analysis was also discussed.
Chapter Four: University of Cape Coast Kindergarten

Introduction
The purpose of the study was to find the nature of participation and interaction that took place between teachers and children, as well as how teachers and students engaged in planned activities in Ghanaian Kindergarten classroom settings. The study tried to identify factors that related to children’s participation, with a focus on the verbal and nonverbal prompts or cues, that relate to children’s participation in early childhood classrooms. The study was to find the types of verbal and nonverbal prompts that teachers employed in their interactions with children during the instructional process.

The study was guided by the following research questions:

1. What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process?

2. In what ways do children in Ghanaian Kindergartens participate during the instructional process?

The data for the study was secondary information collected from a previous study. The secondary data was collected in Fall 2013, in a previous study from five kindergarten schools in Ghana. The purpose of that study was to find civic themes about apprenticeship in Ghanaian Kindergarten classrooms.

This chapter includes a description of the school setting, location, out-door, and indoor activities. The descriptions include information that was relevant to the research focus as well as information about the participants.
Setting

The University of Cape Coast Kindergarten is situated on the Southern part of the University campus. The school buildings comprised three (3) separate buildings on the same compound. The main school building was directly opposite to the road that led to the University of Cape Coast Primary school compound. There was another building behind the main school building, and a third building was situated adjacent to the main school building to the right and close to the University of Cape Coast Cafeteria. There was a long verandah in front of all the three buildings. The main building accommodated the Headmistress’ office, as well as the office for the clerical staff. The offices of the Headmistress and the clerical staff were located in the middle of the main building. There was a staircase that led to the school compound from the direction of the University of Cape Coast Cafeteria.

The school had a beautiful environment with a neatly arranged set of lorry tyres painted with primary colors arranged at certain points of the school compound to check erosion and also served as a decoration. There were trees planted along the road in front of the main school building to provide shade and also serve as windbreak. The school had a playground in front of the main classrooms, and there were different types of play equipment for children’s outdoor activities and recreation. Some of the equipment and play items were Slides, Climbers, Tree houses, Balance beams, Swings, Spring bouncers and Toy horses. Furniture used by the children was child-sized arranged in a circular form with about four (4) children sitting around the same table. The classrooms had both marker boards and black boards. The restroom in the classroom was located in the area close to the black board and so children could use the restroom without moving out of the classroom.

There were ten (10) teachers and ten (10) attendants in the school with each class having a
teacher and an attendant. The total number of children in the school officially stood at 432 with children distributed among the ten classrooms. The minimum number of children in a class was thirty (30) with the highest number in a class being thirty six (36). Every classroom had a lead teacher and an attendant. All the teachers in the school were professional teachers most of whom had first degree with some having second degree. The headmistress was one of those who had second degree.

The school compound has been walled with a metal wire, with a main gate for entry and exit, to provide security and safety for the students and the teachers. However a visitor to the school could use other entry points from the University hospital. Normal school activities began at 8:00 a.m. and children were able to enter the compound from 7:30 a.m. The school gates were closed from 8:00 a.m. to 3:00 p.m. The school had employed security guards who were already part of the security apparatus of the larger University of Cape Coast community to prevent unauthorized persons from entering the school grounds, and most importantly, to protect the school from any attacks or intimidation by intruders. Any person who wished to enter the school compound had to present a valid identity card, and sign the visitors’ log.
Figure 3: Ms. Akomaa: Nkabom Adwuma (Cooperative Teacher(s))

The teachers at the University of Cape Coast Kindergarten exhibited a lot of cooperative attitude. Although Ms. Akomaa was the lead-teacher, she had the support and cooperation of other teachers. This attitude of support, cooperation, and assistance is called “Nkabom Adwuma” in the Twi language spoken in Ghana. There is an adage in the Ghanaian language which literally means the broom is made up of individual broom sticks and that if you pick each broom stick, you could easily break it but when they are together as a broom, it would be very difficult for someone to attempt to break it.

That was the zeal with which the lead-teacher and the other supporting teachers worked at the University of Cape Coast Kindergarten. In Ghana, as part of school rituals, teachers and students assemble either in a room or on the parade grounds to officially open the school day through praying, singing of the national anthem, and the recitation of the national pledge. At the
University of Cape Coast Kindergarten teachers and children assembled outside the classroom to have the morning devotion before moving into the classroom to begin the day’s lessons.

At the University of Cape Coast, there was a joint effort by the teachers to support the lead-teacher during the conduct of the morning assembly. The University of Cape Coast Kindergarten had ten (10) teachers present during the morning assembly with all of them supporting the lead-teacher who conducted the assembly. They positioned themselves at vantage points among the children with a few of them standing behind the children. The children had lined up in rows with girls in front and boys at the back. One of the teachers led the devotional session with the rest of the teachers standing behind the children. The teachers accompanied the children in whatever that they did and played the school band for the children when they sang the Ghana national anthem, as well as the marching song with which children marched into the classroom.

**Verbal Prompts used by the teacher**

**The Use of Questions**

The use of questions during teacher-child interaction in the classroom is a way of getting a response from a student who otherwise, would not make an attempt to speak in class (Legare & Lombrozo, 2014). Questioning is a process of making a student express him or herself in relation to a statement that a teacher makes during the instructional process. Depending upon the nature of the question, it may demand a “yes” or “no” response or answer, or an explanation of a sort.

Questioning was one of the ways through which the teacher interacted with the children. It was used as a tool to foster collaboration between the teachers and the children both in and out of the classroom. It was used to engage and involve the children in the activities that took place during
the interactions between the lead teacher and the children during the morning assembly as well as the classroom interactions. The lead teacher used questions as a means of getting the children in the class involved in the discussion during the instructional process. It was used as part of the process of instruction to command children to perform an activity or contribute to the lesson.

Throughout the lesson, the teacher used various questions to engage the children in the discussion that went on. The teacher began with the question “What did we do yesterday”? That question was supposed to let children recollect the lesson that was taught the previous day. A child provided the answer “We did number work”. The teacher asked the question “What do we do to make the environment dirty”? The children provided an answer saying “We put dirty things on the ground”. The teacher then asked the children “Dirty things like?” and the children provided answers such as “dirty water” “water satchet”, “wrappers” “rubbish”, “when we put dirty things on the floor, we make the place dirty”, “write on the walls”. Again, the teacher asked the question “What do we do to make the place dirty?”, and the children provided answers. The teacher repeated “What again?” and children provided the expected answers. The teacher then asked the children “What does mummy do to make the house dirty?” Both the teacher and the children provided answers to the questions.

After answering the question “what does mummy do to make the house dirty?” the teacher asked the children “What does daddy also do to make the house dirty?” and followed it up with the question “Do you know what daddies do?” The teacher followed that up with a demonstration of what “daddies” do to make the house dirty. The teacher then asked the question “What do you think we can do to make the place neat after all these things?” Children in a chorus provided the answer “Sweep the floor” after working in an area. The teacher again asked the children “What again can we do to make the place neat?” Children mentioned
various ways of cleaning the floor after working to keep the environment clean. They included sweeping, mopping, scrubbing, washing, removing cobwebs. The teacher asked the question “Who else can help me?” That question was meant to elicit additional answers from the children. The teacher then asked the children “What did I ask you to do when you went home?” Children provided various answers and then the teacher asked them “What equipment do we need to clean the house?” Both the teacher and the children mentioned items such as “mop” “broom”.

**Verbal/Oral responses from students during the instructional process**

The responses that students made included singing, praying, answering teacher’s questions and doing class activities. In Ghana, students in most schools sing to start the morning assembly. Devotion is part of the morning’s activities and starts with students singing a song. At the University of Cape Coast Kindergarten, Children sang the song “Day by day dear Lord” as instructed by the teacher:

> “Day by day, day by day. O, dear Lord, three things I pray; to see thee more clearly, love thee more dearly, follow thee more nearly, day by day”

With eyes closed, and the prayer sign made, students recited the Lord’s Prayer “Our father in Heaven”:

> “Our father in heaven, hallowed be your name. Your kingdom come, your will be done on earth as it is in heaven. Give this day our daily bread, and forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from evil. For thou is the kingdom, the power and the glory, forever and ever, Amen”.

After the prayer, children responded to teacher’s greetings by saying:

> “and also be with you Amen”
After students had recited the Lord’s Prayer, they were asked by teacher to recite the Ghana national pledge which. With their right hands across their chests, children recited the Ghana National Pledge: “I promise on my honor to be faithful and loyal to Ghana my Mother land”

“I promise on my honor to be faithful and loyal to Ghana my motherland, I pledge myself to the service of Ghana, with all my strength, and with all my heart. I promise to hold in high esteem our heritage won for us through the blood and toil of our fathers, and I pledge myself in all things to uphold and defend the good name of Ghana, so help me God”.

With hands by their sides and in attention position, children sing the Ghana National Anthem:

“God bless our homeland Ghana”

“God bless our Homeland Ghana, and make our nation great and strong, bold to defend forever, the course of freedom and of right, feel our hearts with true humility, make us cherish fearless honesty, and help us to resist oppressors’ rule with all our will and might forever more”.

Students also responded to teacher’s greetings by saying

“good morning Mrs. Akomaa (pseudo name), good morning teachers and friends”

Other responses given by students included:

“We are fine thank you, and you?”

“High”

In a response to teacher’s questions in the classroom, children said: “We did number work” “dirty environment” “We put dirty things on the ground” Children participated in the lesson through oral submissions in the form of answers to teacher’s questions. Children provided various answers to the question about how we make the environment dirty. Such answers
allowed children to talk to the teacher as a way of participating in the lesson. Some of the answers included: “Water satchet”, “wrappers” “rubbish”, “when we put dirty things on the floor, we make the place dirty”, “write on the walls”. Children also joined teacher to mention what their mothers’ do in the kitchen to make the environment dirty. When teacher asked students what should be done after working in an area students in a chorus said: “Sweep the floor”

Children mentioned various ways of cleaning the floor after work to keep the environment clean. They include: “sweeping”, “mopping”, “scrubbing”, “washing”, “removing cobwebs”. Students called teacher to come and assist them as they did their class exercise. I discovered that children were anxious to talk to the teacher whenever the teacher asked a question. The major insights from the classroom were the teacher’s questions that prompted the children to answer such question.

The use of questions by the teacher as discussed above was a means by which the teacher involved the children during the instructional process. The use of questions prompted the children to provide answers as a way of participating and contributing to the discussion. In instances where the teacher asked a question but the answer was not coming from the children, she changed the question or said it in a way that would let the children understand what she meant. Children were also delighted to be providing the answers that the teacher sought and were very eager to catch the eyes of the teacher for them to be called to answer the question that had been asked by the teacher. The use of questions by the lead teacher and the supporting teachers provided assistance to the children in and out of the classroom thereby making children participate and collaborate with the teachers.
The collaboration was enhanced by the questions that were asked and that also provided the opportunity for children to participate during the instructional process.

The teacher began with the question “What did we do yesterday”? That question was supposed to let children recollect the lesson that was taught the previous day. A child provided the answer “We did number work”. The teacher asked the question “What do we do to make the environment dirty”? The children provided an answer saying “We put dirty things on the ground” The teacher then asked the children “Dirty things like?” and the children provided answers such as “dirty water” “Water satchet”, “wrappers” “rubbish”, “when we put dirty things on the floor, we make the place dirty”, “write on the walls” Again, the teacher asked the question “What do we do to make the place dirty?”, and the children provided answers. The teacher repeated “What again?” and children provided the expected answers. The teacher then asked the children “What does mummy do to make the house dirty?” Both the teacher and the children provided answers to the question that was asked by the teacher. After answering the question “what does mummy do to make the house dirty?” the teacher asked the children “What does daddy also do to make the house dirty?” and followed it up with the question “Do you know what daddies do?” The teacher followed that up with a demonstration of what “daddies” do to make the house dirty. The teacher then asked the question “What do you think we can do to make the place neat after all these things?” Children in a chorus provided the answer “Sweep the floor” after working in an area. The teacher again asked the children “What again can we do to make the place neat?” Children mentioned various ways of cleaning the floor after working to keep the environment clean. They included sweeping, mopping, scrubbing, washing, removing cobwebs. The teacher asked the question “Who else can help me?” That question was meant to elicit additional answers from the children. The teacher then asked the
children “*What did I ask you to do when you went home?*” Children provided various answers and then the teacher asked them “*What equipment do we need to clean the house?*” Both the teacher and the children mentioned items such as “mop” “broom”.

**Nonverbal actions used by Teacher at the University of Cape Coast Kindergarten**

During the morning assembly organized outside the classroom, teachers arranged the children in straight files. One of the teachers stood behind the children, one stood among the children, and another teacher stood by the right hand-side of the children. Teachers held children’s hands, heads, and shoulders as well as pushed them to where they were expected to stand. The teacher who conducted the morning assembly moved from behind the children where the other teachers were standing to the front of the gathering. The teacher on her way to the front of the gathering touched the head of one of the children while smiling to the children.

The teacher smiled while walking towards the children at the extreme corner of the gathering and while clapping her hands said “eyes closed” Teacher kept clapping her hands several times while she walked towards the children standing at the left hand-side of the gathering saying “eyes closed”, “eyes closed” With both hands put together, teacher walked back towards the children at the right hand-side saying “eyes closed”, “eyes closed” while her colleague teachers moved among the children to help them observe the instructions given by the lead teacher. The lead-teacher gave the tune to a song “day by day” and with a smile ordered the children to sing while she clapped her hands to provide timing for the singing. Teacher changed the position of her hands and began to conduct the song as the children sang. One of the supporting teachers who was standing behind the children hit a child on the head and the child began to wipe his tears with his hands. The supporting teacher forcibly removed the hand of the
weeping child from his face for him to continue with the prayer. The supporting teacher again hit the head of another child.

The lead-teacher asked the children to say the Lord’s Prayer and also did the prayer sign to guide the children and accompanied children to say the prayer. Another supporting teacher briskly walked from behind the gathering to talk to some children, telling them to close their eyes as she bent down to their shoulder level. The lead-teacher who had earlier moved away from the front of the gathering to help some children to observe the prayer briskly rushed to the front of the gathering moving from the right hand-side towards the left hand-side, throwing her right hand in the air and repeating some portions of the prayer to help the children end the prayer because the children were not “on the same Page” and kept repeating “forever and ever” “forever and ever” Teacher swung her arm and said “Amen” to end the prayer session. Then the lead-teacher smiling and walking towards the right hand-side of the gathering said “may the Lord be with you” and the children responded “and be with you too Amen.

The lead-teacher turned her back towards the children and raised her right hand and put it to her chest. She then turned to face the children and led children to recite the Ghana national pledge. Three other teachers joined children to recite the pledge with their right hands to their chest but one of teachers who stood beside the children had her hands behind her. One of the teachers walked to a child to help him position himself well while reciting the pledge. Before the Ghana national anthem was sang, the lead-teacher asked the children to put their hands by their side, and walked to some children to assist them observe the instruction. The lead-teacher gave the tune to the Ghana national anthem while swinging her right arm, and ordered children to sing with the instruction “ready go”
Two teachers standing behind the children played the school band to accompany the children when they were singing. The lead-teacher also kept swinging her left arm to give children the timing for the song as they sang. When the lead-teacher wanted to greet the children, she stretched her arms and with a smile signaled all the children. While clapping her hands, and the teachers playing the band, the lead-teacher ordered the children to sing while marching into their classrooms. In the classroom, while the teacher said “hello” to catch children’s attention, she walked towards a table in a corner close to the marker board. Teacher used both hands to signal children to turn and face the board.

While telling children “I want to see your face” teacher used two fingers of the left and right arms to point to her two eyes. Teacher walked among the children and asked children what they did yesterday, but before she could finish the question she had turned and walked to the board. Teacher used her right hand to point at children that she invited to give answers to her questions. Teacher clapped her hands as she told children “we were talking about animals that come around when the place is dirty. Teacher smiled and said “good” any time that children gave the expected answer. Any time that the teacher asked a question, she walked towards the children before calling one of them to provide the answer Teacher used classroom space adequately as she walked to every corner of the classroom.

Teacher clapped to stop children from making noise when children began to talk when the teacher had not called them. Teacher used several gestures to stress her points particularly when she was asking a question. Teacher sat on a child’s chair to demonstrate part of the lesson. Supporting teacher made an intervention during the lesson and the teacher acknowledged.
Teacher’s use of Proxemics

Proximity could allow collaboration between the teacher and the children. Collaboration could also bring the teacher and the children close to bring teacher close to students for them to feel the presence and impact of the teacher, the teacher on her way to the front of the gathering during the morning assembly touched the heads of some students to alert them of her presence and for them to keep quiet. Students who hitherto were talking among themselves stopped talking and stood quietly.

At the University of Cape Coast Kindergarten, the teacher clapped and marched with the students. After giving the tune to the marching song, teacher clapped her hand to accompany children marking time and getting ready to march. Teacher then directed children to march into their classrooms. When the teacher wanted children to do an exercise into their books, she went close to the children and said:

“Look into your books, draw one of the pictures on the chart; scrubbing, sweeping, etc in your exercise book”.

Teacher moved around the classroom to supervise children as they worked. She visited the students individually to see what they were doing. She just moved round the classroom as children continued to work as she had instructed them to do. The furniture in the classroom was arranged in a circular form and so the teacher virtually went round each set of furniture looking at individual children’s work. Once the teacher started to go round a set of furniture, she completed that before moving on to another set of furniture.

Teacher’s use of Paralanguage

The lead teacher during the morning assembly used a soft tone to begin the process. She however turned to use a harsh tone and virtually screamed when she found that the children were
repeatedly saying a portion of the Lord’s Prayer. The children stopped when they heard the teacher’s loud voice. The teacher in the classroom used a soft tone throughout the lesson. Her speech rate and length was slow and short so that the children could hear whatever that she said. Her appearance including attractiveness was appropriate and her dress was not too flamboyant. The physical environment in the classroom was already set up and the materials arranged in a manner that would facilitate teaching and learning. Paralanguage behaviors are used to accompany speech and verbal prompts that teachers use during the instructional process to give greater meaning and understanding to what teachers say to students.

At the University of Cape Coast Kindergarten, the teacher on her way to the front of the gathering during the morning assembly touched the heads of some students to alert them of her presence and for them to keep quiet. Some students who hitherto were talking among themselves stopped talking and stood quietly. Teacher also at a point during the devotion period moved and stood very close to a student just gazing at her but not saying anything to her. In the course of the morning devotion, teacher instead of using a verbal prompt such as “stop talking” or “be quiet” simply clapped her hands to alert students, and to attract their attention. Praying is part of the daily morning rituals that schools in Ghana do and so during the morning assembly, teacher with hands together and eyes closed accompanied students to recite the Lord’s Prayer.

Schools in Ghana are required to let the students recite the national pledge each morning that students assemble to begin the day’s activities. Reciting the national pledge goes with both teachers and students putting their right hands across their chest as they recited the pledge. The teacher put her right hand across her chest and recited the national pledge along with the students:
Singing the Ghana national anthem is a way of building patriotism among the students of Ghana. It is a way of creating awareness towards their civic responsibility as citizens of the sovereign state of Ghana. The students at University of Cape Coast Kindergarten were also made to sing accompanied by the teacher. After the teacher had given the tune to the national anthem, she accompanied them to sing as way of guiding them:

Movement by the teacher in the classroom during the instructional process, particularly towards where students sit has been found to be very helpful in engaging students’ attention (Woolfolk & Brooks, 1983). The teacher signaled to students with her hand for them to move into the classroom after the morning assembly. The teacher during the process of teaching also moved towards students in the far corner of the back row in the classroom. The teacher also moved towards students who either raised their hand to answer a question, or stood up to contribute to the discussion. Any time that teacher wanted students to stand up she accompanied the verbal prompt with a signal using her hands.

As a show of appreciation towards students for answering questions and participating effectively, teacher nodded her head and clapped her hands for students who have answered questions well. Teacher also did a demonstration during the presentation of the lesson. With a newspaper in her hand, teacher demonstrated to children how daddies made the sitting room dirty. Again with a chart teacher demonstrated to children how various equipment were used to clean the house. The teacher used various signs and actions to convey the message to the children.

**Teacher’s use of Coverbal behavior**

During the morning assembly at the University of Cape Coast Kindergarten teacher moved and stood by a student just gazing at her without saying anything. When the teacher
wanted students to move into the classroom from the assembly ground, she signaled them with her hand. In the classroom when teacher wanted students to look towards her direction she used a signal to direct students to do what exactly she wanted them to do. This time round while using the sign, she also used a verbal prompt:

“Turn yourself and face the board”, “Face the board please, I want to see your face”

Teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. At a point teacher also used the hand to signal to a student that she could not hear her while the student was contributing to the discussion. With a newspaper in her hand, teacher demonstrates to students how “daddies” made the sitting room dirty. Again, with a chart, teacher demonstrated to students how various equipment including brooms are used to clean the house.

Children at the University of Cape Coast Kindergarten participated in different ways during the instructional process. These were verbal/oral responses, exercises/activities, signs and gestures referred to as proxemics, paralanguage, and coverbal behavior by Woolfolk and Brooks (1983).

