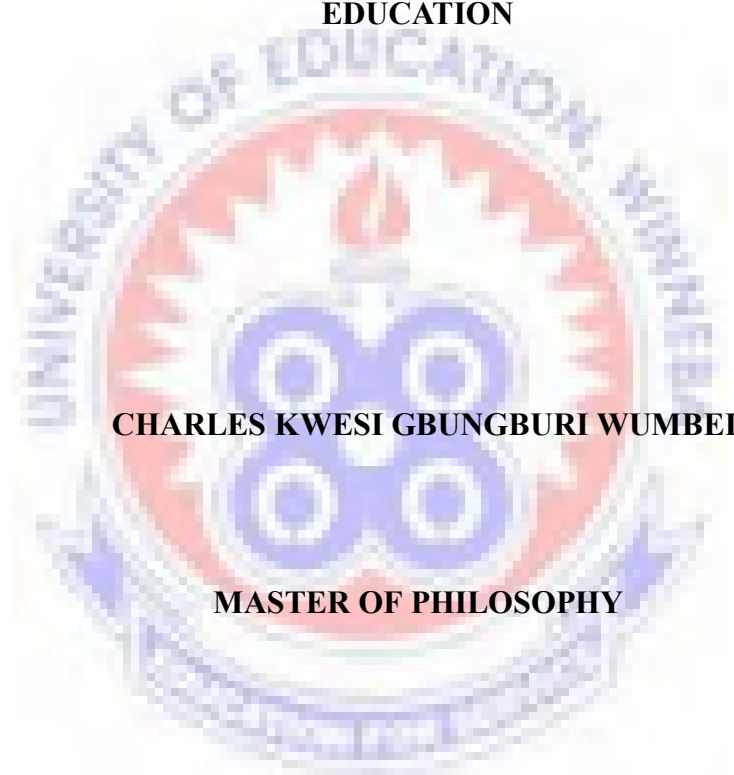


UNIVERSITY OF EDUCATION, WINNEBA

**THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN COLLEGES
OF EDUCATION: A STUDY OF DAMBAI AND JASIKAN COLLEGES OF
EDUCATION**



CHARLES KWESI GBUNGBURI WUMBEI

MASTER OF PHILOSOPHY

2019

UNIVERSITY OF EDUCATION, WINNEBA

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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst design with a face-like pattern in the center. The emblem is surrounded by a blue border containing the university's name in both English and Akan. The text is partially obscured by the title text.

CHARLES KWESI GBUNGBURI WUMBEI
(8180590008)

**A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages
Education and Communication, submitted to the School of
Graduate Studies in partial fulfillment**

**of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba**

SEPTEMBER, 2019

DECLARATION

STUDENT'S DECLARATION

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

Signature:

Date:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: **DR. CHARLOTTE FOFO LOMOTÉY**

Signature:

Date:

DEDICATION

Dedicated to my wife, Waja Nilignan Agnes



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I wish to express my sincere thanks to my supervisor, Dr. Charlotte Fofu Lomotey, whose invaluable guidance, support, patience, and encouragement informed the successful completion of this study. I indeed appreciate the support she provided and her careful reading of the drafts which helped to shape it into its final form. I really consider myself fortunate to have had her as my supervisor. I should also extend my appreciation to my other lecturers of the Department, especially Dr. Kwaku Ofori for their valuable feedback, contributions and guidance. I would also like to give my deepest thanks to my course mates for their immense constructive criticism, suggestion and inputs throughout this study. Finally, I should be very grateful to my wife, Waja Nilignan Agnes whose love, support and advice made me to understand that she is solidly behind me in whatever good thing I set out to do.

