



What teaching dimensions and which domain of TEACH predict overall teaching quality and learner engagement—Lessons learned from an impact study in an inland province of China

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One central focus of research on education inequality is the variations of teaching effectiveness across different educational contexts. To investigate this focus, researchers and educators have developed various classroom observation tools to minimize subject content and contextual influences. This study explored teacher quality in 30 English lessons in 20 schools in unprivileged areas in China with two classroom observational tools, ICALT and TEACH. Some theoretical dimensions of these tools are comparable because they seemed to refer to similar teaching behaviours (e.g., 'Supportive learning environment' vs 'Safe and stimulating learning climate;' 'Checks for understanding' vs 'Clear and structured instructions.')

However, some aspects of teaching quality in TEACH look unique: 'Autonomy,' 'Perseverance,' and 'Social collaborative skills.' Backward stepwise regressions were conducted to examine the nine dimensions and three domains of TEACH

measures in predicting teaching quality and student engagement measured in ICALT. Surprisingly, two unique dimensions and one unique domain of TEACH measures showed stronger predictability than those comparable ones. The results suggested that using only a single observational tool in classroom observation may result in neglecting some unique aspects of effective teaching behaviours captured only in a specific observational tool. The results also supported the application of TEACH to explore differential teaching effectiveness in less-advantaged backgrounds.