**Nonverbal Prompts used by Children during the Instructional Process**

**Children’s use of Proxemics**

At the University of Cape Coast Kindergarten, students are made to sit in a way that facilitates teacher-student interaction. The tables and chairs are child-friendly and allow easy movement of students and teacher the opportunity to move in and around the classroom. There was enough space to be used by both students and teacher.
Children’s use of Paralanguage

Paralanguage behaviors may accompany speech and other verbal prompts but sometimes could be used alone to convey information or messages to recipients. At the University of Cape Coast Kindergarten, students responded to teacher’s instruction to close their eyes. With eyes closed, and the prayer sign made, children said the Lord’s Prayer; “Our father in Heaven”:

After reciting the Lord’s prayer, teacher asked students to recite the Ghana national pledge and so with their right hands across their chests, children recited the Ghana National Pledge: “I promise on my honor to be faithful and loyal to Ghana my Mother land” With hands by their sides and in attention position, children sang the Ghana National Anthem: “God bless our homeland Ghana”

Marching and swinging the arms is considered a physical activity that indicates the physical fitness of the child and so students also marched to their classrooms vigorously swinging their arms. In the classroom, students responded to teacher’s instruction by turning around to face the teacher. During the instructional process, many children raised their hands to attract teacher’s attention to answer the question “what do we do to make the environment dirty?” Throughout the lesson delivery, several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. The teacher involved students in appreciating good performance exhibited by students by asking them to clap for such students. Students who answered teacher’s questions correctly were appreciated through clapping. Students who needed assistance from the teacher raised their hands to catch the eyes of the teacher thereby getting the opportunity to be called to answer a question. Students also raised their hands to invite teacher to come and assist them during the class exercise that teacher gave to the class.
Children’s use of Coverbal behavior

While in the classroom, students turned around to face the teacher upon teacher’s instruction. Many students put up their hands to attract teacher’s attention to answer the question “what do we do to make the environment dirty?” Raising the hand to attract teacher’s attention was done extensively and so several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. Students also used that to invite teacher to come and assist them during the period for class exercise. Students also clapped their hands to show appreciation to colleagues who had performed well. Teacher appreciated students’ good performance by asking students to clap for such students.

Summary of University of Cape Coast Kindergarten Teacher’s use of Verbal and Nonverbal Prompts

The nature of the University of Cape Coast Kindergarten teacher’s verbal and nonverbal prompts that relate to children’s participation during the instructional process have been identified as including questioning, proxemics, paralanguage, and coverbal behavior. The teacher used questioning as a major pedagogical tool to encourage the children to become involved in the lesson discussion. This finding supports a study by Siraj-Blatchford & Manni (2008). In a study by Siraj-Blatchford and Manni (2008) to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make a good start at school, they found that questioning was extensively used. The questions were either open-ended or close-ended.

The University of Cape Coast teacher’s interaction with children during the instructional process also included the use of proxemics (Woolfolk & Brooks, 1983). Touching a known
person whether a child or an adult is regarded as recognizing the presence of the person, and also according the person some importance. Even with adults, shaking the hand of a person as you exchange greetings conveys a certain kind of information than merely saying hello to the person. Therefore, with children, the more you get closer to them to the extent of touching creates the impression that you like them and that you wish them well.

The teacher at the University of Cape Coast Kindergarten had a way of closing the distance between her and the children. She moved very close to the children and touched them. This was observed when the teacher on her way to conduct the morning assembly touched the heads of some students for the students to feel the presence and impact of the teacher, and to alert them of her presence and also for them to keep quiet. Students who hitherto were talking among themselves stopped talking and stood quietly. At the University of Cape Coast Kindergarten, the teacher clapped and marched with the students. After giving the tune to the marching song, teacher clapped her hand to accompany children marking time and getting ready to march.

Miller (1980) also posited that non-verbal communication is important in the classroom for two reasons. One, teachers will become better receivers of student messages and two, teachers will learn to send positive signals to students which reinforce their learning. The teacher who is perceived by her students to be friendly and passionate about what they do are most likely to participate in the interactions that the teacher initiates during the instructional process. Teacher moved around the classroom to help individual children do their exercises and to do the right thing. She visited many of the students individually helping them to be able to understand the instructions that she had given to them.
At the University of Cape Coast Kindergarten, the teacher on her way to the front of the gathering during the morning assembly touched the heads of some students to alert them of her presence and for them to keep quiet. Students who hitherto were talking among themselves stopped talking and stood quietly. Teacher also at a point during the devotion period moved and stood very close to a student just gazing at her but not saying anything to her. In the course of the morning devotion, teacher instead of using a verbal prompt such as “stop talking” or “be quiet” simply clapped her hands to alert students, and to attract their attention. Praying is part of the daily morning rituals that schools in Ghana do and so during the morning assembly, teacher with hands together and eyes closed accompanied students to recite the Lord’s Prayer. Movement by the teacher in the classroom during the instructional process, particularly towards where students sit has been found to be very helpful in engaging students’ attention (Woolfolk & Brooks, 1983). The teacher signaled to students with her hand for them to move into the classroom after the morning assembly. The teacher during the process of teaching also moved towards students in the far corner of the back row in the classroom. The teacher also moved towards students who either raised their hand to answer a question, or stood up to contribute to the discussion. Any time that teacher wanted students to stand up she accompanied the verbal prompt with a signal using her hands.

During the morning assembly at the University of Cape Coast Kindergarten the teacher upon realizing that some of the students were not paying attention to her moved and stood by a student just gazing at her without saying anything. The use of a gaze sent the intended message of getting students’ attention to them as students immediately became quiet. After the morning devotion when the teacher wanted students to move into the classroom from the assembly ground, she signaled them with her hand. Also, in the classroom when teacher wanted students to
look towards her direction she used a signal to direct students to do what exactly she wanted them to do. During the teaching, teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. At another point during the instructional process, teacher also used the hand to signal to a student that she could not hear her while the student was contributing to the discussion. Again, with a chart, teacher demonstrated to students how various equipment including brooms are used to clean the house.

It was found that verbal and oral responses to both the teacher and colleague(s) were a medium through which students at the University of Cape Coast Kindergarten participated during the instructional process. Whereas the teacher used questions to interact and involve the students in the lesson and activities, the students also responded to the teacher’s questions through verbal and oral responses. For example students sang songs, recited the Lord’s Prayer, recited the Ghana national pledge, and sang the Ghana national anthem. This finding connects with a study by Siraj-Blatchford & Manni (2008). In a study by Siraj-Blatchford and Manni (2008), to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make a good start at school, they found that questioning was extensively used. Such questions used by the teacher are to encourage the students to respond to as a way of making students participate in the instructional process.

The nature of the University of Cape Coast students’ participation during the instructional process also included the use of proxemics. The seating arrangement allowed students to interact with one another as well as the teacher. Touching a known person whether a child or an adult is regarded as recognizing the presence of the person, and also according the person some
importance. Students therefore talked to another as a way of participating in the lesson during the instructional process.

Students raising their hands to attract the teacher’s attention to enable them participate in the instructional process was found from the data that was analyzed. You would find students struggling to “catch the teacher’s eye” with hands raised and shouting “madam” “madam”. Students also sang and danced, and sometimes demonstrated with accompanying signals to interpret the songs that were sang. Where a child did not have the vocabulary to describe an event, the student used a sign language to convey his or her intentions. In the data from the analysis for the University of Cape Coast Kindergarten students who raised their hands to attract the teacher’s attention to enable them participate in the lesson but were not invited showed facial expressions that indicated that they were not happy with the teacher’s action.
Chapter Five: Pedu Metropolitan Assembly Kindergarten

Introduction
Pedu Metropolitan Assembly Kindergarten was one of the three schools selected for the study. The purpose of the study was to find the nature of participation and interaction that took place between teachers and children, as well as how teachers and students engaged in planned activities in Ghanaian Kindergarten classroom settings.

The study was guided by the following research questions:

1- What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process?

2- In what ways do children in Ghanaian Kindergartens participate during the instructional process?

Setting

The Pedu Kindergarten is located at Pedu, a suburb of Cape Coast in the Central Region of Ghana. The Pedu Metropolitan Assembly kindergarten is situated on an open compound along the Pedu-Abura road. It is about three hundred meters away from the main Cape Coast-Takoradi highway. The school is close to the Central Regional Fire Service Station. The kindergarten shares the same compound with the MA Basic School. The Kindergarten was divided into classes A and B and had four classrooms, two each for both A and B. The school had four (4) classrooms with a total school population of sixty four (64) children. The class distribution was as follows: For stream A, KG 1 had Fifteen (15) children and KG 2 also had Fifteen (15) children. For stream B KG 1 had Twenty Two (22) children and KG 2 had Twelve (12) children. The
school had 4 Teachers and 8 Mentees. All the teachers were professional teachers with Teachers’ Certificate A. One of the four teachers was enrolled on the University of Cape Coast Distance Education Program. The school did not have too many equipment for children’s outdoor activities. They had a “see-saw” and colored tyres. Aside the equipment that the children used in playing there were also some learning materials in each of the four (4) classrooms. Beside the school were plantains that had been planted and some few coconut trees. The kindergarten had a small compound as a playing ground which was bushy. The school compound had not been walled and therefore had no main gate for entry and exit, to provide security and safety for the children and the teachers. People sometimes used the compound as a thoroughfare to and from adjoining communities and settlements. Normal school activities began at 8:00 a.m. and children were allowed to enter the compound from about 7:30 a.m. The school has no gates and therefore children could move in and out of the compound as and when they felt nobody was looking around. In Ghana activities in public kindergartens such as the Pedu Metropolitan Assembly kindergarten started from 8:00 a.m. and until 3:00 p.m. The school has not employed any security guards to prevent unauthorized persons from entering the school grounds, and most importantly, to protect the school from any attacks or intimidation by intruders. However any person who wished to enter the school compound to interact with the children first had to see the headmistress to introduce him or herself. From the direction of the Pedu-Abura road, the kindergarten is situated behind the main Primary “A” school building. There were food vendors who sold to teachers and children of both the Kindergarten and the Primary school.
Ms. Asamoah, the lead-teacher at Pedu Metropolitan Kindergarten was a representation of an Orchestra Conductor (Odwomkyerefo). Odwomkyerefo in the Ghanaian language is a person who teaches songs to choristers in a church or teaches secular music to a group of persons in a community. He or she does not only teach the songs but organizes the way the song would be sang and most importantly conducts the choir during the singing. That was exactly what Ms. Asamoah, the lead-teacher at Pedu Metropolitan Assembly Kindergarten did. She organized and led the morning assembly through singing, clapping, and marching. She used both questions and instructions to get the children in an orderly manner throughout the assembly. She also taught the lesson that was videotaped in which she organized the lesson through demonstrations in and out of the classroom to send her message across to the children. She asked her questions in a very organized manner, not rushing with the questions and ensuring that she repeated questions when she felt that children did not understand her question. The way she organized the morning
assembly and her lesson in and out of the classroom showed that she was an organizer who could achieve her purpose.

**Verbal Prompts used by the teacher**

**The use of Questions**

Questioning was one of the ways through which teacher at Pedu Metropolitan Assembly Kindergarten interacted with the children. It was used as part of the process of instruction to command children to perform an activity or contribute to the lesson. The use of questions during teacher-child interaction in the classroom is a way of getting a response from a student who otherwise, would not make an attempt to speak in class (Legare & Lombrozo, 2014)

The teacher at Pedu Metropolitan Assembly kindergarten began the discussion with the children by posing the question “*What did you do when you woke up this morning?*” The children gave various answers such as “wash the face” “brush the teeth” For lack of vocabulary, children’s answers were short and simple. The teacher then asked the question “*What did you use to clean your teeth?*” And the children mentioned various items that they used to clean their teeth? The teacher asked the children “*What happens to our stomach overnight when we go to sleep after dinner?*” The children could not answer that question and so the teacher followed up with another question “*What are some of the things that the body discharges because we have eaten?*” The children could not answer the question again may be because of the vocabulary and so the teacher changed the question to “*What things come out of our body?*” Children raised their hands to answer teacher’s question as “urinate” (urinal), “toilet” (restroom), “saliva”, “phlegm”, “sneezing”, “vomit” The teacher proceeded to ask the question “*Where do we go and urinate?*” and one of the children provided the answer as urinal. The next question that the teacher asked was “*Where do you go if you want to go to the toilet?*” The teacher from the
question was talking about fecal matter and she referred to it as toilet. The children lacked the vocabulary to describe the toilet facility and so did not answer the teacher’s question. The teacher moved the children out of the classroom to see the toilet and the urinal. Upon their return to the classroom, the teacher asked the children what they saw when they visited the toilet facility: “what did you see at the toilet?” A child said “flushing toilet” (water closet).

Verbal/Oral responses from children during the instructional process

The responses that students made included singing, praying, answering teacher’s questions and doing class activities. In Ghana, students in most schools sing to start the morning assembly. Morning devotion at Pedu Metropolitan Assembly Kindergarten began with students reciting the Lord’s Prayer. Children were then asked to sing the song: “When I look at the mountain, look at the valley, look at the sea, you are Lord, you are God”

When the teacher greeted the children, they responded to teacher’s greetings saying: “and also be with you Amen”. Students then sang the Ghana National Anthem: “God bless our homeland Ghana”

The teacher greeted the students and students responded to teacher’s greetings: “Good morning madam Asamoah”, “good morning teachers” “good morning friends”. We are fine thank you, and you? A student gave the tune to the marching song “who made the ark?” and all the students sang:

“Who made the ark, father Noah, Noah Who made the ark, father Noah made the ark”

In an answer to the teacher’s question, the children said “We wash our face” “We brush our teeth”
Students also answered teacher’s questions about body fluids that they discharged, and some of the responses that students gave were: “Urine” (urinate), “Fecal matter” (toilet), “Saliva”, “Phlegm”, “Sneezing”, “Vomit”

**Nonverbal actions used by Teacher at Pedu Metropolitan Assembly Kindergarten**

During the morning devotion, the lead-teacher stood in front of the children at assembly with a supporting teacher. While clapping her hands the lead-teacher gave the tune to a song “when I look at the mountain” The lead-teacher looked straight at the direction of the children while giving the tune to the song. One of the supporting teachers walked to the back row of the children to help a child position her hands well for the singing and prayer. The supporting teacher walked to two children at the front row who were struggling over positions to draw one of the children to a different position. In the process, she brushed slapped the head of the other child whom she thought might be the cause of the problem between the two children. The lead-teacher also walked and stood behind the children while clapping her hands. One of the teachers also moved to some children to bring them to order.

While the lead-teacher was moving to the front of the gathering to continue with the assembly, she used her hand to signal to one of the teachers to take her position behind the children and two teachers immediately moved there. When the lead-teacher asked children “how are you?” she used a low and very friendly tone. The lead-teacher while turning around asked children to give a marching song. With her right hand raised, the lead-teacher repeated the song “who made the ark?” while laughing. The school had no band and so one of the teachers who stood behind the children clapped her hands to keep the time for the children as they sang. The lead-teacher then moved to the right hand-side of the gathering to direct children into their classrooms.
In the classroom the lead-teacher pointed to a child to give a song. There were two supporting teachers in the room with one sitting at the table and the other standing at the back of the class. The lead-teacher while smiling and singing used her right arm to demonstrate according to the words of the song. For example “this is the way we brush our teeth early in the morning” Lead-teacher pointed to a child each time she wanted that child to answer a question or perform an activity.

Teacher with a stretched right hand asked children to follow her out of the classroom to visit the urinal. Suddenly the lead-teacher rushed back into the classroom when she noticed that one of the children had fallen down. She bent down to pick the child and consoled him, putting her right arm around his shoulder as they walked out of the classroom to continue with the lesson.

In the course of the lesson when the teacher asked children to open their books, she stood by some of the children and opened their book while saying to the class “page 33” She beckoned a child who did not have a copy of the book to sit by another child who had a copy. While she did that, the supporting teacher also went round the class helping the children to do the right thing. The lead-teacher touched the head of a child while asking her to join another child who had a copy of the book. She walked to the back row where children were sitting. The lead-teacher rearranged the chairs of the children by picking and placing chairs at places for the children who had no copies of the book to sit at places where they could have access to a book. The lead-teacher while describing the picture of someone urinating suddenly changed the medium of instruction to Ghanaian language (Fante). From that moment she combined both English and Twi as the medium of instruction.
Teacher’s use of Proxemics

Teacher wanted to assist students to do the right thing and therefore joined them in the singing while clapping her hands to keep the timing. She also sang along with students to encourage them to keep singing. When the teacher wanted students to pay attention to what she was telling them to do she clapped her hands. Apart from teacher telling students the topic for the lesson, she also wrote the topic for the lesson on the board: “Taking care of the body waste” During the lesson delivery, teacher wrote the key or important words about the lesson on the board. They were some of the things that come out of our body such as “fluids”, “toilet”, “urine”, “saliva”, “sneezing”, “vomit”

After giving the tune to the marching song, teacher clapped her hand to accompany children marking time and getting ready to march. When the teacher wanted children to do an exercise into their books, she went close to the children and said: “Open your books and look at page 33” Teacher moved around the classroom to help students do the right thing. She visited many of the students individually helping them to be able to understand the instructions that she had given to them.

Teacher’s use of Paralanguage

Paralanguage behaviors are used to accompany speech and verbal prompts that teachers use during the instructional process to give greater meaning and understanding to what teachers say to students. During the morning assembly, teacher moved into the rows where children were standing to gain greater attention. That action was not accompanied by any other signal. In the classroom while the teacher was teaching, she noticed that some students were not paying attention to what the entire class was discussing and so teacher moved to the back row of the class to talk to some children. When the teacher wanted students to stand up, she clapped her
hands to signal them to stand up. Pointing to students was used by the teacher to direct specific students to do as the teacher wanted, and so when the teacher wanted a student to give the tune to a song during the lesson delivery, she pointed to one of the students.

Again, pointing to the chalkboard, teacher told students the topic for the lesson: “Taking care of the body waste.” In the course of the delivery of the lesson, teacher sang and demonstrated with the song: “This is the way we wash our face early in the morning” and “Ekura tuntum kese bi”

The teacher also demonstrated how the stomach churns and makes people go to the restroom while asking: “What happens to our stomach overnight when we go to sleep after dinner?” With the instruction: “Let’s go and see the toilet.” Children moved to the toilet as teacher explained to them how to use the “water closet”. Teacher used one of the children for a demonstration. Teacher also took students out of the classroom to demonstrate to them how to dispose of saliva, as well as how to sneeze using a handkerchief. Teacher also explained each of the words on the chalkboard, demonstrating what happens during the process, and how to take care of such things to prevent other people from coming into contact with them. Teacher moved out of the classroom with the children to the urinal for students to observe the place. As a show of appreciation towards students for answering questions and participating effectively, teacher nodded her head and clapped her hands for students who had answered questions well. Teacher did that to encourage students to participate in the discussion of the lesson.
Teacher’s use of Verbal Behavior

During the morning assembly at Pedu Metropolitan Assembly Kindergarten when the teacher saw that some students were not paying attention to instructions, teacher moved into the rows where the students were standing to gain greater attention. Also, during the lesson delivery the teacher demonstrated how the face is washed in the morning when a person got out of bed. Teacher also demonstrated with the song: “This is the way we wash our face early in the morning” and “Ekura tuntum kese bi” The teacher also demonstrated to students how it looked like when the stomach churns and makes us go to the restroom. The teacher demonstrated the appropriate ways of disposing fluids such as: “saliva”, “sneeze”, “toilet”, “vomit”, “urine”. Teacher showed how to use the handkerchief when sneezing to prevent contaminating the environment. Teacher used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. Such facial expressions and gestures were used by the teacher, throughout the lesson delivery to prompt students to participate in the discussion of the lesson.

Nonverbal Prompts used by Children

Children’s use of Proxemics

At the Pedu Metropolitan Assembly Kindergarten, children’s seating arrangement was teacher-child interaction friendly. The tables and chairs were child-friendly and arranged in rows that allowed easy movement of students and teacher and the opportunity to move in and around the classroom. There was enough space to be used by both students and teacher. Unlike other kindergarten classrooms where the furniture were arranged in a circular form, the furniture at Pedu Metropolitan Assembly Kindergarten were arranged in rows just like what could be found in a normal elementary classroom.
Children’s use of Paralanguage

With eyes closed, and the prayer sign made, students at Pedu Metropolitan Assembly Kindergarten said the Lord’s prayer; “Our father in Heaven” After the students had recited the Lord’s Prayer, teacher asked students to recite the Ghana national pledge and so with their right hands across their chests, children recited the Ghana National Pledge: “I promise on my honor to be faithful and loyal to Ghana my Mother land” Singing the national anthem of Ghana was a must during school assembly in Ghana and so with hands by their sides and in attention position, children sang the Ghana National Anthem: “God bless our homeland Ghana”

When the ceremonies at the assembly had ended, it was time for the students to move into their classrooms and so a student raised her hand to give the tune to a marching song: “Who made the ark?” Students then marched into their classroom. When the lesson began, students sang and demonstrated according to the words of the song: “This is the way we wash our face early in the morning” Students again raised their hands to answer teacher’s question about what they do in the morning when they wake up from bed: “wash the face”, “brush the teeth” During the instructional process, many children raised their hands to attract teacher’s attention to answer the question on some of the fluids that discharged from the body such as: “urinate”, “toilet”, “saliva”, “phlegm”, “sneezing”, “vomit”

Throughout the lesson delivery, several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. The teacher involved students in appreciating good performance exhibited by students by asking them to clap for such students. Students who answered teacher’s questions correctly were appreciated through clapping. Students who needed assistance from the teacher raised their hands to catch the eyes of the teacher thereby getting the opportunity to be called to answer a question. Students also raised
their hands to invite teacher to come and assist them during the class exercise that teacher gave to the class.