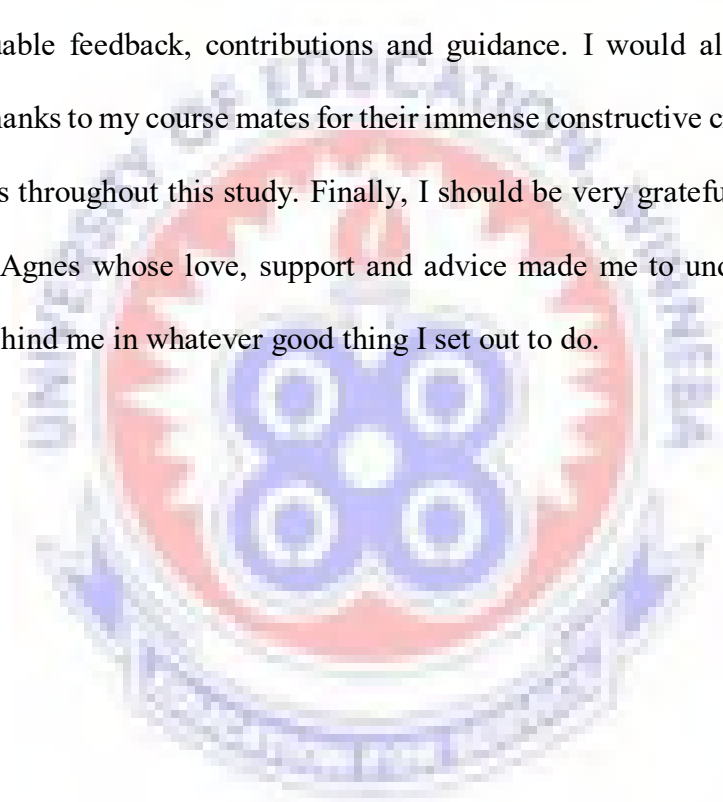


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ABSTRACT

This study sought to explore the significance, challenges as well as effects of English as a medium of instruction in Colleges of Education in Ghana. A mixed method design was used for the study. Questionnaires, in-class observation and interview schedules were employed to collect data, using purposive and simple random sampling. Findings revealed that the significance of studying English language include promoting the internationalization of universities, improving employability prospects of students, and using it as a link language in institutions. Furthermore, English is assigned the role of library language and it gained importance in our educational programmes. It has developed fast knowledge acquisition among students, and helped create elite class. It was also discovered that English language makes students become bilingual, enhances students' academic progress and serves as a medium of instruction when students are constrained by local languages. The challenges include promoting excessive consumption of time during lessons, students participate less in class due to low level proficiency in English, and failure of students to understand lectures and textbooks written in English. It was also discovered that students engage less with their learning materials and learning by memorization. The effects include enhancing career opportunities of students, and making students globally accepted. English language also leads to school dropout; helps improve proficiency level of students, but students fail to ask questions as a result of inadequate vocabulary. It is recommended that language alternation pedagogy in addition to various support measures in place could increase English learning levels in Colleges of Education in Ghana.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The aim of the present study is to examine the use of English as a medium of instruction in two Colleges of Education in the Oti Region of Ghana. A medium of instruction refers to the language that is used by the teacher to teach. Therefore, English as a medium of instruction in the educational system is the one that uses English as the primary medium of instruction where English is not the mother tongue of the students. In other words, English as a Medium of Instruction (EMI) refers to the teaching of academic subjects through the medium of English in countries where English is not the mother tongue of the students. In Higher Education, it is a phenomenon which is growing rapidly (Dafouz & Guerrini, 2009; Doiz et al, 2013 cited in Macaro et al, 2016). The phenomenon of English as a Lingua franca has been in existence for over twenty years. The kind of English used in lingua franca communication often differs from that used among native English speakers and that are taught to non-native learners in English in second language classrooms. The domain of higher education is a notable example of the spread and use of English as a lingua franca. In their drive to internationalise, many universities have switched to teaching using English so as to recruit more students and staff from outside their national borders. The internationalisation of universities is thus going hand-in-hand with university campuses paradoxically becoming increasingly lingua-culturally diverse on the one hand, and increasingly focused on English on the other (Jenkins, 2018).

However, not only is English used in a myriad ways on campus, but other languages are also present, regardless of whether the setting is an Anglophone or non-Anglophone country. English as a medium of instruction is thus a complex

phenomenon, but its (multi)lingual franca nature is as yet poorly understood and largely ignored outside English Language as foreign-oriented research into English as a medium of instruction (Jenkins, 2018). The issue of the language of education in schools and universities has thus become obviously a very timely and topical one, giving an increasing shift towards the use of English not only as the main medium of education, but even the exclusive official language of instruction and administration in Ghanaian schools and universities. In the era of globalization, English is becoming the official international language. This originates from the importance of English in the stages of integration, internationalization, and globalization. English is the language of computer science, economics, science, and technology. The increasing demand for English language in higher education and research over the last decades is often assumed to be parallel and an unavoidable process resulting in improved international academic communication worldwide. Ghana is one of the countries in Africa where English is used as a medium of instruction from Primary 4 onwards. The President's Committee on Review of Education Reforms in 2002 recommended the use of either the local or English language as the medium of instruction in early grade. The rest of the child's education should be done in English language with the exception of a Ghanaian language which is taught as a subject (Anamuah Mensah cited in Seidu, 2011). This is so because English language is positioned as the only shared language or lingua franca and a unifying agent for the Ghanaian society than any single Ghanaian language (Seidu, 2012). English therefore became a preferred medium of instruction among teachers and students of higher learning.

The use of English as a medium of instruction increases the amount of exposure and the opportunities speakers have to communicate in English. This include written as well as spoken language, and informational in addition to narrative and conversational

discourse. The success of our educational institutions depends on the output of our students. Students need to improve upon their performance, measured in both their oral and in written works. English as a medium of instruction sometimes poses a challenge to students in Colleges of Education that both native English speaker and the educated African speaker of English can tolerate. This undoubtedly questions the effectiveness of our English language teaching and learning.

1.2 Statement of the problem

Whereas studies have explored English as a medium of instruction at various institutions in Ghana, much is not done about English as a medium of instruction in colleges of education. Many of these studies interestingly indicate that, ideally, when students study in English language, it enhances their academic achievement in higher education. This include written as well as spoken language, and informational in addition to narrative and conversational discourse. This results in faster acquisition of knowledge among students in our educational institutions. In addition, students acquire a lot of vocabulary when they study in English. English language therefore helps to improve their proficiency level, both in and outside the classroom (Sultan et al, 2012). In this regard, their language skills are consequently developed and their ability to communicate among peers and their teachers is enhanced. Students consequently, use English language in their academic work as well as their everyday conversation. Thus, students' academic performance is improved by every standard when they study in English.

Undoubtedly, several other studies have discovered that the use of English language as a medium of instruction among students has not yielded much result; instead of improving upon their academic performance, English language rather hampers their academic performance (Briggs et al, 2018). Contrary to the claims that

when students study English, they acquire a lot of vocabulary. Other studies have identified that English language presents to students, technical vocabularies which they find difficulty comprehending (Othman & Saat, 2009). In this direction, students fail to communicate and contribute in class as their proficiency level is woefully inadequate. This is obvious, stemming from the fact that reading comprehension passages pose a challenge to students as a result of the numerous unfamiliar vocabularies such passages contain. Thus, students' academic achievement becomes unsatisfactory contrary to this expectation. A probable cause may be due to students' low proficiency in English (AlBakri, 2017; Mchazime 2001). This has serious effects on the students, specifically, and on our educational system in general that both the native English speaker and the educated African speaker of English can tolerate (Othman & Saat, 2009). If concrete measures are not instituted to nib this in the bud, most students cannot meaningfully answer or ask questions in class while a lot more often drop out of school as a result of their inability to cope with English language at school. Studies conducted in this regard are limited in scope as those studies either looked at the significance, the challenges, or the effects. To therefore have a comprehensive study of the current language use in Colleges of Education, it is worthwhile to explore the significance, the challenges as well as the effects of English as a medium of instruction at Dambai and Jasikan Colleges of Education in Ghana. To achieve this, a mixed method approach involving a sample of 195 students and eight tutors of English were employed for the study.

1.3 Research objectives

The objectives of this study are to:

1. examine the significance of English as a medium of instruction in the Colleges of Education;
2. determine the challenges of English as a medium of instruction in the classroom;
3. investigate the effects of English as a medium of instruction in the Colleges of Education.