**Children’s use of Coverbal Behavior**

Raising the hand to attract teacher’s attention was done extensively and so several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. Students also used that to invite teacher to come and assist them during the period for class exercise. Students again raised their hands to answer teacher’s question about what they did in the morning when they woke up from bed. Students went out of the classroom to demonstrate to the class how to spit saliva in a manner that would not offend other people. In the course of the lesson delivery, students moved close to the teacher to observe a chart on the wall. Students took their books and opened to page 33 as instructed by teacher: Students also clapped their hands to show appreciation to colleagues who had performed well. The students also sang and danced to end the lesson by demonstrating with gestures to end the lesson: “When I look at the mountain, I look at the valley, I look at the sea, oh my Lord, you are God”

**Summary of Pedu Metropolitan Assembly Kindergarten Teacher’s use of Verbal and Nonverbal Prompts**

The nature of the Pedu Metropolitan Assembly Kindergarten teacher’s verbal and nonverbal prompts have been identified as including questioning, proxemics, paralanguage, and coverbal behavior. Questioning was one of the ways through which teacher at Pedu Metropolitan Assembly Kindergarten interacted with the children. It was used as part of the process of instruction to command children to perform an activity or contribute to the lesson. The teacher used questioning as a major pedagogical tool to encourage the children to become involved in
the lesson discussion. Throughout the lesson, teacher used various questions to engage the children in the discussion that was going on.

This finding supports a study by Siraj-Blatchford & Manni (2008). In a study by Siraj-Blatchford and Manni (2008), to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make a good start at school, they found that questioning was extensively used. The questions were either open-ended or close-ended.

The nature of the Pedu Metropolitan Assembly teacher’s interaction with children during the instructional process also included the use of proxemics. When the teacher wanted children to do an exercise into their books, she went close to the children and said: “Open your books and look at page 33. Teacher moved around the classroom to help students do the right thing. She visited many of the students individually helping them to be able to understand the instructions that she had given to them. The teacher joined students in singing while clapping her hands to keep the timing. She also sang along with students to encourage them to keep singing. When the teacher wanted students to pay attention to what she was telling them to do she clapped her hands. That was to make them stop whatever they were doing in order to pay attention to her.

Apart from teacher telling students the topic for the lesson, she also wrote the topic for the lesson on the board: “Taking care of the body waste” During the lesson delivery, teacher wrote the key or important words about the lesson on the board. They were some of the things that come out of our body such as “fluids”, “toilet”, “urine”, “saliva”, “sneezing”, “vomit” The finding supports Miller (1980), who posited that non-verbal communication is important in the classroom for two reasons. One, teachers will become better receivers of student messages and two, teachers will learn to send positive signals to students which reinforce their learning.
The teacher at the Pedu Metropolitan Assembly Kindergarten also used paralanguage.

Paralanguage behaviors are used to accompany speech and verbal prompts that teachers use during the instructional process to give greater meaning and understanding to what teachers say to students.

During the morning assembly, the teacher at a point realized that some students at the back row were not paying attention and so moved into the rows where students were standing to gain greater attention. That action was not accompanied by any other signal but the students realized her presence and the message that it carried. In the classroom while the teacher was teaching, she noticed that some students were not paying attention to what the entire class was discussing and so teacher moved to the back row of the class to talk to some children.

Movement by the teacher in the classroom during the instructional process, particularly towards where students sit has been found to be very helpful in engaging students’ attention (Woolfolk & Brooks, 1983).

When the teacher wanted students to stand up, she clapped her hands to signal them to stand up. Pointing to students was used by the teacher to direct specific students to do as the teacher wanted, and so when the teacher wanted a student to give the tune to a song during the lesson delivery, she pointed to one of the students. Again, pointing to the chalkboard, teacher told students the topic for the lesson: “Taking care of the body waste” Teacher also used demonstrations to convey meaning to students during the instructional process. In the course of the delivery of the lesson, teacher sang and demonstrated with the song: “This is the way we wash our face early in the morning” and “Ekura tuntum kese bi” The teacher also demonstrated how the stomach churns and makes people go to the restroom while asking: “What happens to our stomach overnight when we go to sleep after dinner” Any time that teacher wanted students
to stand up she accompanied the verbal prompt with a signal using her hands. This finding supports the study by Woolfolk and Brooks (1983). At the Pedu Metropolitan Assembly Kindergarten the teacher used coverbal behavior as a prompt to get students to participate during the instructional process.

During the morning assembly at Pedu Metropolitan Assembly Kindergarten when the teacher saw that some students were not paying attention to instructions, teacher moved into the rows where the students were standing to gain greater attention. Also during the lesson delivery the teacher demonstrated how the face is washed in the morning when a person got out of bed. The teacher also demonstrated to students how it looked like when the stomach churns and makes us go to the restroom. Teacher again demonstrated the appropriate ways of disposing fluids such as: “saliva”, “sneeze”, “toilet”, “vomit”, “urine”. Teacher also demonstrated how to use the handkerchief when sneezing to prevent contaminating the environment.

Teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. Such facial expressions and gestures were used by the teacher, throughout the lesson delivery to prompt students to participate in the discussion of the lesson. As a show of appreciation towards students for answering questions and participating effectively, teacher nodded her head and clapped her hands for students who have answered questions. This finding also supports the study by Woolfolk and Brooks (1983) that coverbal behavior can convey the intended message from a teacher to the students during the instructional process. Teachers do not always have to use oral language to convey their massages to students in order to gain their attention during the instructional process.

From the data analysis, it was found that verbal and oral responses to both the teacher and colleague(s) were a medium through which students at the Pedu Metropolitan Assembly
Kindergarten participated during the instructional process. Whereas the teacher used questions to interact and involve the students in the lesson and activities, the students also responded to the teacher’s questions through verbal and oral responses. The responses that students made included singing, praying, answering teacher’s questions and doing class activities. Morning devotion at Pedu Metropolitan Assembly Kindergarten began with students reciting the Lord’s Prayer: “Our father in Heaven” The students recited the national pledge as follows. Singing the Ghana national anthem is a must for all students in Ghanaian schools including Kindergartens and so students at Pedu Metropolitan Assembly Kindergarten also sang the anthem during the morning assembly: When the teacher greeted the students, the students responded to teacher’s greetings: “Good morning madam Asamoah”, “good morning teachers”, “good morning friends”. We are fine thank you, and you? Some of the answers that children gave were: “We wash our face”, “We brush our teeth” Students also answered teacher’s questions about body fluids that they discharged, and some of the responses that students gave were: “Urine” (urinate), “Fecal matter” (toilet), “Saliva”, “Phlegm”, “Sneezing”, “Vomit” This finding supports a study by Siraj-Blatchford & Manni (2008). In a study by Siraj-Blatchford and Manni (2008), to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make a good start at school, they found that questioning was extensively used. Such questions used by the teacher are to encourage the students to respond to as a way of making students participate in the instructional process.

The nature of the Pedu Metropolitan Assembly Kindergarten students’ participation during the instructional process also included the use of proxemics. At the Pedu Metropolitan Assembly Kindergarten, students were made to sit in a way that facilitated teacher-student
interaction. The tables and chairs were child-friendly and arranged in rows to allow easy movement of children and the opportunity to move in and around the classroom. There was enough space to be used by both students and teacher. The seating arrangement facilitated easy movement of the students during the instructional process. Touching a known person whether a child or an adult is regarded as recognizing the presence of the person, and also according the person some importance. Students at Pedu Metropolitan Assembly Kindergarten therefore talked to another as a way of participating in the lesson during the instructional process. The students at the Pedu Metropolitan Assembly Kindergarten also used paralanguage. Students raised their hands to attract the teacher’s attention to enable them participate in the instructional process. Students were seen struggling to “catch the teacher’s eye” with hands raised and shouting “madam” “madam”. When the lesson began, students sang and demonstrated according to the words of the song: “This is the way we wash our face early in the morning” Students again raised their hands to answer teacher’s question about what they do in the morning when they wake up from bed: “wash the face”, “brush the teeth” During the instructional process, many children raised their hands to attract teacher’s attention to answer the question on some of the fluids that discharged from the body such as: “urinate”, “toilet”, “saliva”, “phlegm”, “sneezing”, “vomit” The teacher involved students in appreciating good performance exhibited by students by asking them to clap for such students. Students who answered teacher’s questions correctly were appreciated through clapping. Students who needed assistance from the teacher raised their hands to catch the eyes of the teacher thereby getting the opportunity to be called to answer a question. Students also raised their hands to invite teacher to come and assist them during the class exercise that teacher gave to the class. Where a student did not have the vocabulary to describe an event, the student used a sign language to convey his or her intentions.
At the Pedu Metropolitan Assembly Kindergarten students used coverbal behavior as a prompt to get the teacher to invite them to participate during the instructional process. Raising the hand to attract teacher’s attention was done extensively and so several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. Students also used that to invite teacher to come and assist them during the period for class exercise. Students again raised their hands to answer teacher’s question about what they do in the morning when they wake up from bed: “wash the face”, “brush the teeth”. In the data from the analysis for the Pedu Metropolitan Assembly Kindergarten students who raised their hands to attract the teacher’s attention to enable them participate in the lesson but were not invited showed facial expressions that indicated that they were not happy with the teacher’s action.

In the course of the lesson delivery, students moved close to the teacher to observe a chart on the wall. Upon teacher’s instruction, students took their books and opened to page 33 as instructed by teacher. Teacher also appreciated students’ good performance by asking students to clap for such students. The finding also supports the study by Woolfolk and Brooks (1983), who found the use of gaze, signals, and facial expressions as a way of students conveying their intentions to the teacher during the instructional process.

The use of verbal and nonverbal prompts at Pedu Metropolitan Assembly Kindergarten seemed to be very effective because the participation and engagement of the children were much involving. The teacher/s questions seemed to be very difficult for the children to answer considering the time between when the questions were asked and when children attempted to provide answers. In some instances, the children seemed not to understand the teacher’s questions and so sat down without making any attempt to answer such questions. That prompted the teacher to hurriedly reframe such questions on a number of occasions to enable the children
understand such questions. That could be attributed to the lack of vocabulary or the amount of vocabulary that was available to the children. For instance when the teacher used “discharge” in the question: *What are some of the things that the body discharges because we have eaten?* The children could not answer the question so the teacher quickly changed the question to “*What things come out of our body?*” The children were able to mention some the answers that the teacher wanted. No child asked the teacher any question but responded to the teacher’s questions.

The teacher at Pedu Metropolitan Assembly Kindergarten combined both English and the Mother tongue (Fante) during the instructional process. Nonverbal prompts such as touching, gestures, facial expression, clapping etc. were extensively used by both teacher and children. The teacher used gestures to accompany most of the things that she said in order to help the children to understand. The children also used gestures in providing the answers that they gave. The children were comfortable with the demonstration part of the lesson where they did not need to communicate using speech. The teacher at Pedu Metropolitan Assembly Kindergarten utilized the classroom space by moving to almost all corners of the classroom.
Chapter Six: Kwaprow Metropolitan Assembly Kindergarten

Introduction

Kwaprow Metropolitan Assembly Kindergarten was also one of the three schools selected for the study. The purpose of the study was to find the nature of participation and interaction that took place between teachers and children, as well as how teachers and students engaged in planned activities in Ghanaian Kindergarten classroom settings.

The study was guided by the following research questions:

1. What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process?
2. In what ways do children in Ghanaian Kindergartens participate during the instructional process?

Setting

Kwaprow kindergarten was located at Kwaprow, a suburb of Cape Coast in the Central Region of Ghana. The Kindergarten, which was divided into A and B had four classrooms, two each for both A and B. The school was close to the College of Distance Education, of the University of Cape Coast. The kindergarten had a huge tree behind it and beside it was the school canteen where food was sold to teachers and children. The Kindergarten was in the middle of the MA Basic School with a big and large compound as playing ground. The school did not have any equipment for children’s outdoor activities apart from a spoilt toy car. The school however had an improvised drum that the teachers played to accompany children’s
outdoor activities. The kindergarten was enclosed with two entrances. Inside the kindergarten block was a plantain planted in the compound. The staff population stood at Four (4) teachers, Four (4) Mentees, and Three (3) Attendants. All the teachers were professionally trained and had Teachers’ Certificate “A” The total number of children in the school also stood at One Hundred and Six children distributed among the classes as follows: Stream “A” KG 1 had Thirty Nine children and KG 2 had Twenty Three (23) children. Stream “B” KG 1 had Twenty Nine (29) children and KG 2 had Twenty Five (25) children.

The Kwaprow Metropolitan Assembly kindergarten is situated on an open compound in a small community called Kwaprow. The community shares boundary with the University of Cape Coast at the northern side of the University campus. The general school compound was not walled and therefore had no main gate for entry and exit, to provide security and safety for the children and the teachers. However the kindergarten, which was a walking distance from the head teacher’s office was walled with two gates. There were drawings with their respective labels. People sometimes used the compound as a thoroughfare to and from adjoining communities and settlements. There was a shed that housed the food vendors who sold to both teachers and children. Normal school activities began at 8:00 a.m. and children were allowed to enter the compound from about 7:30 a.m. The school had no gates and therefore children could move in and out of the compound when they felt nobody was looking around.

In Ghana activities in public kindergartens such as the Kwaprow Metropolitan Assembly kindergarten started from 8:00 a.m. and went on until 2:00 p.m. The school had not employed any security guards to prevent unauthorized persons from entering the school grounds, and most importantly, to protect the school from any attacks or intimidation by intruders. However any person who wished to enter the school compound to interact with the students first had to see the
headmistress to introduce him or herself.

Figure 5: Ms. Akwa: Oyeadeeyie (Mechanic)

Ms. Akwa was the lead-teacher in the classroom at Kwaproe Metropolitan Assembly Kindergarten. She could be described as a mechanic (Oyeadeeyie). “Oyeadeeyie” in the Ghanaian language means a repairer. Such a person would repair anything including worn out shoes and sandals, plastic materials, and clothes. That was exactly what the lead-teacher at Kwaprow Metropolitan Assembly Kindergarten sought to do. Ms. Akwa was not only interested in the children participating in the discussion during the instructional process but was highly interested in classroom management and the discipline that must prevail in the classroom. She corrected children’s wrong answers as well as provided the needed information to the children. Ms. Akwa extensively used questions and other nonverbal prompts to encourage children to
participate during the instructional process. Ms. Akwa’s interactions with the children are discussed below.

**Verbal Prompts used by the Teacher**

**The use of Questions**

Questioning was one of the ways through which teacher at Kwaprow Metropolitan Assembly Kindergarten interacted with the children. It was used as part of the process of instruction to command children to perform an activity or contribute to the lesson. Throughout the lesson, the teacher at Kwaprow Metropolitan Assembly kindergarten used various questions to engage the children in the discussion that went on. The teacher asked the question “What question did I ask you previously?” A child gave an answer but was not audible so the teacher told the children to speak loud enough. In the course of the discussion, the teacher asked the children “What did we see when we went outside?” The children provided various answers but some of the answers were not audible and so the teacher said “When I call you to give an answer, speak loud enough.” One of the answers that the children gave was “tree” The teacher then asked the children “What is the Fante name for tree?” and a child said the Fante name for tree is “Dua” Another child mentioned snake and so the teacher asked the question “What is the Fante name for snake?” The children had difficulty providing the answer and so the teacher said “Aboatsena” is the Fante name for snake. The teacher then asked the children “What is the Fante name for “Leaf?” The children again had difficulty answering the question and so the teacher said “Ahataw” is the Fante name for leaf. The teacher after that asked the question “What else did you see?” The children mentioned cars and other things that related to vehicles and other heavy machinery. The teacher seemed frustrated by the mentioning of cars and so
asked the question, “Are you saying that the only things you saw when we went outside were cars?” “Tell me something that has not been said”. Such was the level of questioning by the teacher during the instructional process to encourage children’s participation in the discussion. To ensure that equal opportunity was given to every student in the class teacher after asking a question said: “I want someone who has not spoken yet”
To also bring some sanity and discipline to the instructional process teacher told the children to give answers that had not be given by other children.

Figure 6: Ms. Korkor: Adwumawura (Choreographer)

Ms. Korkor (Adwumawura), was the lead-teacher at Kwaprow Metropolitan Assembly Kindergarten during the morning assembly. Adwumawura in the local Twi language in Ghana
referred to somebody who was engaged in hard work, working so vigorously physically to achieve some desired goals. That was the nature of Ms. Korkor who used a lot of singing and dancing to involve the children during the outdoor activity that took place after the morning assembly. After the praying and singing of the Ghana national anthem, she engaged the children in singing and dancing. One major feature of Ghanaian gatherings is singing and dancing and no occasion would be complete without singing and dancing. The activities that the teacher and the children performed were part of the formal activities of the school to get the children involved in the activities of the school. The singing and dancing performed by the children also served as a useful forum to identify the body parts as mentioned in the songs that they sang. The teacher through a song asked questions such as “What can the hand do?” and the children answered with singing “it can write” and also mentioned other things that the hand could do. The teacher also asked the question “What can the head do?” and the children answered, “it can think” through singing. It should be noted that most of the songs that the teacher sang were crafted in questions and the answers that the children provided were also through singing.

**Verbal/Oral responses from Children during the instructional process**

The responses that children at Kwaprow Metropolitan Assembly Kindergarten made included singing, praying, answering teacher’s questions and doing class activities. In Ghana, students in most schools sing to start the morning assembly. With eyes closed, and the prayer sign made, students recited the Lord’s Prayer “Our father in Heaven”:

“Our father in heaven, hallowed be your name. Your kingdom come, your will be done on earth as it is in heaven. Give this day our daily bread, and forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from evil. For thou is the kingdom, the power and the glory, forever and ever, Amen”
After the prayer, children responded to teacher’s greetings by saying: “and also be with you
Amen” The teacher greeted the children and they also responded “Good morning teachers and friends”

After students had recited the Lord’s Prayer, they were asked by teacher to recite the Ghana national pledge which:

“I promise on my honor to be faithful and loyal to Ghana my motherland, I pledge myself
to the service of Ghana, with all my strength, and with all my heart. I promise to hold in
high esteem our heritage won for us through the blood and toil of our fathers, and I pledge myself in all things to uphold and defend the good name of Ghana, so help me God”.

With hands by their sides and in attention position, children sang the Ghana National Anthem:

“God bless our homeland Ghana”

“God bless our Homeland Ghana, and make our nation great and strong, bold to defend
forever, the course of freedom and of right, feel our hearts with true humility, make us
cherish fearless honesty, and help us to resist oppressors’ rule with all our will and might
forever more”.

Other responses given by children included: “twaaan” “pooooo” At a point when a child saw that her colleagues were talking and not paying attention to the teacher, one of them said “When madam is talking, stop playing and pay attention to her” “do not make noise” “Put your hand to your mouth, don’t talk” Some answers that the children gave were “tree” “dua” “aboatsena” “ahataw” The answers were given when the teacher asked the children to provide the Fante names for “tree”, “snake”, and “leaf”
To show appreciation towards their colleagues who had performed well, children sang the song: “Gabriel menye wo den nie, wo ye bue” to congratulate a child after giving an awesome answer. When a child called Mercy answered a question, the class clapped and sang: “Mercy, menyenye wo den nie, woye bue” while Mercy danced. At a point during the discussion when the students saw that the teacher had stopped talking and was sitting down quietly because of a perceived misbehavior, they showed remorse and said: “yepa wokyew” To end the lesson, students stood up to recite a poem titled: “Asebu Amanfi”

Nonverbal actions used Teacher at Kwaprow Metropolitan Assembly Kindergarten

During the morning assembly organized outside the classroom, the lead-teacher with one supporting teacher and some interns arranged the children in lines for the morning assembly. The lead teacher held the hands of two children and moved them to another place in the gathering. The lead-teacher moved very close to the children and greeted them. Then the teacher at attention position ordered children to get ready for the Ghana national anthem. The school had no band and so the teacher sang to accompany the children. After singing the national anthem, the teacher while facing the children raised her right arm, then turned around with her back towards the children and her right arm placed on her chest and said “the pledge” When children began to recite the pledge the teacher turned herself to face the children and also said the pledge.

With hands raised, teacher directed children to form a circle. The supporting teacher and the interns helped to arrange the children as expected. Teacher began clapping her hands and singing using the letters of the alphabet. She moved around and then started to dance while smiling beautifully. As the lead-teacher danced, the supporting teacher and the interns joined the dancing. The supporting teacher then asked the children to also dance.
Then the supporting teacher moved into the middle of the circle and began a new activity. With her right arm raised she swung it while saying “I say cut the tree” which was joined by the children with the action of cutting a tree. Then she raised her two hands into the air as if she was holding a gun and said “I say shoot the bird” which was responded to by children with the word “poooo” Both the lead-teacher and the supporting teacher led choruses that engaged children in dancing and other body movements using their body parts. The lead-teacher and her supporting teacher danced vigorously while smiling.

There were a lead-teacher and a supporting teacher all seated during the instructional process in the classroom. The medium of instruction was Ghanaian language (Twi) but teacher occasionally used English. The lead-teacher used her left hand to direct children to their sitting places and used her head to stress the point “don’t talk” Teacher used gestures and opened arms to stress a point that any child who shouted “madam, madam” would not be called to answer a question. Teacher nodded her head in acceptance of answers provided by children. She also clapped and used signs to show appreciation. Teacher in showing appreciation to a child who gave a good answer asked the child to shake her hand. Teacher therefore stretched her hand to shake the child. The teacher smiled when a child gave an answer about something that she saw when the children went out of the classroom before the start of the discussion. The teacher clapped and sang to show her appreciation to a child for a brilliant answer to a question.

Teacher showed her disgust at children’s repeated acts of shouting madam, madam. She told children that she was angry with their behavior and sat quietly with her head bent down. The supporting teacher stood up with her right hand in her left palm and led children to beg the teacher for forgiveness. The lead-teacher accepted their plea and resumed the discussion.
Teacher before ending the discussion stood up and with her two hands signaled children to stand up. She clapped her hands as she ordered children to sing a song called “Asebu Amenfi”

**Teacher’s use of Proxemics**

The teacher at Kwaprow Metropolitan Assembly joined students in singing while clapping her hands to keep the timing. She also sang along with students to encourage them to keep singing. When the teacher wanted students to pay attention to what she was telling them to do she clapped her hands. The teacher sang and danced with the children during the outdoor activities that took place after the morning assembly.

**Teacher’s use of Paralanguage**

Paralanguage behaviors are used to accompany speech and verbal prompts that teachers use during the instructional process to give greater meaning and understanding to what teachers say to students. Praying is part of the daily morning rituals that schools in Ghana do and so during the morning assembly, teacher with hands together and eyes closed accompanied students to recite the Lord’s Prayer. Reciting the national pledge goes with both teachers and students putting their right hands across their chest as they recited the pledge. The teacher put her right hand across her chest and recited the national pledge along with the students: After the teacher had given the tune to the national anthem, she accompanied them to sing as way of guiding them. She stood in an attention position and ordered students to also do the same before singing the national anthem: Teacher and students of Kwaprow Metropolitan Assembly Kindergarten engaged in outdoor activities before entering the classroom to begin the day’s lessons. The outdoor activities included singing and dancing through which a lot of gestures and expressions were made. Teacher asked children to form a circle demonstrating with her hand “Circle, circle” Teacher demonstrated: “I say cut the tree”, “I say shoot the bird” swinging her hands to
demonstrate the activity that she wanted the children to perform. Then the teacher began an activity with children using the letters “J, E, S, U, S” Teacher continues with dancing, singing, and movement using the song “balance the ball, balance the ball” “What can the hand do?” “What can the head do?” “My name, my name, my name”

As a show of appreciation towards students for answering questions and participating effectively, teacher nodded her head and clapped her hands for students who have answered questions well. Nodding and clapping, teacher says: Clapping and singing, teacher leads children to sing and perform in honor of a child for a very brilliant answer: “Gabriel meny wo den nie, woye bue” “Mercy, meny wo den nie, woye bue” Stretching her hand towards a child who gave an answer, the teacher said “give me five” The teacher also nodded her head to signal to the children on a number of occasions. For example waiving her hands, teacher said that she wanted someone who had not spoken since the lesson began.

Teacher also led a chorus to appreciate the efforts of the children who were perceived to have given very brilliant answer: “Oh this girl, you are good” “Oh this boy, you are good” When the lesson was about to end teacher tapping her feet, said to the children: “Give yourself a clap”, “give yourself a clap” With a signal, teacher told students to stand up. Teacher then gave a tune to a song and ordered students to sing and dance.

Teacher’s use of Coverbal behavior

During the morning assembly the teacher put her hands together to indicate the sign for the Lord’s Prayer before asking students to do same. She repeated that sign anytime she wanted students to perform an activity. Teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. At a point teacher also used the hand
to signal to a student that she could not hear her while the student was contributing to the discussion.

In the course of the discussion of the lesson teacher nodded her head in approval of an answer that a student had given. The teacher at a point sat quietly without engaging with the students to show her disapproval of their behavior of giving chorus answers after she had told them several times to stop that behavior. Such facial expressions and gestures were used by the teacher, throughout the lesson delivery to prompt students to participate in the discussion of the lesson.

As a show of appreciation towards students for answering questions and participating effectively, teacher nodded her head and clapped her hands for students who have answered questions. Nodding the head and clapping the hands were done by the teacher throughout the lesson as a way of encouraging students to participate in the instructional process.

Teacher demonstrated: “I say cut the tree”, “I say shoot the bird” swinging her hands to demonstrate the activity that she wanted the children to perform. Then the teacher began an activity with children using the letters “J, E, S, U, S” Teacher continues with dancing, singing, and movement using the song “balance the ball, balance the ball” “What can the hand do?”, “What can the head do?” “My name, my name, my name” During the morning assembly the teacher put her hands together to indicate the sign for the Lord’s Prayer before asking students to do same. She repeated that sign anytime she wanted students to perform an activity. Teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. At a point teacher also used the hand to signal to a student that she could not hear her while the student was contributing to the discussion.
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**Nonverbal Prompts used by Children**

**Children’s use of Proxemics**

At the Kwaprow Metropolitan Assembly Kindergarten, students are made to sit in a way that facilitated teacher-student interaction. The tables and chairs were child-friendly and arranged in rows that allowed easy movement of students and teacher in and around the classroom. There was enough space to be used by both students and teacher. Unlike other kindergarten classrooms where the furniture were arranged in a circular form, the furniture at Kwaprow Metropolitan Assembly Kindergarten were arranged in rows just like what could be found in a normal elementary classroom.

**Children’s use of Paralanguage during the instructional process**

With eyes closed, and the prayer sign made, children at Kwaprow Metropolitan Assembly Kindergarten said the Lord’s prayer; “Our father in Heaven” After the students had recited the Lord’s prayer, teacher asked students to recite the Ghana national pledge and so with their right
hands across their chests, children recited the Ghana National Pledge. Singing the national anthem of Ghana was a must during school assembly in Ghana and so with hands by their sides and in attention position, children sang the Ghana National Anthem: “God bless our homeland Ghana”

After the morning assembly, children sang, clapped, and danced to a song using the letters of the alphabet: “A, B C D” Students also responded to teacher’s instruction with a swing of the arm cutting a tree and responded “pooooo” to teacher’s instruction to shoot an imaginary bird. During the instructional process, many children raised their hands to attract teacher’s attention to answer the questions. The teacher involved students in appreciating good performance exhibited by students by asking them to clap for such students. Students who answered teacher’s questions correctly were appreciated through clapping. Students who needed assistance from the teacher raised their hands to catch the eyes of the teacher thereby getting the opportunity to be called to answer a question. Students also raised their hands to invite teacher to come and assist them during the class exercise that teacher gave to the class.

Children’s use of Coverbal behavior

Gestures, facial expressions, and eye gaze were used to convey messages to the teacher. Raising the hand to attract teacher’s attention was done extensively at the Kwaprow Metropolitan Assembly Kindergarten and so several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. Students also used that to invite teacher to come and assist them during the period for class exercise. During the instructional process, students sat still without responding to teacher’s instructions and questions because they seemed not to understand what the teacher wanted them to do. Students also clapped their hands to show
appreciation to colleagues who had performed well. Teacher appreciated students’ good performance by asking students to clap for such students. Children who for some reasons felt that the teacher did not treat them fairly by not asking them to answer teacher’s questions frowned at the teacher and also showed their displeasure by throwing their hands into the air.

Summary of Kwaprow Metropolitan Assembly Kindergarten Teacher’s Verbal and Nonverbal Prompts

The nature of the Kwaprow Metropolitan Assembly Kindergarten teacher’s verbal and nonverbal prompts that relate to children’s participation during the instructional process had been identified as including questioning, proxemics, paralanguage, and overlap behavior. The teacher used questioning as a pedagogical tool to encourage the children to become involved in the lesson discussion. The use of questions was a regular feature in schools. From morning assembly through classroom instruction, activities were characterized by verbal interaction through questioning between teachers and children, and among children. Children respond to teachers’ prompts and questions during activities such as morning assembly and classroom instructions. Throughout the lesson, teacher used instructions and various questions to engage the children in the discussion that went on.

Teacher also used appreciative words to encourage children who responded appropriately to questions and instructions given by the teacher. Some of them were: “Thank you, thank you, thank you”, “Alright”, “Good, good, good”, “Clap for him” This finding supports a study by Siraj-Blatchford & Manni (2008). In a study by Siraj-Blatchford and Manni (2008), to identify the particular pedagogical strategies being applied by more effective preschool settings to support the development of the skills, knowledge and attitudes that enable their children to make
a good start at school, they found that questioning was extensively used. The questions were either open-ended or close-ended.

The nature of the Kwaprow Metropolitan Assembly teacher’s interaction with children during the instructional process also included the use of proxemics. Touching a known person whether a child or an adult is regarded as recognizing the presence of the person, and also according the person some importance. Even with adults, shaking the hand of a person as you exchange greetings conveys a certain kind of information than merely saying hello to the person. Therefore, with children, the more you get closer to them to the extent of touching creates the impression that you like them and that you wish them well.

The teacher at the Kwaprow Metropolitan Assembly Kindergarten had a way of closing the distance between her and the children. She moved very close to the children and touched them. The teacher at Kwaprow Metropolitan Assembly Kindergarten joined students in singing while clapping her hands to keep the timing. She also sang along with students to encourage them to keep singing. When the teacher wanted students to pay attention to what she was telling them to do she clapped her hands. The teacher also moved very close to the students when they performed the outdoor activities.

The teacher at the Kwaprow Metropolitan Assembly Kindergarten also used paralanguage. Praying was part of the daily morning rituals that schools in Ghana did and so during the morning assembly, teacher with hands together and eyes closed accompanied students to recite the Lord’s Prayer. Reciting the national pledge goes with both teachers and students putting their right hands across their chest as they recited the pledge. The teacher put her right hand across her chest and recited the national pledge along with the students. Pointing to students was used by the teacher to direct specific students to do as the teacher wanted, and so when the teacher
wanted a student to give the tune to a song during the lesson delivery, she pointed to one of the students.

At the Kwaprow Metropolitan Assembly Kindergarten the teacher used coverbal behavior as a prompt to get students to participate during the instructional process. During the morning assembly the teacher put her hands together to indicate the sign for the Lord’s Prayer before asking students to do the same thing. She repeated that sign anytime she wanted students to perform an activity. Teacher also used her hands to make signs as a way of stressing points that she wanted students to grasp or take seriously. At a point teacher also used the hand to signal to a student that she could not hear her while the child was contributing to the discussion. In the course of the discussion of the lesson teacher nodded her head in approval of an answer that a student had given. The teacher at a point sat quietly without engaging with the students to show her disapproval of their behavior of giving chorus answers after she had told them several times to stop that behavior. Such facial expressions and gestures were used by the teacher, throughout the lesson delivery to prompt students to participate in the discussion of the lesson. Nodding the head and clapping the hands were done by the teacher throughout the lesson as a way of encouraging students to participate in the instructional process. Such show of appreciation by the teacher encouraged students to participate in the lesson.

From the data analysis, it was found that verbal and oral responses to both the teacher and colleague(s) were a medium through which students at the Kwaprow Metropolitan Assembly Kindergarten participated during the instructional process. Whereas the teacher used questions to interact and involve the students in the lesson and activities, the students also responded to the teacher’s questions through verbal and oral responses. For example students sang songs, recited the Lord’s Prayer, recited the Ghana national pledge, and sang the Ghana national anthem.
Students also responded to teacher’s greetings by saying: “and also be with you Amen” “Good morning teachers and friends” Other responses given by students included: “We are fine thank you, and you?” “High” “twaan”“pooooo” “When madam is talking, stop playing and pay attention to her” “do not make noise” “Put your hand to your mouth, don’t talk” “treet”“dua” “aboatsena” “ahataw Children congratulated colleagues saying: “This girl, you are good” “This boy, you are good”

The nature of the Kwaprow Metropolitan Assembly Kindergarten children’s participation during the instructional process also included the use of proxemics. The seating arrangement allowed children to interact with one another as well as the teacher. At the Kwaprow Metropolitan Assembly Kindergarten, students are made to sit in a way that facilitates teacher-student interaction. The tables and chairs are child-friendly and arranged in rows that allow easy movement of students and teacher the opportunity to move in and around the classroom. There was enough space to be used by both students and teacher. Unlike other kindergarten classrooms where the furniture were arranged in a circular form, the furniture at Kwaprow Metropolitan Assembly Kindergarten were arranged in rows just like what could be found in a normal elementary classroom.

The students at the Kwaprow Metropolitan Assembly Kindergarten also used paralanguage. Students raising their hands to attract the teacher’s attention to enable them participate in the instructional process was extensively done. Children were seen struggling to “catch” the teacher’s eye with hands raised and shouting “madam” “madam”. With eyes closed, and the prayer sign made, children at Kwaprow Metropolitan Assembly Kindergarten said the Lord’s Prayer; “Our father in Heaven”. After the students had recited the Lord’s prayer, teacher asked students to recite the Ghana national pledge and so with their right hands across their
chests, children recited the Ghana National Pledge: “I promise on my honor to be faithful and loyal to Ghana my Mother land” Singing the national anthem of Ghana is a must during school assembly in Ghana and so with hands by their sides and in attention position, children sang the Ghana National Anthem: “God bless our homeland Ghana” The teacher involved students in appreciating good performance exhibited by students by asking them to clap for such students. Students who answered teacher’s questions correctly were appreciated through clapping. Students who needed assistance from the teacher raised their hands to catch the eyes of the teacher thereby getting the opportunity to be called to answer a question. Students also raised their hands to invite teacher to come and assist them during the class exercise that teacher gave to the class. Where a student did not have the vocabulary to describe an event, the student used a sign to convey his or her intentions.

At Kwaprow Metropolitan Assembly Kindergarten children who raised their hands to attract the teacher’s attention to enable them participate in the lesson but were not invited showed facial expressions that indicated that they were not happy with the teacher’s action. Raising the hand to attract teacher’s attention was done extensively at the Kwaprow Metropolitan Assembly Kindergarten and so several children raised their hands expecting to catch the teacher’s eyes for them to answer the teacher’s question. Children also used that to invite teacher to come and assist them during the period for class exercise. During the instructional process, students sat still without responding to teacher’s instructions and questions because they seemed not to understand what the teacher wanted them to do. Children also clapped their hands to show appreciation to colleagues who had performed well. Teacher appreciated students’ good performance by asking students to clap for such students.
The use of both verbal and nonverbal prompts at Kwaprow Metropolitan Assembly Kindergarten during the instructional process was found to be very effective as both the teacher and the children actively participated in the discussion and activities that took place. Where the teacher found that a question could not be answered she provided the answer after she had made sure that the children were not in a position to answer such a question. The teacher also used verbal and nonverbal prompts to correct children’s mistakes and to provide them the opportunity to correct themselves too. The teacher used facial expressions and other gestures to convey her disapproval of the children’s behavior. Such prompts were understood by the children who quickly responded by becoming silent and sitting down quietly. That showed children’s respect for authority and attention to teacher the teacher’s instructions.
Chapter Seven: Cross-Case Analysis

Introduction

The purpose of the study was to find the nature of participation and interaction that took place between teachers and children, as well as how teachers and students engaged in planned activities in Ghanaian Kindergarten classrooms. The study tried to identify factors that related to children’s participation, with a focus on the verbal and nonverbal prompts or cues that related to children’s participation in early childhood classrooms. The study examined the types of verbal and nonverbal prompts that teachers employed in their interactions with children during the instructional process.

The study was guided by the following research questions:

What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process?

In what ways do children in Ghanaian Kindergartens participate during the instructional process?

I explained in chapter three that the design for this study would be a qualitative video analysis of three early childhood centers in Cape Coast in the Central Region of Ghana. It was envisaged that videotaping would help to understand the nature of the interactions that took place between teachers and the children during activities in the classroom. In chapters four, five, and six, I presented data on the verbal and nonverbal prompts that both teachers and students used in their interactions during the instructional process, and also provided a description of the themes that emerged from the data analysis.
In this chapter, I discussed the proportion of verbal and nonverbal data, and also described the unification of the data from the analysis to show how verbal and nonverbal prompts related to children’s participation in Ghanaian Kindergarten classrooms. These included pedagogical attitudes such as pedagogical sensitivity and understanding, discussion and conversation, and rules and management that relate to children’s participation during the instructional process. I described the similarities and differences among the various schools and described the Ghanaian specific culturally relevant ways of interaction between teachers and children during the instructional process.

**Proportion of Verbal and Nonverbal data**

The proportion of verbal and nonverbal data depended on how much of verbal and or nonverbal data were collected. From the analysis of data it was evident that the amount of verbal data collected for both teachers and children were much bigger than data collected for nonverbal behaviors. For instance teachers use of questions far outweighed teachers use of nonverbal behaviors. Children’s responses to teachers’ questions were also commensurate with questions that teachers asked. Although teachers and children used various forms of nonverbal behaviors, such nonverbal behaviors could not out do the vernal prompts that teachers and children used through questions and answers.

**Unification of Data**

The analysis of the data showed a pattern that unified the data thereby providing a new picture that showed how verbal and nonverbal prompts related to children’s participation in Ghanaian Kindergarten classrooms. From the analysis of the data, teachers’ questions and children’s verbal responses were identified as the verbal prompts that teachers and children
used during the instructional process. It was also found that teachers and children used signs and actions including gestures as nonverbal prompts during the instructional process.

Discussion and Conversation

According to Salminen (2013), “extensive work has suggested that one of the best ways to support learning is through encouraging active participation of children already in early childhood classroom contexts” From the data analysis, discussion and conversation through questions was mostly used by teachers and students in their interactions during the instructional process as a way of encouraging children’s participation during the instructional process. Throughout the lessons, teachers used various questions to engage the children in the discussions that took place.

The teacher at the University of Cape Coast Kindergarten asked the children “how are you all?” and the children answered the teacher’s question “we are fine thank you and you?” The
teacher started the lesson by asking the children the question “What did we do yesterday?” that was meant to revise the previous day’s lesson in the subject area before moving on to the day’s lesson. The children answered the teacher’s question “we did number work” Some of the questions and responses that teacher and children engaged in were as follows: The teacher asked the children “what do we do to make the environment dirty?” and the children answered “dirty things”. Another question was “what does mama do to make the house dirty?” Children responded saying “dirty water” “dirty things”. Children could not provide full sentences but the teacher understood children’s answers and sometimes encouraged children to make full sentences with examples such as “say mama puts dirty things on the floor”,

Teacher also asked the children “What does daddy also do to make the house dirty?” “Do you know what daddies do?” The children sat quietly without giving any answer. When the teacher realized that children could not provide an answer, she demonstrated by pulling a chair and sitting on it, put one of the legs on the other and started reading a newspaper after which she left it on the ground and went away to show to children how daddies also made the home dirty. Teacher again asked children “What do you think we can do to make the place neat after all these things?” Children answered “clean the place” Teacher asked “What again can we do to make the place neat?” The children answered “clean the room” Teacher again asked the question “Who else can help me?” and the children answered, “clean the house”. Teacher then asked the children “What equipment do we need to clean the house?” The children mentioned water, broom, brush, soap, mop etc. as some of the things that could be used to clean the house. The teacher discussed with children using a chart some of the equipment for cleaning the house. The teacher then told the children “Look into your books and draw one of the pictures that you see on
the chart into your exercise book” The pictures in the book showed people scrubbing, sweeping etc.

At the Kwaprow Metropolitan Assembly Kindergarten the day’s activities started at the school’s assembly ground where the teacher and the children engaged in some physical activities through singing and dancing. The teacher led the chorus in a “call and response” fashion where the teacher gave the instruction and the children responded. Some of the songs were: “I say cut the tree”, “I say shoot the bird”, The teacher then asked children to form a circle with the instruction “circle, circle, circle” The teacher and the children also engaged in another activity in which the body parts were used to demonstrate the accompanying actions and activities. They sang as follows: “What can the hand do?” “What can the head do?

In the classroom, the teacher said “What question did I ask you previously? Teacher then called a child by her name (Cate) to answer the question. The answer that the child gave was not audible enough and so the teacher said “who else?” and called another child (Priscilla). The teacher then asked children the question “What did we see when we went outside?” The children mentioned “tree” “snake” leaves so the teacher asked children the question “What is the Fante name for tree?” “What is the Fante name for snake?” “What is the Fante name for leaves?” Children provided the Fante names for tree (dua), snake (aboatsena), and leaves (nhataw). Then the teacher asked the children, “What else did you see?” The children mentioned cars several times and so the teacher asked the children “Are you saying that the only thing you saw when we went outside were cars?” “Tell me something that has not been said”.