1.4 Research questions

The following questions guide the study:

1. What is the significance of English as a medium of instruction in Colleges of Education?
2. What are the challenges in using English language as medium of instruction in Colleges of Education?
3. What are the effects of using English as a medium of instruction in Colleges of Education?

1.5 Significance of the study

This study helped to explore the significance, challenges, and effects of using English as a medium of instruction in two Colleges of Education in Ghana. Teachers of English in Colleges of Education, it seems, have been operating in the dark over the years as a result of the lack of adequate empirical data about the use of English as a medium of instruction. The study thus provides the empirical data in order to develop effective strategies in the teaching of English in the classroom. Therefore, a better understanding of the English as a medium of instruction in Colleges of Education will help teachers have understanding of students' difficulties in learning English. Thus, it will have a positive change in the teaching of English language as a second language. Finally, findings will add to existing knowledge in the use of English as a medium of instruction.

1.6 Limitations

The barriers that the researcher encountered during the time of the study are known as limitations. The study faced a lot of challenges, time being the most serious. This was because the researcher had to combine the study with classroom work. More so, the researcher had to make time to meet participants at their own convenience. Quite apart from that, the researcher had to travel to and fro with every chapter of his work to interact with his supervisor.

1.7 Delimitations

A mixed study approach using purposive and simple random sampling techniques was employed for this study, which is exploring the use of English as a medium of instruction in Colleges of Education, using only Dambai and Jasikan Colleges of Education. The study adopted structured questionnaire, focus group interview, lesson recordings, and observation as tools for data collection. The sample covered only a representative sample of 195 students from both colleges. The areas of study included the significance, challenges as well as effects of English as a medium of instruction.

1.8 Organization of the study

The rest of the study is organized as follows: Chapter 2 presents the literature review which has a link with the problem. The discussion starts with introduction, followed by the historical background of English in Ghana, language policy, the use of English as a medium of instruction in Ghanaian schools and the significance of English as a medium of instruction. It also examines the challenges of using English as a medium of instruction, the effects of English as a medium of instruction and the role of English as a Medium of Instruction (EMI) in Ghana. The chapter further explores the use of English as a medium of instruction around the globe. Lastly, the conclusion to

literature review is discussed. Chapter 3 is methodology. This chapter covers the research design, the sample and sampling procedure, methods for data collection, data collection procedure, data analysis, and ethical considerations. Chapter 4 presents the results of the study which are presented and discussed based on the following themes: the significance of using English language as a medium of instruction, challenges of using English as a medium of instruction in the classroom, and the effects of using English as a medium of instruction on students' performance. Lastly, Chapter 5 presents the summary of main findings, the use of English in Colleges of Education in Ghana, pedagogical implications, and finally, a conclusion to the study. It has also made recommendations for future research and for improving learning outcomes in Colleges of Education.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature. The issue of the language of education at schools and universities is obviously a very timely and topical one, giving the increasing shift towards the use of English not only as the main medium of education, but even the exclusive official language of instruction and administration in Ghanaian schools and universities. This originates from the importance of English in the stages of integration, internationalization, and globalization. While using English as a language of instruction may have both cultural and political implications in countries where the first language is not English, internationalization of education and the desire to compete globally has led to the growth of English as a Medium of Instruction (EMI) in higher education around the world. Along with the implementation of educational policies that call for EMI, there is a belief that language learning will take place during content delivery in a second language. Research in the field of language learning and teaching supports the idea that a second language is learned most effectively when used to convey content that is interesting and relevant to the learner.

The language of communication in the classroom is important for the achievement of literacy and learning goals. The language policies have always been skewed towards English. This stems from the fact that it has served as the language of education in Ghana for many years. It also serves as a unifier language in a country with about over “50 non-mutually intelligible languages” (Anyidoho & Kropp Dakubu, 2008, p. 2). At the moment, Ghana is one of the countries in Africa where the child’s LI (the mother tongue) is used as a medium of instruction in Early Grade with English used as a medium of instruction from primary four onwards. The discussion starts with introduction, followed by the historical background of English in Ghana, language policy, the use of English as a medium of instruction in Ghanaian schools and the significance of English as a medium of instruction. It also examines the challenges of

using English as a medium of instruction, the effects of English as a medium of instruction and the role of English as a medium of instruction (EMI) in Ghana. It further explores English as a medium of instruction around the globe.