The teacher at Pedu Metropolitan Assembly Kindergarten asked children the question “What did you do when you woke up this morning?” Children responded as follows: “washed our faces” “washed our mouths” The teacher then asked the question “What did you use to
clean your teeth?” Children answered saying “water” “chewing stick” “tooth paste” The teacher again asked the question “What happens to our stomach overnight when we go to sleep after dinner?” The children could not answer the question and so the teacher asked another question “What are some of the things that the body discharges because we have eaten?” “What things come out of our body?” The children answered the teacher’s question by saying “toilet” (fecal matter) “urinate” (urine). The teacher then asked children another question as follows: “Where do we go and urinate?” Children said “bathroom” “toilet” The teacher again asked the question “Where do you go if you want to go to the toilet?” and children answered “toilet. After a visit to the school’s urinal and toilet the teacher asked the children “what did you see when we went out of the classroom?. The children answered the teacher’s question saying “urinal” “toilet”. The teacher also used questions to evaluate the lesson before ending the lesson finally.

The questions that the teachers asked the children allowed the children to respond in a manner that made them participate in the discussions that went on during the instructional process. The questions asked by the teacher offered the children opportunity to engage with the teacher, and among children. The discussions through the use of questions were done in a manner that made children raise their hands to answer the questions that the teachers asked. The questions also allowed the children to express their ideas in sentences and not just responding “yes” or “no”. When the teachers asked questions that had children answering them, they aroused children’s interest and evoked easy participation from the children. Though not all the answers that the children gave to teachers’ questions were correct, teachers encouraged the children to answer the questions sometimes correcting wrong answers that children gave to the questions that teachers asked.
The discussion through the use of questions by the teacher created a sort of competition among the children who virtually competed to “catch the eyes” of the teachers so that they would be called to answer the questions posed by the teachers. That created a lively classroom atmosphere for learning with children smiling and sometimes laughing at what was going on in the classroom. Notwithstanding the teachers’ efforts to get children to answer questions, teachers sometimes had to mention the names of individual children to prompt them to answer the questions that teachers asked. The reason why such children would not answer teachers’ questions without their names being mentioned could not be explained. Teachers however tried to encourage all the children to answer the questions that they asked during the instructional process.

**Rules and Management**

The use of verbal and nonverbal prompts by the teachers to encourage children’s participation would provide that classroom management practices including the adoption and use of rules are observed (Salminen, 2013). In a study in Finnish Preschool classrooms, Salminen (2013) found that “there were clearly established shared rules in the classroom, and as a result, teaching formed a logical and understanding entity that the children could easily follow, enjoy and participate in” (p.76). According to Salminen (2013) daily routines and activities included subtle reminders of rules as “Children, please listen, or whispering softly”, “Raise your hand if you want to say something” (p. 76).

Teachers at some points during the instructional period moved and stood very close to students just gazing at them but not saying anything to them. In the course of the morning devotion, teacher instead of using a verbal prompt such as “stop talking” or “be quiet” simply clapped her hands to alert students, and to attract their attention. When the teacher wanted
students to pay attention to what she was telling them to do she clapped her hands. That was to make them stop whatever they were doing in order to pay attention to her.

During the morning assembly, the teacher at a point realized that some students at the back row were not paying attention and so moved into the rows where students were standing to gain greater attention. That action was not accompanied by any other signal but the students realized her presence and the message that it carried. In the classroom while the teacher was teaching, she noticed that some students were not paying attention to what the entire class was discussing and so teacher moved to the back row of the class to talk to some children. To also bring some sanity and discipline to the instructional process teacher told the students: “Obiara, biara”, “Don’t talk” That instruction was to ensure that children did not disturb the activities of the lesson. The teacher also told the children: “If you shout “madam”, “madam”, I will not call you to answer a question” What the teacher sought to do with that instruction was to encourage children of act well and not disrupt the class by jumping and shouting and sometimes running forward towards the teacher in order to catch the teacher’s attention. Again, when children kept repeating answers that had been provided by their colleagues the teacher asked them not to repeat answers that had been provided already. The instruction was: “Give answers that have not be given”

The teacher at a point sat quietly without engaging with the students to show her disapproval of their behavior for giving chorus answers after she had told them several times to stop that behavior. Such facial expressions and gestures were used by the teacher, throughout the lesson delivery to prompt students to participate in the discussion of the lesson.
Pedagogical Sensitivity and Understanding

Teachers showed a lot of pedagogical sensitivity by providing children with the support that they needed to enable children adequately participate during the instructional process. Teachers provided support to children by assisting them to complete sentences that they had began towards their participation during their interactions. The teachers also encouraged children to make full sentences when children started providing “single-word” answers. The teachers showed various combinations of teacher support, which created unique opportunities for children to participate in both the on-going activities and the social network of their classrooms (Salminen, 2013). Teachers showed a lot of appreciation for students’ involvement in the discussions that took place during the instructional process. As a show of appreciation towards students for answering questions and participating effectively, teachers nodded their heads and clapped their hands for students who had answered questions. Nodding the head and clapping the hands were done by the teachers throughout the lessons as a way of encouraging students to participate in the instructional process. Nodding and clapping, teacher says: “good”, “give him a clap” “give her a clap”

Teachers led singing sessions to appreciate the efforts of the children who were perceived to have given very brilliant answers: Some of the choruses that teachers sang to show appreciation and to encourage children were: “Oh this girl, you are good” “Oh this boy, you are good. Clapping and singing, a teacher led children to sing and perform in honor of a child for a very brilliant answer. The song went as follows:

“Gabriel menye wo den nie, woye bue”,

“What shall we do to Gabriel, he is awesome”

“Mercy, menye wo den nie, woye bue”,
“what shall I do to Mercy, she is awesome”

Teacher also used appreciative words to encourage children who responded appropriately to questions and instructions given by the teacher. Some of them were: “Thank you, thank you, thank you”, “Alright”, “Good, good, good”, “Clap for him”,

The three constituents; discussion and conversation, rules and management, and pedagogical sensitivity and understanding were found to have provided the support that verbal and nonverbal prompts needed to enhance children’s participation during the instructional process. The analysis showed that teachers did not say everything in class without the children’s participation. Most of the teachers’ interactions with the children were through questions that also demanded some responses from the children. The verbal and oral responses provided by the children offered them the opportunity to participate in the instructional process.

The use of rules and classroom management also provided some amount of discipline that guided children’s participation. Although children were expected to participate in the instructional process they were guided by teachers to moderate their behaviors so that participation in the discussions and activities would become much more meaningful. Children were therefore, rewarded by teachers when they did whatever teachers expected from them but the teachers were also quick to remind children that certain behaviors were not approved. Children clapping and singing to show appreciation to their colleagues was part of the process of encouraging children to participate during the instructional process.

Teachers provided pedagogical support to children to enable them participate effectively in the instructional process. Providing such assistance to children who either felt timid or shy to talk, or express themselves was done by the teachers throughout the interactions between
teachers and students. Such support given by the teachers helped the children to answer teachers’ questions and made children take part in other activities during the instructional process.

Notwithstanding the connections among the constituents, there were variations in the approaches that the teachers used to get their children to participate. The teacher at Pedu Metropolitan Assembly Kindergarten took her children out to observe some aspects of the lesson being discussed. For instance the teacher took the children to the school’s toilet and urinal for children to demonstrate the use of the facilities. The teacher also held a demonstration lesson using the children to show how to appropriately dispose off phlegm, saliva, and sneeze. The other teachers at University of Cape Coast Kindergarten and Kwaprow Metropolitan Assembly Kindergarten did not take their children out of the classroom during the instructional process. It was also observed that the teacher at Kwaprow Metropolitan Assembly Kindergarten engaged her children in outdoor activities before children moved into the classroom.

In conclusion, all the teachers in the three schools used verbal and nonverbal prompts to encourage the children in their various classrooms to participate during the instructional process. Such prompts were utilized effectively to the benefit of the children involved in the lessons that the teachers taught.

**Deeper Understanding of the Findings**

A deeper understanding of the findings showed that the use of verbal and nonverbal prompts by teachers and children in Ghanaian Kindergarten classrooms related to the instructional process. Teachers through the verbal and nonverbal prompts were able to provide opportunities for children to make verbal responses as well as use signs, activities, and gestures to participate during the instructional process. These were effectively done throughout the schools.
Ghanaian specific culturally relevant ways of interactions between teachers and children such as the use of punishments and rewards, silence, and eyeing (stern looks), were adopted during the instructional process. A consistent pattern that I found that defined a uniquely Ghanaian way of being in the classroom was the teacher prompt to a particular child to involve that child in the discussion. In very many instances, children were called by their names to invite them to provide a response or do an activity. Calling children by their names and asking them to perform an activity may be a regular feature in Ghanaian homes and so such a behavior could be carried into the classroom where a child would expect a teacher to specifically mention his or her name to perform an activity such as contributing to a discussion in class during the instructional process.

On occasions that the teachers asked questions and did not direct such questions to a particular child, nobody stood up to answer. It was only when the teachers after asking the question called a particular child by his or her name that the teachers had a response otherwise the teachers’ question would have gone unanswered.

Differences and Similarities among the Participant schools

Differences

The number of teachers and supporting teachers were not the same in all the schools. The University of Cape Coast Kindergarten had twelve (10) teachers present during the morning assembly with all of them supporting the lead-teacher who conducted the assembly. Pedu Metropolitan Assembly Kindergarten however had five (5) teachers present during the morning assembly. Out of the five, only three were involved as supporting teachers for the lead-teacher who conducted the morning assembly. At the Kwaprow Metropolitan Assembly Kindergarten, there were the lead-teacher supported by five (5) other teachers and five (5) interns who were on
teaching practice (internship). All of them supported the lead-teacher during the morning assembly.

At the University of Cape Coast Kindergarten, the school had a band and so during the morning assembly, the teachers played the band to accompany the children while the children sang. Pedu Metropolitan Assembly Kindergarten did not have a band and so the lead-teacher clapped her hands to provide timing for the children any time they sang any song. Kwaprow Metropolitan Assembly also did not have a school band. They however had an improvised drum that was used by one of the interns to accompany the singing and dancing that the teachers and the children did.

At the University of Cape Coast, there was a joint effort by the teachers to support the lead-teacher during the conduct of the morning assembly. They positioned themselves at vantage points among the children with a few of them standing behind the children. At Pedu Metropolitan Assembly Kindergarten, the teachers stood on the verandah with only two teachers occasionally moving towards the children to bring them to order. At Kwaprow Metropolitan Assembly the lead-teacher with the support of the interns began the assembly. However as proceedings unfolded, the other teachers came onto the scene one after the other. The teachers did not seem to be involved as was the case at University of Cape Coast Kindergarten or Pedu Metropolitan Assembly Kindergarten.

In the classrooms, both lead-teachers at University of Cape Coast Kindergarten and Pedu Metropolitan Assembly Kindergarten utilized the classroom space by moving to almost all corners of the classroom but the lead-teacher at Kwaprow Metropolitan Assembly sat in a plastic chair close to the entrance of the classroom for the whole duration of the lesson. The only time
that she stood up was when she was about to end the lesson and therefore wanted children to stand up and perform “Asebu Amenfi”

The teacher at Kwaprow Metropolitan Assembly Kindergarten used silence as a signal to the children. After repeated attempts to get the children to stop shouting “madam” “madam” she stopped talking and sat down quietly just watching the children. That action seemed to have worked as the children did not display that behavior again. That was not observed in the other classrooms probably because the children in the other classrooms did not put up an unwanted behavior.

Pedu Metropolitan Assembly Kindergarten had a supporting teaching in the classroom. That teacher later in the course of the lesson also interacted with the children. At a point when the lead-teacher asked the children to take their text books and open to page 33 the supporting teacher also went round the classroom to help the children find the correct page. The supporting teachers at University of Cape Coast Kindergarten and Kwaprow Metropolitan Assembly Kindergarten were in their various rooms with their lead-teachers but were not involved with the lesson. However, in the case of the supporting teacher at Kwaprow Metropolitan Assembly Kindergarten, she intervened on behalf of the children when the lead-teacher decided not to continue with the discussion a protest to children flouting her instructions about classroom management. The supporting teacher at University of Cape Coast Kindergarten simply sat down throughout the period of discussion between the lead-teacher and the children.

The lead-teachers at University of Cape Coast Kindergarten and Pedu Metropolitan Assembly Kindergarten minimally used the marker board and the chalkboard. Most of the interactions were done without the teachers writing anything on the board. The lead-teacher at
Kwaprow Metropolitan Assembly Kindergarten did not use the blackboard at all. She did not write anything on the board.

Some supporting teachers at University of Cape Coast and Pedu Metropolitan Assembly Kindergarten administered corporal punishment to some of their children during the morning assembly sessions. At the University of Cape Coast Kindergarten, one of the supporting teachers standing behind the children knocked the head of a child on two occasions thereby drawing tears from the child. When the child tried to use his hand to wipe off the tears, the supporting teacher brushed off the hand and pushed him to stand properly in the line. At Pedu Metropolitan Assembly Kindergarten, one of the supporting teachers saw an altercation between two children and quickly rushed to separate them hitting the head of one of the children and drawing the other child away to a different position.

At the University of Cape Coast Kindergarten, the medium of instruction was the English language. Everything that the lead-teacher and the supporting teachers said to the children was communicated in the English language. This was however, not the case at Pedu Metropolitan Assembly Kindergarten where the lead-teacher used the English language as medium of instruction but intermittently used the Ghanaian language to convey better understanding to the children. The lead-teacher at Kwaprow Metropolitan Assembly Kindergarten used the Ghanaian language as the medium of instruction throughout the lesson. Even on occasions that the children mentioned things such as “snake” “tree” she quickly asked the children to give the Ghanaian version of such names.

**Similarities**

“After years of policy shifts, including the intermittent use of mother tongue in early childhood schooling to facilitate English language and literacy instruction, prospects for a bold
move towards multilingual education have emerged from a coalescence of forces inside and outside of Ghanaian education policy circles” (Rosekrans, Sherris, & Chatry-Komarek 2012). According to Rosekrans et al. (2012) a policy was created in order to implement a comprehensive and innovative multilingual program the National Literacy Acceleration Program (NALAP), which was rolled out across the nation’s schools in early 2010 (p.593).

The lead-teachers in the schools used a combination of the English language and the Ghanaian language (Fante) as the medium of communication during interactions with the children. With the exception of the University of Cape Coast Kindergarten, where the lead-teacher used English only as the medium of instruction, the teachers at Pedu Metropolitan Assembly Kindergarten and Kwaprow Metropolitan Assembly Kindergarten combined both English and the Mother tongue (Fante) during the instructional process. At the Kwaprow Metropolitan Assembly Kindergarten the medium of instruction was the mother tongue (Fante) except when in a contribution to the discussion a children mentioned snake and tree in the English language. The lead-teacher quickly asked children for their Fante names. According to Senanu (2012) “the current language policy of Ghana which was promulgated in August 2002 specifies that English be used as the language of instruction from primary one through the University; and that the indigenous languages were to be used as the medium of instruction where the composition of the classes were linguistically homogenous” (p. 154). According to the 2010 Ghana population census, Ghana with a population of about 24.7 million had about 50 languages, the major ones being Akan, Guan, Nzema, Ewe, Ga, Dagaare, and Dagbani (Senanu, 2012). The use of English language as a policy was to enable children benefit from a global language (p. 154). It also emerged that in the urban areas, the composition of the classes were highly heterogeneous; scarcity of teaching materials in the local languages; and insufficient
Ghanaian language teachers among others (p. 154).

According to Erling, Adinolfi, Hultgren, Buckler, and Mukorera (2016) English has been an official language of education in Ghana, where language-in-education policies have fluctuated between English-only and promoting the use of the mother tongue in the first three years of schooling (Ansah 2014). The policy allows that majority of the instructional time is spent in the mother tongue ((80% in primary grade 1) while time for English gradually increases to 50% by primary grade 3 (MOE 2003) (P. 296). According to Erling et al. (2016) the policy was to ensure that primary school children be functionally literate and numerate, and have reading fluency in the mother tongue and English upon completion. There is evidence of higher learning outcomes when mother tongue-based policies are implemented. According to Erling et al. (2016) research has demonstrated that mother tongue based instruction in early years education results in higher levels of achievement with regards to subject learning, as well as more rapid and successful mastery of other languages, even if acquired considerably later (p. 299).

One of the things that all the lead-teachers in the participant schools did was that they called children by their names any time they wanted such children to perform an activity including answering questions. This is in line with what parents usually do when they want children to run errands or perform a household chore. Most often when a child is with the parent where there is no other child or person, it usual for the parent or adult to call the child’s name before instructing such a child as if there were other children around who could determine who was being instructed to perform the activity. During the instructional process, the lead-teachers called the children by their names to prompt them to answer questions.

Showing appreciation to children at home is a cultural tool that parents and adults use at home and in the communities. They use appreciation to encourage children to continue to exhibit
good and acceptable behaviors. This cultural tool has been transferred into Ghanaian schools and classrooms where teachers would most often mention the name of the child to prompt that child to perform an activity such as answering a question. All the teachers in the participant schools showed various forms of appreciation to the children as a way of reinforcing their behaviors and also for praise and redirection of attention. Showing appreciation to someone for doing something good is a way of telling the person “you have done well” “Keep doing the same thing(s)” “you are on the right path” etc. It is also used for class management so that children would strive to do only the things that would let the teacher show some appreciation to them. It minimizes class distractions and other behaviors that children would use to disturb the class during the instructional process.

There was insufficient use of the marker board or chalkboard. Most of the interactions in all the classrooms were done through verbal and other nonverbal prompts without the teacher writing anything on the board. The reason could be that children could not read from the board or the topics being treated did not warrant writing on the board.

**Ghanaian specific Culturally Relevant ways of Interaction between Teachers and Children**

Classroom interaction is a social activity comprised of verbal and nonverbal behaviors that teachers and children manifest and interpret in face-to-face encounters (Shultz & Florio, 1979). According to Shultz and Florio (1979) a teacher’s role in contextual situations changes and the series of steps the teacher takes in accomplishing the steps also changes. By performing a set of behaviors in a systematic manner, the teacher is communicating to the children they should pay attention to her. In the absence of those behaviors, children do not need to attend to what the teacher is doing (p. 180). From Shultz and Florio’s (1979) assertion, it is important that verbal and nonverbal behaviors are used in a consistent manner so as to convey the intended messages
to the recipients. It is in this vein that Ghanaian specific culturally relevant ways of interactions between teachers and children should be looked at.

Culturally distinct interactional styles and the socialization practices that produce them have received considerable attention from educators and researcher because of their usefulness in explaining the educational outcomes (Paradise 1994). According to Paradise (1994) communication involves learned, culturally patterned behavior that must be understood in reference to social context (p. 157). Cultural meaning seems appropriate when studying young children whose comprehension and use of language is either nonexistent or limited (p. 157). Understanding one’s cultural heritage gained from observing and participating in everyday social interaction can be thought of as practical knowledge of appropriate ways of behaving and experiencing everyday social life (Paradise, 1994). Concluding her study, Paradise (1994) stated “freedom to create classroom environments that are based upon a common respect for their cultural values, social organization, and discourse patterns, an ease and smoothness of in-classroom behavior will emerge, forming the basis upon which learning can develop” (p. 167).

“Culture can be conceptualized as ‘shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations’” (House, Hanges, Javidan, Dorfman, & Gupta 2004, p. 15). I personally think that culture is the total life of any group of people. It includes their cultural artifacts, mores, ways of dressing, their clothes, foods, names and naming ceremonies, marriage, child rearing practices and other traditional institutions including chieftaincy and parting with the dead. According to Joy & Kolb (2009) Culture acts as a strong socialization agent that influences information processing and cognition. Thus there is reason to believe that the differences in cultural socialization tend to influence learning
preferences and produce different learning styles (P.72).

The school could be considered as an agent of culture transmission and it is expected that whatever the school does including teaching and learning would be geared towards continuing from where parents and adults whose children are in the schools expect their children to know and do. Parents and adults teach their children the history of their being so that children could preserve that legacy from getting extinct.

When parents send their children to school for formal education, they expect their children to return to the same community in a way that makes them fit into the very community from which they went to school. Therefore, parents and their communities would not appreciate a school system that offers children a kind of education that would make their children not fit into their very own communities. This is where teachers and the schools have a dilemma. Merging the schools’ principles, methods, and practices with the cultural environment of the children has been a problem (Ladson-Billings 1995).

According to Ladson-Billings (1995), children experience difficulty in schools because educators traditionally have attempted to insert culture into the education, instead of inserting education into the culture. This would develop a closer link between children’s home culture and the school. There is a problem of discontinuity between what children experience at home and what they experience at school in the speech and language interactions of teachers and children (p. 159). The assertion by Ladson-Billings (1995) could be true for the Gold Coast (Ghana) where before the Europeans landed at the coast, the people were living and already had a way of rearing their children and doing other things. Sociolinguistics have suggested that if children’s home language was incorporated into the classroom, children were more likely to experience
academic success (Ladson-Billings 1995), hence the usefulness of Ghana’s National Literacy Acceleration Program (NALAP) (Rosekrans et al. 2012)

In Ghana, teachers particularly those living in rural communities would visit the homes and parents of each of the children in his or her class. Teachers are not obliged to do that but somehow teachers do that to strike an acquaintance with the parents of the children as well as create a bond of friendship between the teachers and the parents of the children that they teach. What such acquaintances do includes making the children aware that his or her teacher knows the parents and therefore could report any misbehavior to the parents. This in a way helps to maintain discipline and classroom management for effective delivery of lessons.

Culturally relevant teachers utilize children’s culture as a vehicle for learning. Ladson-Billings (1995) defined culturally relevant teaching that rests on three criteria or propositions: (a) Students must experience academic success. The way by which academic skills would be developed may vary but all children need literacy, numeracy, technological, social, and political skills in order to be active participants in a democracy; (b) students must develop and /or maintain cultural competence. Culturally relevant teaching requires that children maintain some cultural integrity as well as academic excellence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order (p. 160).

As is the expectation of every parent and the community at large, some Ghanaian values that children experienced at home were transferred to the classrooms and used by the teachers as specific culturally relevant ways of interaction between the teachers and children in the participant schools. They include the following:
Punishments and Rewards

According to Kholberg (1976) a child’s sense of morality is externally controlled and that children accept and believe the rules of authority figures, such as parents and teachers, and they judge action based on its consequences. The child at age five and at a Kindergarten facility would not have internalized the cultural norms of his or her society but such a child would be able to understand the results or consequences of his or her behavior and actions. For example after repeated performances, the child would himself or herself come to understand which of the actions would bring a smile from the mother or caregiver and what actions or behavior would bring a scorn. Kholberg (1976) described three stages of moral development as pre-conventional where the social orientation of the child is obedience and punishment. Any behavior that would bring pain to the child would be avoided thereby leading to obedience. At the conventional stage, the social orientation is “good Boy” “good girl”. At this stage, children come to appreciate being called “good boy” or “good girl”. Children would therefore strive to do things that would bring them their expectations. The post convention stage does not apply to children at Kindergarten but deals with social contract and principled conscience.

The convention on the Rights of the Child is the first legally international instrument to incorporate the full range of human rights – civil, cultural, economic, political and social rights (Songul 2009). The Constitution OF Ghana (1992) states in article 28(3): “A child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment.” On the other hand, it is widely believed that discipline is required for children in order for them to be successful in education, especially during the compulsory education period (p. 242). Article 13(2) of the Children’s Act 1998 confirms the concept of “justifiable” and “reasonable” correction of a child. In a report by the Global Initiative to
End All Corporal Punishment of Children (UNICEF, 2015) it was stated “Neither these provisions nor the provisions against violence and abuse in the Criminal Code 1960, the Domestic Violence Act 2007 and the Children’s Act 1998 are interpreted as prohibiting all corporal punishment in childrearing” The Constitution of Ghana was reviewed and in its final report, published in 2011, the Constitution Review Commission acknowledged receipt of submissions concerning the need for clarity regarding discipline of children but did not recommend that prohibition be included in the new Constitution. It made a general recommendation that the Children’s Act be “substantially revised”. The Government went on to reject the majority of recommendations that the Commission made concerning children’s rights, stating that “there are enough laws which address the concerns of children and the challenge has to do with enforcing them”. (UNICEF, 2015). Corporal punishment is lawful in day care under provisions allowing “reasonable” and “justifiable” correction in article 13(2) of the Children’s Act 1998. Corporal punishment is lawful in schools. Pursuant to the Education Act 1961, the Ghana Education Code of Discipline for second cycle school provides for caning up to six strokes by a head teacher or person authorized by the head. Article 13(2) of the Children’s Act 1998 (see under “Home”) also applies, allowing for “justifiable correction” (UNICEF 2015). In a study by Agbenyega (2006) in some basic schools in the Greater Accra Region of Ghana the findings indicated “an overwhelming majority of the teachers (94-98 percent) used corporal punishment to enforce school discipline.

Some supporting teachers at University of Cape Coast and Pedu Metropolitan Assembly Kindergarten administered corporal punishment to some of their children during the morning assembly sessions. At the University of Cape Coast Kindergarten, one of the supporting teachers
standing behind the children knocked the head of a child on two occasions thereby drawing tears from the child. When the child tried to use his hand to wipe off the tears, the supporting teacher brushed off the hand and pushed him to stand properly in the line. At Pedu Metropolitan Assembly Kindergarten, one of the supporting teachers saw an altercation between two children and quickly rushed to separate them hitting the head of one of the children and drawing the other child away to a different position. Although not a corporal punishment, the teacher at Kwaprow Metropolitan Assembly Kindergarten used silence as a signal to bring discipline to the classroom. After repeated attempts to get the children to stop shouting “madam” “madam” she stopped talking and sat down quietly just watching the children. That action seemed to have worked as the children did not display that behavior again.

Showing appreciation to children at home is a cultural tool that parents and adults use at home and in the communities. They use appreciation to encourage children to continue to exhibit good and acceptable behaviors. This cultural tool has been transferred into Ghanaian schools and classrooms where teachers would most often show appreciation either by word of mouth or through any other form(s). All the teachers in the participant schools showed various forms of appreciation to the children as a way of reinforcing their behaviors and also for praise and redirection of attention.

**Silence**

Silence may be described as a state in which a person involved in a communication stops the interaction and may sit down quietly. It is a form of communication during which the individual would simply not say anything or do anything that involved noise. One of the cultural practices in Ghana is to observe silence at home during certain times of the day or night. For example in the olden days when wars were prevalent and towns and villages
could be attacked by perceived enemies without any notice, it was expected that people would be silent most of the time, so that people could pick noise from footsteps of advancing armies. Children at home might not be told the truth about asking them to be silent but parents would tell them stories that would make them believe whatever they told them about keeping silent. For example children were not allowed to whistle in the night because whistling was a tool used to alert villages about impending attacks and doom that most often occurred during the night. The reason was that if children kept whistling at night it would be difficult to distinguish between what was done during normal times and dangerous times.

When rituals were being observed, it was important for silence to prevail and so parents would teach their children to be silent at home when such rituals were being observed in the village or town. The rituals might necessarily be performed in the home of a particular child, but the child had to obey the instructions given by the parents. For instance the observance of funeral rites in a town or village could not be done in a noisy atmosphere. There should be silence in other to mourn the departed soul. The celebration of “Akwasidae” which is one of the very important rituals on the Akan calendar is observed in a very solemn manner devoid of noise making.

This Ghanaian culturally relevant practice was observed in the participant schools. Teachers used silence to convey messages of disapproval to the children. The teacher at Kwaprow Metropolitan Assembly Kindergarten used silence as a signal to bring discipline to the classroom. After repeated attempts to get the children to stop shouting “madam” “madam” she stopped talking and sat down quietly just watching the children. That action seemed to have worked as the children did not display that behavior again. The lead-teachers at University of
Cape Coast Kindergarten and Pedu Metropolitan Assembly Kindergarten also used silence during their interactions with their children.

**Eyeing (Stern Looks)**

Parents in Ghana use their eyes to speak volumes of messages to their children. The eyes could be used to congratulate the child for a good effort or behavior and could also be used to convey messages of disapproval of a behavior. Eyeing the child is done when both parent and child are at a place where although the parent could use words to convey the message, the parent would want to keep the communication between only the two of them. The stern looks that the parent carry across to the child would most often be to stop a behavior that the child was engaged in. It is a harsh face showing anger towards the child and it is done in a way that conveys the intended message to the child. It is however very important to note that communication between the parent and the child through eyeing would not simply occur when the child puts up an undesirable behavior. That form of communication might have been used several times at home between the child and the parent to the extent that both parties understand the communication. The child knows that the parent also knows that he or she understands the communication, and the parent also knows that the child understands the communication.

This Ghanaian culturally relevant way of interaction between teachers and children was observed in the participant classrooms. Sometimes the eyeing occurred as if the teacher had lost words to communicate the message to the children. For example in the case of Kwaprow Metropolitan Assembly Kindergarten, after persistent reminders to the children not to shout “madam” “madam” she eyed the children at a point in time. When the children later repeated the undesired behavior, she eyed the children, looking at them in a stern manner before bending her
head and sitting quietly. The teachers at University of Cape Coast Kindergarten and Pedu Metropolitan Kindergarten also used eyeing during the instructional process.

**Singing and dancing**

All the schools used singing and dancing in and out of the classroom. In Ghana, schools began their morning assembly and devotion with singing of songs. They also sang the national anthem, as well as sang marching songs before moving into their classrooms to begin classroom activities. For example at the University of Cape Coast Kindergarten, one of the songs that the teacher and children sang as part of their morning devotion was “Day by day, day by day. O, dear Lord, three things I pray; to see thee more clearly, love thee more dearly, follow thee more nearly, day by day” At the Pedu Metropolitan Assembly Kindergarten both the lead teacher and the children sang the song “When I look at the mountain, look at the valley, look at the sea, you are Lord, you are God” At Kwaprow Metropolitan Assembly Kindergarten, both the lead teacher and the children sang the songs “Gabriel menye wo den nie, wo ye bue” and “Asebu Amenfi”

**Focus on Building Classroom Community**

Teachers built classroom communities through shared activities and group work. Both outdoor and indoor activities emphasized group participation. The idea of building communities in the classroom was in line with the general Ghanaian community where the emphasis was on shared beliefs and group participation. It was not meant to de-emphasize individual achievements but rather for the individual to see himself or herself as belonging to the larger community in which he or she belonged. In that vein, children would consider each person in the class as belonging to the class. Individual differences were catered for to enable each child
benefit adequately from the classroom instructions but all children in a class were considered as one group with the same benefits and goals.

**Value on Interpersonal Connections**

Teachers encouraged children to develop interpersonal skills that would enable them to cope with other children within the classroom community. For instance, teachers encouraged children to show appreciation for peers’ efforts. Children who answered the teacher’s question correctly were rewarded with a show of appreciation by the children. For example, at Kwaprow children sang “Gabriel menye wo den nie, wo ye bue” and “Asebu Amenfi” to show appreciation to a colleague. Teachers also created opportunities for children to work and share during group activities. Such group activities allowed children to talk to their peers and share ideas towards solving problems that teachers had given to them. Sometimes teachers made children share a book together and that allowed children to accommodate other peers thereby building the interpersonal relationships needed to build classroom communities that would eventually lead to later adult behavior in the adult communities. Sometimes sharing the same book by a number of children is not a sign of inadequate textbooks but a sign of building the “shared spirit” of the Ghanaian community. Again, when the teacher at University of Cape Coast Kindergarten touched the head of a child during the morning assembly, it was to show affection towards the child and not a sign of punishing the child. During the outdoor activity at Kwaprow, a teacher pushed one of the children from the group to take his turn during the dancing. In the Ghanaian context, that act by the teacher would not be interpreted as punishing the child but as part of building the interpersonal relationships between the teacher and the child.
Concluding Remarks

The distinction in the children and adults’ forms of communication was seen in the pattern of the communication especially looking at who initiated the discussion for the other person to follow. That was a Ghanaian specific context where at home most of the questions and instructions were adult directed. Children only answered questions and carried on with instructions. Sometimes when children did not understand a question that had been asked by a parent or adult, the child involved would not have the courage to ask questions for clarification but instead would attempt to ask another child standing by, what she was told. Sometimes, children would not run errands because they did not understand the question they have been asked or the instruction that was given to them. Notwithstanding the fact that at home parents initiated interactions children sometimes initiated discussions. For instance a child could complain to the mother about an incident at home or at school and that would lead to a discussion between the child and the mother. In that instance, the initiator of the discussion was the child and not the parent.

Typical patterns of interaction used by the teacher were the use of questions, facial expression, and hand gestures. The teacher asked all the questions and the children answered such questions. Though children participated in the discussion, they acted upon the teacher’s questions and instructions. May be, for lack of adequate vocabulary, the children could not express themselves through questions and so they only answered the teacher’s questions. In this regard, it was a teacher directed discussion because the teacher asked almost all the questions and the children answered the questions.

The picture was however, not the same teacher-directed pattern as was the case of the use of questions. Children’s use of gaze, touch facial expression etc. was not initiated by the teacher,
but by the children themselves. For instance when a child raised the hand to catch the teacher’s eye to answer a question, that singular act was the decision of the child and not that of the teacher. Also, when a child showed his or her displeasure by frowning because the teacher had not called her to answer a question that was not teacher prompted but would convey a message to the teacher. Frowning is used by parents at home to convey their dissatisfaction about something that the child has done. Children have therefore learned how to use that to convey their concerns to others including parents, teachers, other adults, and their peers.

My major insights in relation to the research questions that guided the study, as well as about the major concepts studied were that the use of verbal prompts such as questions by teachers during the instructional process provided opportunity for the children to collaborate with the teacher in a manner that helped children’s participation and engagement. The questions were direct, simple and short to enable the children understand in order to provide the expected answers. Again, nonverbal prompts such as gestures, gaze, voice tone etc. also helped teachers to reach out to children in a manner that made them to understand what the teacher wanted them to do. For instance some of the facial expressions sent clear signals to children about what they were expected to do or not to do. Yet again, the combination of both verbal and nonverbal prompts provided the children with a better way to understand the teacher’s expectations. For instance, some of the questions that the teacher asked were accompanied by gestures and other facial expressions, which helped the children to capture the intended purpose of the teacher’s question.
Chapter Eight: Implications of the Study and Concluding Thoughts

In this chapter I discussed the implications of the findings for early childhood teacher preparation and teacher education, my concluding thoughts including recommendations for future research based on the findings of the study, and the conclusions.

Children become active participants in the classroom when the teacher prompts them through verbal and nonverbal cues (Legare, 2014). Teachers’ verbal and nonverbal cues affect children’s participation in the following ways. Children are able to express their ideas freely with regards to the question that has been asked. It may not necessarily be the right answer to the teacher’s question, but the fact that an opportunity has been created for the child to interact with others in the classroom.

Again, the verbal and nonverbal cues allow children to confidently express themselves without any fear of intimidation from peers or the teacher. Children take the opportunity of the prompts to interact effectively with others in the classroom. Prompts build a sense of confidence in the children and that is enough to help the child participate meaningfully and effectively in the interactions that go on in the classroom.

Implications of the findings for Early Childhood Teacher Education

The implications for the study were that teachers should be trained to identify what verbal and nonverbal prompts were, effective use of verbal and nonverbal prompts in Ghanaian Kindergarten classrooms, how to use such prompts, and when to use them. Teachers must also be
entreated to prompt children during the instructional process and not assume that the children would understand the discussion whether they were prompted or not. The institutions responsible for teacher preparation for early childhood education in Ghana such as the University of Cape Coast, the University of Winneba, and the Colleges of Education should develop interactive processes to be used in Ghanaian classrooms to facilitate children’s participation in the classrooms during the instructional process.

Ghanaian specific culturally relevant ways of interactions between teachers and children during the instructional process such as “silence”, “use of rewards”, and “eyeing” must be emphasized in the curricula for teacher preparation for early childhood education. I would make an effort to implement that as a conscious teaching strategy in the curriculum for early childhood education teacher preparation at the University of Cape Coast where I serve as a member of faculty.

**Concluding Thoughts**

As a professional teacher with about thirty-four years of teaching experience at the basic level through the tertiary level, my personal philosophical beliefs were grounded in the psychological principle that the human being was capable of learning anything, if the appropriate methods and procedures were adopted.

I also valued the idea that teaching was an art and therefore depended on the individual transacting it. In my classroom, I adopted methods of teaching that put the pupils and students at the center of the interaction so that they would benefit more from the lesson. Therefore, I used the discussion method and individualized instruction where each child would be given the personal attention needed to be able to accomplish a task. I also engaged them in think-pair and share activities, group work, as well as question and answer sessions. My teaching time was
always a discussion time so that pupils and students would have the opportunity to share their thoughts and other concerns.

Education is an interpersonal interaction between the teacher and the students and must be seen as such. As a teacher, I have always created opportunity for my pupils and students to ask questions and to interact among themselves during teaching so as to facilitate learning. Through this way they would understand better and would be able to produce the needed results.

I have made an effort to answer the research questions that I posed at the beginning of the study to guide the entire process. These were: What is the nature of Ghanaian Kindergarten teachers’ verbal and non-verbal prompts that relate to children’s participation during the instructional process? and In what ways do children in Ghanaian Kindergartens participate during the instructional process?

In the process of answering the questions, I used data that was collected by a research team on the New Civics Program team from three Kindergarten classrooms in Ghana. I however think that further questions could be asked to form the basis of further research.

From the perspective of research, questions were appropriate since they would lead to further research and new findings to analyze and apply. I have also been able to present to my readers, the verbal and nonverbal prompts that teachers and students in the three participating Kindergarten schools exhibited that related to students’ participation in their various classrooms during the instructional process. The study offered me the opportunity to observe and learn a lot more about how teachers and students interacted daily in their classrooms during the instructional period. I was enthused by the amount of children’s participation and involvement considering the lack or inadequacy of children’s vocabulary at the level of Kindergarten. I propose the following recommendations:
The University of Cape Coast, University of Winneba, and the Colleges of Education should develop curricular that emphasize the use of verbal and nonverbal prompts in Ghanaian Kindergarten classrooms so that pre-service teacher preparation for early childhood education would effectively use that for teacher preparation.

Pre service teacher preparation, and teacher education in general should be reorganized so that contexts in which the teachers operate will then be guided by contextually relevant pedagogy (Young, 2010). Ghana needs a type of pedagogy that will empower teachers intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (p. 248).

Adequate teaching and learning materials should be provided to teachers to enable them use such materials to facilitate children’s participation during the instructional process. Teachers and children need adequate teaching and learning materials for effective work to be done during the instructional process.

Early Childhood Education advocates should begin a sensitization process of educating parents and the general Ghanaian public about the types of behaviors that children carry from their homes to the classroom which hinder their ability to participate and benefit effectively from the instructional process.

**Suggestions for Future Research**

To help improve upon children’s participation during the instructional process further research needs to be done to identify the most effective ways of facilitating children’s participation during the instructional process. The proportion of verbal and nonverbal actions of both teachers and children should be studied to see if the balance between the two is appropriate or something else needs to be done. Research in early childhood education should be encouraged
to provide adequate literature for the area to enhance the potentials that early childhood education has in order to provide the best of opportunities for children in their preparation for formal education.

There is not enough literature on early childhood education in Ghana. This had therefore made it difficult to review literature on research that has been done in the area. Therefore, further research in the area of Early Childhood Education in general, and specifically on other areas deemed important and appropriate would go a long way to open the area so that findings from such studies would help to improve the fortunes of the area in Ghana.

Adequate and proper research in the area of early childhood education would enable the institutions mandated to handle issues affecting children in the early years and their education to plan appropriate policies and offer interventions that would enhance the welfare of children in general and early childhood education in particular.

**Conclusions**

Let me reiterate what Paradise (1994) stated. “Freedom to create classroom environments that are based upon a common respect for their cultural values, social organization, and discourse patterns, an ease and smoothness of in-classroom behavior will emerge, forming the basis upon which learning can develop” (p. 167). Ghanaian specific culturally relevant ways and practices of interactions between teachers and children were observed in the participant schools. Teachers used silence to convey messages of disapproval to the children, used eyeing to send messages of disapproval, and also used punishments and rewards to either encourage good behavior or stop bad behavior. All the teachers in the participant schools showed various forms of appreciation to the children as a way of reinforcing their behaviors and also for praise and redirection of attention.
The findings of this research study have brought to the fore the verbal and nonverbal prompts that teachers and students in the three participating Ghanaian Kindergarten schools used in their interactions during the instructional process. The findings showed that while teachers used questions as verbal prompts to encourage children’s participation during the instructional process, children also used oral responses to participate during the instructional process. I also found that both teachers and children used nonverbal prompts such as signs and gestures during the instructional process.

The findings have also brought to light the pedagogical attitudes of teachers that relate to children’s participation during the instructional process. All the teachers and children in the selected schools used discussion and conversation, rules and management techniques, and pedagogical sensitivity including the provision of support to encourage children during the instructional process. My intent for the study was not to make value judgments about the appropriateness or otherwise of the verbal and nonverbal prompts that teachers and students used in their interactions during the instructional process. The goal was to identify what verbal and nonverbal prompts related to children’s participation during the instructional process.