2.1 Historical background of English in Ghana

Before the arrival of British in Gold Coast, there was no language policy of education as government and the missionary bodies who were at the forefront of the promotion of education in the country pursued different language policies. For example, the Basel missionaries used Akan and other indigenous languages depending on the area they operated and the Bremen missionaries used Ewe. The Wesleyan missionary and the authorities used English. After British powers became established, a uniform language policy began to emerge. In 1920, the then governor, Sir Gordon Guggisberg, appointed an educational committee (the Phelps-Stokes Committee) to make recommendations for formal education. The Committee recommended that English should be introduced as early as possible as a subject, but that the vernacular should be the medium of instruction in the Lower Primary.

The government accepted this recommendation and it was implemented in the whole educational system (Gbedemah, 1975; Dzamashie, 1988 cited in Quarcoo, 2014). From that time onwards, the language policy of education with regard to both English and the Ghanaian languages, especially at the basic level has gone through many modifications. Weinstein (1980, p. 55) defines language policy as a government authorized, long term, sustained and conscious effort to alter a language itself or to change a language's functions in a society for the purpose of solving communication problems. In Ghana, policies on the language of education have undergone many modifications. The challenge has always been the choice between English, the official language, and the indigenous languages as the medium of instruction, especially at the

Lower Primary. Bamgbose (2000) notes that when the British colonial government took over the administration of education in Ghana in 1925, the use of a Ghanaian language in schools gained so much root that the government could not reverse the trend (Owu-Ewie, 2006). The use of both the colonial language and a Ghanaian language in education therefore, introduced bilingual education in Ghana.

2.2 Language policy

From Guggisberg's 1925 educational policy which accepted a Ghanaian language as a medium of instruction alongside English from the Primary Level, much legislation has been passed to modify the medium of instruction in schools. For example, from 1925 to 1951, the medium of instruction was a Ghanaian language in the first three years. No Ghanaian language was in use from 1957 to 1966 and from 1967 to 1969, a Ghanaian language was used in only Primary 1. This continued until 2002 (Owu-Ewie, 2006, p. 77). Quarcoo (2014) reiterates that the English language is the only language of formal education beyond the first three years of primary school in Ghana. This is because it is assumed that every child will acquire an indigenous language before s/he starts school. Consequently, using it as the language of instruction at the Lower Primary will not only be helpful but also beneficial for the child, as it will enable him/her understand abstract concepts. This was the practice in most public schools until recently.

In May 2002, a law was passed making English the sole medium of instruction from Primary 1 and an indigenous language learnt as a subject to the secondary level. Some of the reasons given for this decision by Ameyaw-Ekumfi, the then minister of education, were that students were unable to speak and write 'good' English sentences even by the time they complete the Senior Secondary School (SSS) (the Statesman 2002 cited in Quarcoo, 2014). He also argued that there is no standard written form of the

Ghanaian Languages (GLs). The minister pointed out that English is the lingua franca of the state and that all efforts must be made to ensure that children acquire the right level of competence in both the spoken and written forms of the language. There is no doubt that this policy shows that in Ghana the acquisition and use of English cannot be compromised. This notwithstanding, the GLs are not totally neglected in this policy as they are taught as subjects in schools (Quarcoo, 2014).

This policy is not new, especially to the private schools since they have always used English only irrespective of the government's position on the use of a GL from Primary 3. With the public schools, even within the same locality, some still use the old policy of using indigenous languages from Primary 1 to 3, while others use the new policy of using English from Primary 1 (Quarcoo, 2014). From Guggisberg's time till today, it will be noticed that even though GLs have been an integral part of the educational system, the language policies have always skewed towards English. This stems from the fact that it has served as the language of education in Ghana for many years. It also serves as a unifier language in a country with about "50 non-mutually intelligible languages" (Anyidoho & Kropp Dakubu, 2008, p. 2).

From 1971 up until 2002, the language in education policy in Ghana was generally that the main Ghanaian languages provided for in the curricula of basic schools should be used as the medium of instruction in the first three years and, where possible, in the next three years as well. In any Upper Primary or higher classes where English is the teaching medium, the appropriate Ghanaian language(s) will be properly taught as a school subject (Ministry of Education, 2002). The main weakness of the policy was that very little had been done to ensure its full implementation. The vast majority of Ghanaian children do not master either English or their mother tongue under the old P1-P3 in the mother tongue, transferring to English for P4 and the rest of their

schooling. With the new policy, the government announced that instruction at all levels would be in English for pupils in all basic schools (both public and private) who would simply be required to study a Ghanaian language as a subject from the first year of primary school to junior secondary school (JSS). It was also announced that where there were teachers, French would be taught from JSS1 to JSS3.

The reasons offered by the government to justify its decision included the fact that urban classrooms are multilingual and the majority of pupils do not necessarily speak the local language which is used as the medium of instruction. Such pupils, as well as the children transferred from one area to another, would have to start learning new local languages before being able to follow the lessons (Ministry of Education, 2002). The government also alluded to the fact that English has become a global language and that Ghana is part of that global village. The early introduction of the language to children in primary schools, as was suggested, would help them to learn the language effectively and to take part in global commerce, industry, and technology (Government of Ghana, 2002).

The policy further argues that children easily learn to express their ideas in any language they are exposed to. Thus, the earlier they are exposed to English, the better they will acquire the desired level of competence. Interestingly, the official position is also that private schools in Ghana achieve relatively good results because of the continued use of the English language as a medium of instruction right from preschool. Other reasons, such as the lack of local language teachers and materials, and the fact that textbooks are developed in English, were also offered to support the official policy. Until these issues are resolved, it is considered preferable to use English as the only medium of instruction (Government of Ghana, 2002). However, many are of the view that the change from the use of mother tongue or language to English only is one that

does not promote the linguistic rights of the child and the achievement of the Sustainable Development Goals.

2.3 The use of English as a medium of instruction in Ghanaian schools

The use of English in Ghana has, indeed, become a very technical one. This form of bilingualism that is used in Ghana, as well as other countries with similar histories, has been termed diglossia. Diglossia describes the condition where the second language is learned in formal education and used only for most written and formal spoken purposes, but is not used by any sector of the community for ordinary conversation (Morris, 1998). Opoku-Amankwa (2009) asserts that learners' access to the language of instruction is an important factor in literacy learning. The language of communication in the classroom is vital for the achievement of literacy and learning goals. Language mediates learning, allowing us to access new information and connect it to what we already know. It is also primarily through language that we are able to demonstrate what we have learned. The choice of language as the medium of education thus plays a critical role in the teaching-learning process. He argues that English creates anxiety among students and stalls effective classroom participation. Opoku-Amankwa made this assertion when he considered the key issues that impinge on the literacy development in multilingual classrooms in post-colonial Africa including the uninformed attitudes towards mother tongue/bilingual education. He then drew on the empirical data from Africa and elsewhere to refute the negative perceptions about mother tongue education and examined the prospects for bilingual/mother-tongue education in multilingual classrooms in Ghana. The study was based on the policy that in any Upper Primary or higher classes where English is the teaching medium, the appropriate Ghanaian language(s) will be properly taught as a school subject (Ministry of Education, 2002). The study, an ethnographic case study involving classroom

observations of teacher and pupils' interactions, interviews and focus-group discussions with pupils mainly, from a school in Ghana, School was purposively selected for the research.

However, Tamanja (2010) argues that there was low level of awareness of the medium of instruction policy and that, teachers in rural schools favour local languages while those in urban ones favour English. He therefore believes that there was the need to engage all stakeholders, especially teachers, to create their awareness and change their attitude towards English medium of instruction. There was also the need to train and motivate teachers, provide effective supervision, and educational materials. Tamanja made this assertion when he explored the "attitudes of teachers on the medium of instruction policy in basic schools in Savelugu Nanton District and Tamale Metropolis". The study was basically a survey that used quantitative and qualitative data. The two districts were purposively selected because it was observed that teachers in those districts demonstrated deferring attitudes to the medium of instruction policy during a nationwide teacher capacity survey. Questionnaire was designed and used to collect data from teachers. District directors and circuit supervisors were also interviewed. From his results, Tamanja (2010) could have recommended for further studies strategies that could enhance a uniform medium of instruction policy to bridge the gap between urban and rural schools.