The purpose for the study was not to generalize the findings of the study but the findings have implications for early childhood education teacher preparation in Ghana, notable among them were the University of Cape Coast, University of Winneba, and Colleges of Education. The Ghana Education Service, and Ghana’s Ministry of Education (MOE) which are institutions mandated by the Government of Ghana under the Constitution of Ghana should strengthen their oversight responsibility towards pre-service teacher preparation to facilitate effective teacher performance in using verbal and nonverbal prompts in Ghanaian Kindergarten classrooms during the instructional process.
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DOI: 10.1080/09575140701842213


Appendices

Appendix A: UCC Video Codes

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non-Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:28</td>
<td>Touch</td>
<td></td>
<td>Yes</td>
<td>Teacher touches the head of a child to alert her of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>teacher’s presence</td>
</tr>
<tr>
<td>00:36</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Eyes closed</td>
</tr>
<tr>
<td>00:40</td>
<td>Clapping</td>
<td></td>
<td>Yes</td>
<td>Teacher claps to attract children’s attention</td>
</tr>
<tr>
<td>00:44</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Eyes closed</td>
</tr>
<tr>
<td>00:56</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher gives tune to the song “day by day”</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher accompanies children to sing the song “day by day”</td>
</tr>
<tr>
<td>1:39</td>
<td>Praying/Hands together</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher with hands and eye closed accompany children in reciting the Lord’s prayer “Our Father in Heaven”</td>
</tr>
<tr>
<td>2:12</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>Teacher said: May the Lord be with you”</td>
</tr>
</tbody>
</table>
| 2:24    | Recitation /Right hand on the chest | Yes | Yes | Teacher accompanies children to recite the National pledge: “I promise on my honor to be faithful and loyal to Ghana my
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:09</td>
<td>Instruction</td>
<td>Yes</td>
<td>“Put your legs together, hands by your side”</td>
</tr>
<tr>
<td>3:15</td>
<td>Gaze</td>
<td>Yes</td>
<td>Teacher moves and stands still by a child gazing at her to catch her attention</td>
</tr>
<tr>
<td>3:24</td>
<td>Singing/Swarming arm</td>
<td>Yes</td>
<td>Teacher gives the tune to the Ghana National Anthem: “God bless our homeland Ghana”</td>
</tr>
<tr>
<td>3:28</td>
<td>Instruction</td>
<td>Yes</td>
<td>Teachers says “Ready go” for children to start singing the national anthem.</td>
</tr>
<tr>
<td>4:14</td>
<td>Greetings</td>
<td>Yes</td>
<td>Teacher says “good morning school”</td>
</tr>
<tr>
<td>4:25</td>
<td>Questioning</td>
<td>Yes</td>
<td>How are you all?</td>
</tr>
<tr>
<td>4:36</td>
<td>Movement</td>
<td>Yes</td>
<td>Teacher moves towards children in the far corner at the back row.</td>
</tr>
<tr>
<td>4:40</td>
<td>Clapping</td>
<td>Yes</td>
<td>Teacher claps her hand to accompany children marking time and getting ready to march.</td>
</tr>
<tr>
<td>4:55</td>
<td>Signal</td>
<td>Yes</td>
<td>Teacher directs children to move into their classrooms.</td>
</tr>
<tr>
<td>7:39</td>
<td>Instruction</td>
<td>Yes</td>
<td>Teacher says: “Stop playing with the containers and sit down”</td>
</tr>
<tr>
<td>8:38</td>
<td>Attention</td>
<td>Yes</td>
<td>Teacher says: “Hello” to draw children’s attention</td>
</tr>
<tr>
<td>8:46</td>
<td>Instruction/Sign</td>
<td>Yes</td>
<td>Teacher says: “Turn yourself and face the board”</td>
</tr>
</tbody>
</table>
“Face the board please, I want to see your face”

Thank you, Thank you, Thank you. Alright.

What did we do yesterday?

Yes my dad, pointing to a boy.

We did number work. Good, good, good.

We were talking about animals that come around when the place is dirty.

“So we said dirty what’?/ Wonderful. Dirty environment.

What do we do to make the environment dirty?

Dirty things like?

Good

Wrappers

Uhuu, good

“Louder for me”

“Can you hear her” Say it again

What do we do to make the place dirty?

Stressing the point with her hands, teacher repeats the question “what do we do to make the place dirty?”

When we put dirty things on the floor we make the place dirty.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:38</td>
<td>Questioning</td>
<td>Yes</td>
<td>What again? Yes Ivy Teacher nods her head in acceptance of an answer given by a child.</td>
</tr>
<tr>
<td>11:40</td>
<td>Nodding</td>
<td>Yes</td>
<td>Let us assume we are in the house. “What do we do at home to make the place dirty?</td>
</tr>
<tr>
<td>11:29</td>
<td>Questioning</td>
<td>Yes</td>
<td>Using her hand to signal to children, teacher says “I can’t hear you”</td>
</tr>
<tr>
<td>12:40</td>
<td>Instruction</td>
<td>Yes</td>
<td>I can’t hear you</td>
</tr>
<tr>
<td>12:56</td>
<td>Questioning</td>
<td>Yes</td>
<td>What does mummy also do to make the house dirty?</td>
</tr>
<tr>
<td>13:15</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>What does daddy also do to make the place dirty?</td>
</tr>
<tr>
<td>12:30</td>
<td>Appreciation</td>
<td>Yes</td>
<td>Clap for him</td>
</tr>
<tr>
<td>14:38</td>
<td>Questioning</td>
<td>Yes</td>
<td>Do you know what daddies do?</td>
</tr>
<tr>
<td>14:40</td>
<td>Narration/Demonstration</td>
<td>Yes</td>
<td>With a newspaper in her hand, teacher demonstrates to children how daddies make the sitting room dirty.</td>
</tr>
<tr>
<td>15:06</td>
<td>Questioning</td>
<td>Yes</td>
<td>What do you think we can do to make the place neat after all these things?</td>
</tr>
<tr>
<td>16:10</td>
<td>Appreciation</td>
<td>Yes</td>
<td>Good, good, good</td>
</tr>
<tr>
<td>16:43</td>
<td>Questioning</td>
<td>Yes</td>
<td>What again can we do to make the place clean?</td>
</tr>
<tr>
<td>17:06</td>
<td>Instruction</td>
<td>Yes</td>
<td>You have to talk louder.</td>
</tr>
<tr>
<td>17:16</td>
<td>Questioning</td>
<td>Yes</td>
<td>Who else can help me? What did I ask you to do when you went home?</td>
</tr>
<tr>
<td>Time</td>
<td>Verb</td>
<td>NonVerb</td>
<td>Notes/Explanations</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17:46</td>
<td>Movement</td>
<td>Yes</td>
<td>Teacher moves very close to a child who was answering a question.</td>
</tr>
<tr>
<td>22:07</td>
<td>Questioning</td>
<td>Yes</td>
<td>What equipment do we need to clean the house?</td>
</tr>
<tr>
<td>23:13</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>23:14</td>
<td>Singing/Tuning/Instruction</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>23:29</td>
<td>Instruction</td>
<td>Yes</td>
<td>Let us sit down</td>
</tr>
<tr>
<td>24-34:05</td>
<td>Demonstration</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>36:45:52</td>
<td>Instruction/Exercise</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**UCC Video Codes**

**Children**

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>NonVerbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:38</td>
<td>Eyes closed</td>
<td></td>
<td>Yes</td>
<td>Children respond to teacher’s instruction to close their eyes.</td>
</tr>
</tbody>
</table>
| 1:07       | Singing       | Yes    |           | Children sing the
song “Day by day dear Lord” as instructed by the teacher: “Day by day, day by day. O, dear Lord, three things I pray; to see thee more clearly, love thee more dearly, follow thee more nearly, day by day”

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Yes</th>
<th>Yes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:32</td>
<td>Praying/Eyes closed with prayer sign</td>
<td>Yes</td>
<td>Yes</td>
<td>With eyes closed, and the prayer sign made, children said the Lord’s prayer; “Our father in Heaven”</td>
</tr>
<tr>
<td>2:11</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Child said “and also be with you Amen” in response to teacher’s greetings.</td>
</tr>
<tr>
<td>2:24</td>
<td>Recitation/Right hand across the chest</td>
<td>Yes</td>
<td>Yes</td>
<td>With their right hands across their chests, children recited the Ghana National Pledge: “I promise on my honor to be faithful and loyal to Ghana my Mother land”</td>
</tr>
<tr>
<td>3:29</td>
<td>Singing/Hands by their sides</td>
<td>Yes</td>
<td>Yes</td>
<td>With hands by their sides and in attention position, children sing the Ghana National Anthem: “God bless our homeland Ghana”</td>
</tr>
<tr>
<td>4:15</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>Children responded to the teacher’s greetings: “Good morning Mrs. Angbing, good morning teachers and friends”</td>
</tr>
<tr>
<td>4:25</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>In response to teacher’s question, children said: “We are fine thank you, and you?”</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Result</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4:55</td>
<td>Marching</td>
<td>Yes</td>
<td>Children march to the classroom as ordered by teacher.</td>
<td></td>
</tr>
<tr>
<td>8:39</td>
<td>Response</td>
<td>Yes</td>
<td>Children responded: “High” to teacher’s “Hello” greetings</td>
<td></td>
</tr>
<tr>
<td>8:49</td>
<td>Movement</td>
<td>Yes</td>
<td>Children turn around and move to face teacher as requested by teacher.</td>
<td></td>
</tr>
<tr>
<td>9:23</td>
<td>Response</td>
<td>Yes</td>
<td>Child says: “We did number work” in response to teacher’s question about what they did the previous day in class.</td>
<td></td>
</tr>
<tr>
<td>9:43</td>
<td>Response</td>
<td>Yes</td>
<td>Children in chorus said: “dirty” to help teacher complete a statement being made.</td>
<td></td>
</tr>
<tr>
<td>9:50</td>
<td>Response</td>
<td>Yes</td>
<td>Children responded in chorus: “Environment” to teacher’s question.</td>
<td></td>
</tr>
<tr>
<td>10:04</td>
<td>Response/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Many children raised their hands to attract teacher’s attention to answer the question “what do we do to make the environment dirty? and one of them answered: “We put dirty things on the ground”</td>
</tr>
<tr>
<td>10:13</td>
<td>Responses</td>
<td>Yes</td>
<td>Children provided various answers to the question about how we make the environment dirty: “Water satchet”, “wrappers” “rubbish”, “when we put dirty things on the floor, we make the place dirty”, “write on the walls”</td>
<td></td>
</tr>
<tr>
<td>12:51</td>
<td>Signal</td>
<td>Yes</td>
<td>Several children raised their hands</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Category</td>
<td>Response</td>
<td>Yes</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td>13:37</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children join teacher in mentioning what their mothers’ do in the kitchen to make the environment dirty.</td>
</tr>
<tr>
<td>14:30</td>
<td>Appreciation/Gratitude</td>
<td>Yes</td>
<td></td>
<td>Children clapped for a colleague who has answered teacher’s question.</td>
</tr>
<tr>
<td>15:17</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children in a chorus said: “Sweep the floor” after working in an area.</td>
</tr>
<tr>
<td>15:42</td>
<td>Responses</td>
<td>Yes</td>
<td></td>
<td>Children mentioned various ways of cleaning the floor after work to keep the environment clean. They include: sweeping, mopping, scrubbing, washing, removing cobwebs.</td>
</tr>
<tr>
<td>30:35</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children responded “high” to teacher’s greetings “hello”</td>
</tr>
<tr>
<td>31:25-45:52</td>
<td>Activity/Exercise</td>
<td>Yes</td>
<td></td>
<td>Children draw at least one of the pictures on the chart that teacher has displayed on the marker board about how to keep the environment neat and clean.</td>
</tr>
<tr>
<td>31:25-45:52</td>
<td>Assistance/Support</td>
<td>Yes</td>
<td>Yes</td>
<td>Children invite teacher to come over to assist them.</td>
</tr>
</tbody>
</table>
### Appendix B: Pedu M. A. Video Codes

#### Teacher

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non-Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Praying</td>
<td>Yes</td>
<td></td>
<td>Let us pray</td>
</tr>
<tr>
<td>00:42</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher gives tune to a song: “When I look at the mountain”</td>
</tr>
<tr>
<td>1:04</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher orders children to start singing with “ready, go” command.</td>
</tr>
<tr>
<td>1:53</td>
<td>Movement</td>
<td></td>
<td>Yes</td>
<td>Teacher moves into the rows where children are standing to gain greater attention.</td>
</tr>
<tr>
<td>2:02</td>
<td>Singing/Clapping</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher joins children in the singing while clapping her hands to keep the timing.</td>
</tr>
<tr>
<td>2:32</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>Teacher greets children: “May the Lord be with you”</td>
</tr>
<tr>
<td>2:36</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>“Eyes opened”</td>
</tr>
<tr>
<td>2:41</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher gives the tune to the Ghana national Anthem: “God bless our homeland Ghana”</td>
</tr>
<tr>
<td>3:34</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>“Good morning school”, “How are you”</td>
</tr>
<tr>
<td>3:57</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Give us a song</td>
</tr>
<tr>
<td>4:02</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher gives tune to a marching song: “Who made the Ark”</td>
</tr>
<tr>
<td>4:04</td>
<td>Laughter</td>
<td>Yes</td>
<td></td>
<td>Teacher laughs about something with the children.</td>
</tr>
<tr>
<td>4:07</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher orders children to start singing: “Ready, go”</td>
</tr>
<tr>
<td>4:14</td>
<td>Singing/Clapping</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Yes</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5:12</td>
<td>Clapping</td>
<td>Yes</td>
<td>Teacher claps to seek children’s attention.</td>
<td></td>
</tr>
<tr>
<td>5:35</td>
<td>Movement</td>
<td>Yes</td>
<td>Teacher moves to the back row of the class to talk to some children.</td>
<td></td>
</tr>
<tr>
<td>6:58</td>
<td>Writing</td>
<td>Yes</td>
<td>Teacher writes the topic for the lesson on the chalkboard: “Taking care of the body waste”</td>
<td></td>
</tr>
<tr>
<td>7:44</td>
<td>Instruction/Clapping</td>
<td>Yes</td>
<td>Teacher, clapping, asks children to stand up.</td>
<td></td>
</tr>
<tr>
<td>7:47</td>
<td>Greetings</td>
<td>Yes</td>
<td>“Good morning children”, “how are you”</td>
<td></td>
</tr>
<tr>
<td>8:16</td>
<td>Instruction</td>
<td>Yes</td>
<td>Give us a song.</td>
<td></td>
</tr>
<tr>
<td>8:25</td>
<td>Pointing</td>
<td>Yes</td>
<td>Teacher points to a child to give the tune to a song.</td>
<td></td>
</tr>
<tr>
<td>8:26</td>
<td>Instruction</td>
<td>Yes</td>
<td>“Ready. Go”</td>
<td></td>
</tr>
<tr>
<td>8:41</td>
<td>Singing/Sign</td>
<td>Yes</td>
<td>Teacher sings and demonstrates with the song: “This is the way we wash our face early in the morning” and “Akura tuntum kese bi”</td>
<td></td>
</tr>
<tr>
<td>9:48</td>
<td>Instruction</td>
<td>Yes</td>
<td>Okay, Sit down.</td>
<td></td>
</tr>
<tr>
<td>9:53</td>
<td>Questioning</td>
<td>Yes</td>
<td>What did you do when you woke up this morning?</td>
<td></td>
</tr>
<tr>
<td>10:22</td>
<td>Questioning</td>
<td>Yes</td>
<td>What did you use to clean your teeth?</td>
<td></td>
</tr>
<tr>
<td>11:05</td>
<td>Questioning/Sign</td>
<td>Yes</td>
<td>Demonstrating how the stomach churns and makes us go to the restroom, teacher asked: “What happens to our stomach overnight</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event Type</td>
<td>Answer</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>11:19</td>
<td>Questioning</td>
<td>Yes</td>
<td>What are some of the things that the body discharges because we have eaten?</td>
<td></td>
</tr>
<tr>
<td>11:24</td>
<td>Appreciation</td>
<td>Yes</td>
<td>Teacher says “yes” to answer given by a child.</td>
<td></td>
</tr>
<tr>
<td>11:27</td>
<td>Appreciation</td>
<td>Yes</td>
<td>Teacher asks children to clap for a child who has given a good answer: “Clap for him”</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Narration</td>
<td>Yes</td>
<td>Teacher tells children: “We urinate when we drink water”</td>
<td></td>
</tr>
<tr>
<td>11:39</td>
<td>Questioning</td>
<td>Yes</td>
<td>What else?</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Narration</td>
<td>Yes</td>
<td>“We also go to the toilet”</td>
<td></td>
</tr>
<tr>
<td>12:12</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Pointing to the chalkboard, teacher tells children the topic for the lesson: “Taking care of the body waste”</td>
<td></td>
</tr>
<tr>
<td>12:24</td>
<td>Instruction</td>
<td>Yes</td>
<td>Teacher explains the topic to children.</td>
<td></td>
</tr>
<tr>
<td>12:40</td>
<td>Questioning</td>
<td>Yes</td>
<td>What things come out of our body?</td>
<td></td>
</tr>
<tr>
<td>12:51</td>
<td>Writing</td>
<td>Yes</td>
<td>Teacher writes some of the things that come out of our body such as “fluids”, “toilet”, “urine”, “saliva”, “sneezing”, “vomit”</td>
<td></td>
</tr>
<tr>
<td>13:05</td>
<td>Appreciation</td>
<td>Yes</td>
<td>“Clap for him”</td>
<td></td>
</tr>
<tr>
<td>13:27</td>
<td>Writing</td>
<td>Yes</td>
<td>Teacher writes on the chalkboard “urinate”</td>
<td></td>
</tr>
<tr>
<td>13:56</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Teacher goes through the words on the chalkboard</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Questioning</td>
<td>Instruction/Movement</td>
<td>Teacher's Explanation/Signal</td>
</tr>
<tr>
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<td>-----------------------------</td>
</tr>
<tr>
<td>14:14-16:50</td>
<td>Explanation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher explains each of the words on the chalkboard, demonstrating what happens during the process, and how to take care of such things to prevent other people from coming into contact with them.</td>
</tr>
<tr>
<td>17:01</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>“Where do we go and urinate?”</td>
</tr>
<tr>
<td>17:19-18:04</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher moves out of the classroom with the children to the urinal.</td>
</tr>
<tr>
<td>18:16</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>“If you want to urinate, go to the urinal”</td>
</tr>
<tr>
<td>18:40</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher warns a child to stop talking.</td>
</tr>
<tr>
<td>18:44</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>“Where do you go if you want to go to the toilet?”</td>
</tr>
<tr>
<td>18:55-25:25</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>“Let’s go and see the toilet”. Children move to the toilet as teacher explains to them how to use the “water closet”. Teacher used one of the children for a demonstration.</td>
</tr>
<tr>
<td>15:42</td>
<td>Questioning/Instruction</td>
<td>Yes</td>
<td></td>
<td>What did you see when we went out of the classroom? Teacher discusses with children what they saw when they went out of the classroom.</td>
</tr>
<tr>
<td>26:03</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher discusses how to dispose of</td>
</tr>
<tr>
<td>Time</td>
<td>Code</td>
<td>Verbal</td>
<td>Non Verbal</td>
<td>Notes/Explanations</td>
</tr>
<tr>
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</tr>
<tr>
<td>26:57</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>I want someone to demonstrate.</td>
</tr>
<tr>
<td>27:03</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher takes children out for a demonstration of how to dispose of saliva.</td>
</tr>
<tr>
<td>28:10</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher discusses sneezing, demonstrates how to sneeze using a handkerchief.</td>
</tr>
<tr>
<td>30:20</td>
<td>Instruction/Questioning</td>
<td>Yes</td>
<td></td>
<td>Teacher evaluates the lesson recapping the major points in the lesson.</td>
</tr>
<tr>
<td>32:02</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher discusses pictures in a book with the children.</td>
</tr>
<tr>
<td>33:6</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Open your books and look at page 33.</td>
</tr>
<tr>
<td>35:30</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher discusses each of the pictures in the book.</td>
</tr>
<tr>
<td>38:25</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Evaluation of the lesson.</td>
</tr>
<tr>
<td>39:25</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>Teacher asks children questions about the lesson.</td>
</tr>
<tr>
<td>40:33</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Somebody should give us a song. We have closed.</td>
</tr>
</tbody>
</table>

Pedu M.A. Video Codes
Children

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>004</td>
<td>Recitation/Praying</td>
<td>Yes</td>
<td>Yes</td>
<td>The Lord’s prayer: Our Father in Heaven” with eyes closed and hands together.</td>
</tr>
<tr>
<td>1:06</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Children singing: “When I look at the mountain, look at the valley, look at the sea, you are Lord, you are God”</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Task Completion</td>
<td>Response</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
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<td>-------</td>
</tr>
<tr>
<td>2:33</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>Children responded to teacher’s greetings: “and also be with you Amen”</td>
</tr>
<tr>
<td>2:44</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Singing the Ghana national Anthem: “God bless our homeland Ghana”</td>
</tr>
<tr>
<td>3:36</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>Children responded to teacher’s greetings: “Good morning madam Grace, good morning teachers, good morning friends. We are fine thank you, and you?.”</td>
</tr>
<tr>
<td>4:01</td>
<td>Tuning/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>A child raised the hand to give the tune to a marching song: “Who made the Ark?”</td>
</tr>
<tr>
<td>4:06</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Children sang the song: “Who made the Ark, father Noah, Noah, who made the Ark, father Noah made the Ark”</td>
</tr>
<tr>
<td>7:45</td>
<td>Movement</td>
<td></td>
<td></td>
<td>Children stood up as requested by teacher.</td>
</tr>
<tr>
<td>7:51</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>“Good morning teacher, I am fine and you?”</td>
</tr>
<tr>
<td>8:30</td>
<td>Singing/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children sing and demonstrate according to the words of the song: “This is the way we wash our face early in the morning”</td>
</tr>
<tr>
<td>9:00</td>
<td>Recitation</td>
<td>Yes</td>
<td></td>
<td>Children recite “Akura tuntum kese bi”</td>
</tr>
<tr>
<td>10:10</td>
<td>Response/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children raised their hands to answer teacher’s question about what they do in the morning when they wake up from bed: “wash the face”,”</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Response</td>
<td>Previous Activity</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11:04</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>“We ate” was an answer to a question that the teacher had asked.</td>
</tr>
<tr>
<td>11:21</td>
<td>Response/Signal</td>
<td>Yes</td>
<td></td>
<td>Children raised their hands to answer teacher’s question: “urinate”, “toilet”, “saliva”, “phlegm”, “sneezing”, “vomit”</td>
</tr>
<tr>
<td>17:08</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>“Urinal” was a response to a question about where we go to urinate.</td>
</tr>
<tr>
<td>17:18</td>
<td>Movement</td>
<td>Yes</td>
<td></td>
<td>Children move out of the classroom to look at the urinal.</td>
</tr>
<tr>
<td>18:56</td>
<td>Movement</td>
<td>Yes</td>
<td></td>
<td>Children move out of the classroom to see the toilet.</td>
</tr>
<tr>
<td>23:29</td>
<td>Demonstration</td>
<td>Yes</td>
<td></td>
<td>One of the children demonstrates how to use the “water closet”</td>
</tr>
<tr>
<td>25:43</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children answer teacher’s question about what they saw when they went outside the classroom: “flushing toilet”</td>
</tr>
<tr>
<td>27:01</td>
<td>Demonstration</td>
<td>Yes</td>
<td></td>
<td>A child goes out of the classroom to demonstrate to the class how to spit saliva in a manner that does not offend other people.</td>
</tr>
<tr>
<td>29:13</td>
<td>Movement</td>
<td>Yes</td>
<td></td>
<td>Children move close to the teacher to observe a chart on the wall.</td>
</tr>
<tr>
<td>30:24</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children answer some evaluation questions: “bathroom”, “urinal”, “toilet”</td>
</tr>
</tbody>
</table>
| 33:14 | Exercise       | Yes      |                   | Children take their
books and open to page 33 as instructed by teacher. “Cross out the bad practices and mark the good practices”