Anh (2010) observes that local language should be adapted to suit the context of a specific classroom. He further advocates the judicious use of local language by adjusting the amount of local language to students' levels of English and the lessons taught. Hence, the higher the students' level of English is, the less frequently the local language should be used. Also, the frequency of teachers' use of local language should depend on a lot of things such as students' level of English proficiency, aims of the

lesson and duration of the class. According to Anh, local language is a part of the teaching method and could play a positive role in the classroom. What this suggests is that depending on the level of the class as well as the content to be taught, local languages could be used alongside English to enhance teaching and learning. This is parallel to Seidu (2011) who argues that classroom language alternation is beneficial from a study he conducted into language policy in Ghana. The study used both quantitative and qualitative approaches to data collection and analysis. The approach was chosen because the study is non-interventional in character, but at the same time permitted the selection of parameters for the study. Data collection was largely through classroom observation using a simple recorder. It was supported with informal pen and paper interviews and questionnaire.

Consequently, Seidu (2012) asserts that teachers have positive attitudes towards both English and Ghanaian language. So, teachers should support bilingual medium of instruction as a relevant method of teaching at the primary school. He argues that if classroom learning was to be more effective and meaningful to pupils at the primary school, it was important that policy planners reconsider the official recommendations for language use and acknowledged classroom language alternation as a relevant methodology for teaching in Ghanaian schools. Seidu made this assertion when he conducted a study on “teacher attitude toward language medium policy”. It used both quantitative and qualitative approaches to data collection. It was recommended that language alternation pedagogy be introduced to teachers to enable them use it more efficiently and effectively. He also recommended that policy planners acknowledged classroom language alternation as a relevant method for teaching in the Ghanaian primary schools.

On the other hand, Arhin (2014) affirms that teachers resort to their own strategies as medium of instruction. Arhin argues that the language of instruction has not only received attention from linguists but also from parents as well as social critics. While some admonish that the use of local languages is extended and used alongside with English throughout the primary school, others think it will militate against children's performance in English. This indicates that some teachers do not go strictly by the language policies. Instead, they use their own strategies to teach in the classroom. Arhin employed a qualitative case study design using a purposive sampling technique. Data included semi-structured focus group interviews and observation and were presented using inductive analysis and creative synthesis. In consequence, the following recommendations were made: language policy of education should be reviewed with respect to schools in the rural areas; teachers should be motivated, schools should be monitored regularly, and textbooks should be reviewed to suit pupils in the rural areas. Teachers in colleges of education might strongly support an institutional policy on English language required proficiency level. However, this demands thorough stakeholder discussion and clear policies on teacher expertise.

To this end, Owu-Ewie and Eshun (2015) argue that Ghana has a language policy that uses English as medium of instruction from Primary Four (P4) to Junior High School and beyond but in practice, this is not adhered to. That is, teachers use both the local language and English in such classrooms. The main reason found to be the cause of the present situation is the students' lack of proficiency in the use of English in the classroom. They also believe that the violation of the policy is due to the monolingual nature of the classrooms, teachers' willingness to use Ghanaian language in teaching, and lack of enforcement of the language policy. They further affirm that the main strategies teachers used include translation, code-switching/mixing,

concurrent use of the two languages, and safe-talk. They indicated that the use of English at the Upper Primary and JHS could be improved by strict enforcement of the language policy of education, improvement in the teaching of English, extension of the use of indigenous language as medium of instruction, and creation of a classroom atmosphere that is conducive to the use of English.