<table>
<thead>
<tr>
<th>40:46</th>
<th>Singing/Signal</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children sang and danced to end the lesson: “When I look at the mountain, I look at the valley, I look at the sea, oh my Lord, you are God”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix C: Kwaprow Video Codes

## Teacher

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher instructs children to say the Lord’s prayer, and moves close to children: “Our father in Heaven”</td>
</tr>
<tr>
<td>00:31</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher asks children to open their eyes: “Eyes opened”</td>
</tr>
<tr>
<td>00:35</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>“Good morning school”</td>
</tr>
<tr>
<td>00:44</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher directs children to position themselves for the national Anthem: “Put your hands by your side”</td>
</tr>
<tr>
<td>00:47</td>
<td>Singing</td>
<td>Yes</td>
<td></td>
<td>Teacher gives tune to the Ghana National Anthem: “God bless our homeland Ghana”</td>
</tr>
<tr>
<td>1:44</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher raises her hand, turns around with back towards children, puts her right hand to her chest and says “the pledge”</td>
</tr>
<tr>
<td>2:17</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher asks children to form a circle: “Circle, circle”</td>
</tr>
<tr>
<td>2:42</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings a song using the letters of the alphabet as she moves about: “A, B, C, D”</td>
</tr>
<tr>
<td>3:01</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings and starts dancing</td>
</tr>
<tr>
<td>3:41</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher shouts: “I say cut the tree”, “I say shoot the bird”, for an activity to be performed.</td>
</tr>
<tr>
<td>Time</td>
<td>Code</td>
<td>Verbal</td>
<td>Non Verbal</td>
<td>Notes/Explanations</td>
</tr>
<tr>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>4:52</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher shouts “circle, circle, circle”</td>
</tr>
<tr>
<td>5:02</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher starts an activity with children using the letters “J, E, S,U,S”</td>
</tr>
<tr>
<td>7:00</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher continues with dancing, singing, and movement using the song “balance the ball, balance the ball”</td>
</tr>
<tr>
<td>9:04</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher shouts: “Circle, circle”</td>
</tr>
<tr>
<td>9:40</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings and dances to a song describing what the various parts of the body could do: “What can the hand do?”, “What can the head do?”</td>
</tr>
<tr>
<td>10:55</td>
<td>Instruction/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher shouts “circle, circle, circle”</td>
</tr>
<tr>
<td>11:00</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings the song: “My name, my name, my name”</td>
</tr>
<tr>
<td>14:02</td>
<td>Singing/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings a song “Aserewa” and leads children to dance</td>
</tr>
</tbody>
</table>

Kwaprow Video Codes
Children

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Praying/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children saying the Lord’s prayer with eyes closed and hands put together: “Our father in Heaven”</td>
</tr>
<tr>
<td>00:34</td>
<td>Greetings</td>
<td>Yes</td>
<td></td>
<td>“Good morning teachers and friends”</td>
</tr>
<tr>
<td>00:51</td>
<td>Singing/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Singing the Ghana National Anthem</td>
</tr>
</tbody>
</table>
with their hands by their side: “God bless our homeland Ghana”

1:46 Recitation/Signal Yes Yes With the right hand across the chest, children recite the National Pledge: “I promise on my honor”

2:25 Movement Yes Children form a circle as directed by teacher

2:46 Singing/Movement Yes Yes Children sing, clap, and dance to a song using the letters of the alphabet: “A, B, C”

3:42 Response/Signal Yes Yes Children respond “twan” to teacher’s instruction with a swing of the arm cutting a tree.

3:54 Response/Signal Yes Yes Children respond “Poo” to teacher’s instruction to shoot the bird.

4:13-16:45 Response/Movement Yes Yes Children sing, dance, and move about.

Kwaprow Classroom Video Codes

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>004</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher calls a child: “Bra”</td>
</tr>
<tr>
<td>0012</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher tells children to be quiet saying “Obiara, biara”, “Don’t talk”</td>
</tr>
<tr>
<td>0045</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>“What question did I ask you previously?”</td>
</tr>
<tr>
<td>0048</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>If you shout madam, madam, I will not call you to answer the question.</td>
</tr>
<tr>
<td>0058</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher calls a child to answer the question: “Yes, Cate”</td>
</tr>
<tr>
<td>1:08</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>Who else ?, yes</td>
</tr>
<tr>
<td>Time</td>
<td>Action</td>
<td>Response</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
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<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1:14</td>
<td>Questioning</td>
<td>Yes</td>
<td>Teacher repeats the question, asking the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children to tell her what they went</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>outside to do?</td>
<td></td>
</tr>
<tr>
<td>1:27</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes, Juliana</td>
<td></td>
</tr>
<tr>
<td>1:34</td>
<td>Signal</td>
<td>Yes</td>
<td>Teacher nods her head in approval of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>an answer.</td>
<td></td>
</tr>
<tr>
<td>1:46</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes, Emmanuela</td>
<td></td>
</tr>
<tr>
<td>2:03</td>
<td>Instruction/Appreciation</td>
<td>Yes Yes</td>
<td>Let us clap for them</td>
<td></td>
</tr>
<tr>
<td>2:24</td>
<td>Instruction/Questioning</td>
<td>Yes</td>
<td>What did we see when we went outside?</td>
<td></td>
</tr>
<tr>
<td>2:44</td>
<td>Questioning</td>
<td>Yes</td>
<td>Benjamin, what did you see?</td>
<td></td>
</tr>
<tr>
<td>2:48</td>
<td>Instruction</td>
<td>Yes</td>
<td>When I call you to give an answer,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>speak loud enough.</td>
<td></td>
</tr>
<tr>
<td>2:51</td>
<td>Appreciation/Signal</td>
<td>Yes Yes</td>
<td>Shaking her head in appreciation, teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>said “good”</td>
<td></td>
</tr>
<tr>
<td>3:36</td>
<td>Instruction</td>
<td>Yes</td>
<td>“Be quiet”</td>
<td></td>
</tr>
<tr>
<td>3:42</td>
<td>Instruction</td>
<td>Yes</td>
<td>Teacher mentions “tree”, and asks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children to repeat.</td>
<td></td>
</tr>
<tr>
<td>3:48</td>
<td>Questioning</td>
<td>Yes</td>
<td>What is the Fante name for tree?</td>
<td></td>
</tr>
<tr>
<td>4:01</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes, Fredericka</td>
<td></td>
</tr>
<tr>
<td>4:03</td>
<td>Appreciation</td>
<td>Yes</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>4:08</td>
<td>Questioning</td>
<td>Yes</td>
<td>What else did you see?</td>
<td></td>
</tr>
<tr>
<td>4:17</td>
<td>Questioning/Signal</td>
<td>Yes Yes</td>
<td>Throwing her hands about, teacher asked</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Are you saying that the only thing you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>saw when we went outside were cars?”</td>
<td></td>
</tr>
<tr>
<td>4:20</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes, Evans</td>
<td></td>
</tr>
<tr>
<td>4:25</td>
<td>Appreciation/Signal</td>
<td>Yes Yes</td>
<td>Nodding and clapping, teacher says “good”,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“give him a clap”</td>
<td></td>
</tr>
<tr>
<td>4:39</td>
<td>Instruction</td>
<td>Yes</td>
<td>I want someone who has not spoken yet</td>
<td></td>
</tr>
<tr>
<td>4:40</td>
<td>Instruction</td>
<td>Yes</td>
<td>Yes, Desmond</td>
<td></td>
</tr>
<tr>
<td>4:47</td>
<td>Appreciation/Signal</td>
<td>Yes Yes</td>
<td>Stretching her hand towards the child who</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>gave an answer,</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event Type</td>
<td>Acknowledged</td>
<td>Engaged</td>
<td>Note</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5:02</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher said “give me five”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Shaking her hands, teacher said that she wanted someone who had not spoken since the lesson began.</td>
</tr>
<tr>
<td>5:20</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher led a chorus to appreciate the effort of one of the children who was perceived to have given a very brilliant answer: “Oh this girl, you are good”</td>
</tr>
<tr>
<td>6:24</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher mentions Comfort and asks her to give an answer.</td>
</tr>
<tr>
<td>7:00</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher led a chorus to appreciate the effort of a child who had given a good answer: “Oh this boy, you are good”</td>
</tr>
<tr>
<td>7:00</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Clapping and singing, teacher leads children to sing and perform in honor of a child for a very brilliant answer: “Gabriel menye wo den nie, woye bue”, “What shall we do to Gabriel, he is awesome”</td>
</tr>
<tr>
<td>7:55</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>If you shout “madam”, “madam”, I will not call you to answer a question.</td>
</tr>
<tr>
<td>8:16</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Singing and clapping: “Mercy, menye wo den nie, woye bue”, “what shall I do to Mercy, she is awesome”</td>
</tr>
<tr>
<td>9:23</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Give answers that have not be given</td>
</tr>
<tr>
<td>9:53</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher introduces a</td>
</tr>
</tbody>
</table>
chors to keep children active: “Edziban, dzi dzi”

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
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<tbody>
<tr>
<td>11:56</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sings and claps for a child.</td>
</tr>
<tr>
<td>12:21</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>“What is the Fante name for snake?”</td>
</tr>
<tr>
<td>12:40</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Teacher sits quietly after telling the children that she did not want them to give chorus answers.</td>
</tr>
<tr>
<td>12:57</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>“Tell me something that has not been said”.</td>
</tr>
<tr>
<td>13:13</td>
<td>Questioning</td>
<td>Yes</td>
<td></td>
<td>What is the Fante name for “Leaf?”</td>
</tr>
<tr>
<td>13:41</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>The Fante name for leaf is “Ahataw”</td>
</tr>
<tr>
<td>14:55</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Tapping her feet, teacher said to the children: “Give yourself a clap”, “give yourself a clap”</td>
</tr>
<tr>
<td>15:06</td>
<td>Instruction/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>With a signal teacher tells children to stand up</td>
</tr>
<tr>
<td>15:12</td>
<td>Instruction</td>
<td>Yes</td>
<td></td>
<td>Teacher gives tune to a song: “Asebu Amenfi”</td>
</tr>
</tbody>
</table>

Kwaprow Classroom Video Codes
Children

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Verbal</th>
<th>Non Verbal</th>
<th>Notes/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>009</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children respond to teacher’s instruction for silence: “When madam is talking, stop playing and pay attention to her”, “do not make noise”, “Put your hand to your mouth, don’t talk”</td>
</tr>
<tr>
<td>Time</td>
<td>Category</td>
<td>Responded</td>
<td>Acknowledged</td>
<td>Notes</td>
</tr>
<tr>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>00:53</td>
<td>Response/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children raise hands and call “madam”, “madam”</td>
</tr>
<tr>
<td>1:10</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Child provides answer that was not audible enough</td>
</tr>
<tr>
<td>1:45</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Child gives answer but was not audible so teacher tells children to speak loud enough</td>
</tr>
<tr>
<td>2:09</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children clap for a child upon teacher’s request.</td>
</tr>
<tr>
<td>2:50</td>
<td>Signal</td>
<td></td>
<td>Yes</td>
<td>Children raise hands to attract teacher’s attention to enable them answer questions.</td>
</tr>
<tr>
<td>3:45</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Children repeat after teacher, the word “tree”</td>
</tr>
<tr>
<td>3:52</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>The Fante name for tree is “Dua”</td>
</tr>
<tr>
<td>4:25</td>
<td>Response/Appreciation</td>
<td>Yes</td>
<td>Yes</td>
<td>A child gave a right answer, and teacher asked the class to clap for him.</td>
</tr>
<tr>
<td>4:50</td>
<td>Response/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>Child answers a question and shook the hand of the teacher</td>
</tr>
<tr>
<td>5:16</td>
<td>Appreciation</td>
<td>Yes</td>
<td></td>
<td>Children congratulate a colleague saying: “This girl, you are good”</td>
</tr>
<tr>
<td>7:01</td>
<td>Appreciation</td>
<td>Yes</td>
<td></td>
<td>“This boy, you are good”</td>
</tr>
<tr>
<td>7:22</td>
<td>Appreciation/Signal</td>
<td>Yes</td>
<td>Yes</td>
<td>Children sang “Gabriel menye wo den nie, wo ye bue” to congratulate a child after giving an awesome answer</td>
</tr>
<tr>
<td>7:45</td>
<td>Response</td>
<td>Yes</td>
<td></td>
<td>Child gives another answer</td>
</tr>
<tr>
<td>8:16</td>
<td>Response/Movement</td>
<td>Yes</td>
<td>Yes</td>
<td>A child called Mercy answered a question. The class clapped</td>
</tr>
</tbody>
</table>
and sang: “Mercy, yenye wo den nie, woye buę” while Mercy was dancing.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Response</th>
<th>Signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Response/Movement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>9:50</td>
<td>Response</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Nketia, yenye wo den nie, wo ye buę”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Appreciation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Appreciation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Jones, yenye wo den nie, wo ye buę”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:23</td>
<td>Response</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Aboa tea” is the Fante name for snake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:46</td>
<td>Response/Signal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Children pleaded with teacher to forgive them for a mistake done: “Ye pa wok yew”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:25</td>
<td>Response</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Ahata” is the Fante name for leaf.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:54</td>
<td>Appreciation</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children clap for themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:12</td>
<td>Recitation/Movement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Children stood up to recite “Asebu Amenfi”</td>
<td></td>
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Appendix D
Codes from Coding

1. Touch
2. Instruction
3. Clapping
4. Singing/Tuning
5. Praying
6. Greetings
7. Recitation
8. Gaze
9. Questioning
10. Movement
11. Signal
12. Attention
13. Appreciation
14. Response
15. Reinforcement
16. Nodding
17. Narration
18. Demonstration
19. Exercise/Activity
20. Marching
21. Laughter
22. Writing
23. Pointing
24. Explanation

Verbal Codes

1. Instruction
2. Singing
3. Praying
4. Greetings
5. Recitation
6. Questioning
7. Appreciation
8. Response
9. Reinforcement
10. Narration
11. Laughter
12. Explanation

Non-Verbal Codes

1. Touch
2. Clapping
3. Gaze
4. Movement
5. Signal
6. Appreciation
7. Nodding
8. Demonstration
9. Activity
10. Marching
11. Writing
12. Pointing
Appendix E
Codes and their operational definitions

Touch – Placing the hand on a person or putting your hand on an object
Clapping – Hitting the palms of the hand together
Gaze – Looking at a person or event that suggests astonishment sometimes with an opened mouth.
Movement – Physically moving the body from its original position either from something or somewhere towards a new position.
Signal – Using any part of the body to send a message or communicate an intention to somebody watching you.
Appreciation – Expressing delight through words or signs for a good thing done by someone.
Nodding – Using the head to indicate acceptance or otherwise of something that has been said or done by somebody
Demonstration – A performance or activity that shows how something is done.
Activity – Engaging in an exercise.
Marching – Movement that involves swinging of the arms and legs according to a set order of time.
Writing – Using a writing material such as pencil, pen, chalk etc to put one’s thoughts on paper.
Pointing – Stretching the hand and using a finger to indicate or send information to someone.
Instruction – Telling somebody what to do or know
Singing – Telling one’s listeners about something through songs
Praying – Communication with God. Telling God about what you feel
Greetings – Exchanging pleasantries between and among people.
Recitation – Openly saying words that have been put together
Questioning – Saying something to someone that requires or demands an answer from the other person.

Appreciation - Expressing delight through words or signs for a good thing done by someone.

Response – Acknowledging another person’s question or presence

Reinforcement – Encouraging someone to keep doing something that the person has began to do.

Narration – Telling someone something in a manner that does not allow interruptions until that segment or part of it is ended.

Laughter – When a smile moves into giggling and loud noise sometimes in an uncontrollable manner.

Explanation – Telling someone something with the view to making the person understand what the person doing the explanation means.
Appendix F
Categories of Codes (Woolfolk & Brooks, 1983)

**Proxemics** – Space and distance as used by humans

**Coverbal behavior** – Gesture, facial expression, and eye gaze

**Paralanguage** – Behaviors, accompanying speech such as voice tone, pitch, speech rate and length, errors etc,

Woolfolk and Brooks (1983), researchers have studied “Proxemics”, “Paralanguage”, and “Coverbal behavior” under the label nonverbal communication (p. 108).

**Proxemics** – This describes the space distance as used by humans and includes the seating arrangements in the classroom and how that facilitates teacher-child interactions during the instructional process.

**Paralanguage** – This describes behaviors accompanying speech such as voice tone, pitch, speech rate and length, errors, etc., appearance including attractiveness, grooming, and dress, the use of time, the arrangement of the physical environment, the use of materials, dance, and mime.

**Coverbal behavior** – This describes gestures, facial expressions, and eye gaze.

Nonverbal codes from videos categorized under Woolfolk and Brooks’ (1983) categories

**Proxemics**: Marching, Writing, Activity

**Paralanguage**: Pointing, Laughter, Nodding, Clapping, Touch, Appreciation

**Coverbal behavior**: Gaze, Signal, Movement, Demonstration, Pointing
Appendix G

Country of Information

Map of Ghana showing Cape Coast
(Source: World Fact book)

- Ghana is in the West African sub-region of Africa.
- Situated along the Gulf of Guinea and the Atlantic Ocean with its capital city as Accra.
- Ghana has adopted a Free Compulsory Universal Basic Education (MOE, 2004)
  - To ensure that all children have access to quality education
  - Cape Coast, is located in the central region of Ghana
  - It has a settlement population of about 169,894 people (2010 National Census).
  - Main occupation of the people is fishing.
## Appendix H

### Dissertation Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Qualifying Exam</td>
<td>February 2016</td>
</tr>
<tr>
<td>Admission to Candidacy</td>
<td>April 2016</td>
</tr>
<tr>
<td>Completion of Coursework</td>
<td>April 2016</td>
</tr>
<tr>
<td>Submission of Proposal to Committee</td>
<td>June 2016</td>
</tr>
<tr>
<td>Proposal Pre-Defense</td>
<td>June 2016</td>
</tr>
<tr>
<td>Proposal Defense</td>
<td>July 2016</td>
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<tr>
<td>Data Analysis</td>
<td>August – November 2016</td>
</tr>
<tr>
<td>First Complete Draft of Dissertation</td>
<td>February 2017</td>
</tr>
<tr>
<td>Pre-Defense Committee Meeting</td>
<td>February 2017</td>
</tr>
<tr>
<td>Dissertation Final Defense</td>
<td>June 1 2017</td>
</tr>
<tr>
<td>Final Copy of Dissertation Completed</td>
<td>June 22 2017</td>
</tr>
<tr>
<td>UMI Registration</td>
<td>TBD</td>
</tr>
<tr>
<td>Graduation</td>
<td>August, 2017</td>
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About The Author

Aaron Osafo-Acquah was born at Apesokubi in the Volta Region of Ghana. Growing up in my local community, I found that the teacher was regarded as a very important person in the society and was held in very high esteem. The teacher in the community was next to the traditional head (Chief) of the community and held many positions to the envy of a lot of inhabitants. Some of the very important positions that the teacher held included: Secretary to the Chief and the traditional authority, Catechist and Singing master (Choirmaster) of the local Church, the official letter writer in the community particularly if the teacher had a typewriter, reader of all letters that inhabitants received from their children and others outside the jurisdiction, and Coach of the local football team. It was therefore a common phenomenon to find school pupils imitating the actions of the teacher when they were at play, and parents encouraging their children to aspire to become teachers.

I enrolled in a teacher training college after secondary education to become a professional teacher, obtaining a teachers’ certificate “A” I taught in a middle school for four years and then decided to pursue a diploma program in educational psychology to enhance my status and capabilities as a professional teacher. From then, I further pursued programs in educational psychology for the Bachelor and Master of Philosophy (M.Phil.) degrees. In 2003, the University of Cape Coast appointed me to teach early childhood and psychology related courses at the University of Cape Coast in Ghana. In 2013, I enrolled at the University of South Florida to pursue doctoral studies, and served as a graduate assistant for the Department of Childhood and Literacy Studies.