In his view, Shvidko (2017) argues that English language practice would lead to students' improvement; they also considered their local languages as a valuable resource in their interaction with each other. He further asserts that many from the schools with a formal English-only policy have positive perceptions, whereas the majority of negative attitudes are observed in the schools in which the policy is employed by individual teachers, rather inconsistently and arbitrarily. He further notes that while many students seem to have generally positive attitudes toward the English-only policy, it becomes evident that these positive attitudes are expressed primarily toward the benefits of being exposed to large amounts of English, rather than toward using English exclusively. Students appreciate an institutional practice designed to encourage them to use English.

Shvidko's (2017) study was based on the belief that Intensive English Programs are designed to immerse learners in an English-speaking environment to help them effectively develop their language skills. He collected data through a survey. The survey consisted of 15 items, including both close-ended items (multiple-choice, 6-point Likert scale) and open-ended questions. The survey asked students to indicate and briefly explain their general attitudes toward the existing English-only policy at the English Language Classroom and their opinion on how the issue of language use should be handled in school. At the end of the survey, participants were invited to indicate whether or not they were willing to participate in an interview discussing the issue of

language use. The study was conducted as part of a larger study, the primary focus of which was to examine factors that influenced student language use outside the classroom - all areas of the building except for the gym during a lunch break. However, it also revealed student attitudes to the English-only policy.

Although the same protocol was used, each interview was unique in terms of its structure and the follow-up questions. The interviews were conducted in English and audio-recorded. The focus groups were composed of students with the same local language backgrounds used in the individual interviews: Spanish, Korean, Portuguese, and Mandarin. The protocol for the focus groups was generated from the interviews. Certain responses were categorized into larger thematic areas. Finally, both the responses to the close-ended items and the respondents' additional comments were classified into positive attitudes and negative attitudes. Only comments pertaining to students' attitudes toward the English-only policy were examined for the purpose of the report. Thus, the qualitative data from the interviews and focus groups were used to confirm, explain, and further elaborate on the results obtained from the survey.

Shvidko (2017) subsequently recommended that classroom environments should provide students with rich opportunities to practice English in a variety of language activities. Because the classroom is perceived as a learning area, most students develop the habit of speaking English in class. Therefore, teachers should strive to create an out-of-class environment that would also be perceived by students as a learning area-an extension of the classroom, although less formal and much less-structured. This can be achieved through the implementation of various activities, with both academic and social purposes, including conversation tables, speech contests, and interest clubs. Not only would such activities give students the opportunity to practice English in meaningful contexts, they would also promote students' social interaction

and help them develop friendships with people from other countries. In implementing these activities, however, school authorities should aim at promoting language development, instead of simply giving students a chance to socialize.

In a related development, Owusu (2017), whose assertion about language policy is not so different from Owu-Ewie and Eshun (2015) have observed that English-only instruction does not work well for students who are emerging bilinguals. This is because it hinders students' participation in class. Owusu further argues that English is a language that has acquired a large number of vocabularies; some of which are expressed in technical terms. Their meaning sometimes can only be understood through the use of the L1. Owusu (2017) made this claim when he explored a comparative case study of two school contexts in Ghana. The study explored how students whose mother tongue was not English language respond to English-only instruction, and the distinguishing effects of the policy on rural and urban students. The study was based on Dutta's assertion that a researcher working from a critical standpoint was likely to attend to inequalities and oppression, explicating the connections between structural inequalities and intimate suffering (Dutta, 2014). Participants consisted of students and educators in two different elementary schools in Ghana. Six teachers from each school were selected using purposive sampling technique. The recommendations require all stakeholders in education in Ghana to revise language policies and educational practices.

Briggs et al (2018) affirm that secondary teachers feel more strongly that English as a Medium of Instruction (EMI) provides students with high quality education. They argue that more secondary than tertiary teachers report an institutional policy on the English proficiency level required teaching through English medium instruction, yet in neither phase is there evidence of adequate support to reach a required

proficiency level. Teachers deem EMI beneficial to advancing students' English but feel that it would affect academic content. The study concludes that EMI was introduced without thorough institutional stakeholder discussion and therefore without clear policies on levels of teacher expertise. This came to light when Briggs et al (2018) conducted a study into teacher beliefs in EMI at the secondary and tertiary levels with 167 teachers from 27 countries. Teachers' beliefs were elicited in four key areas: EMI teachers' goals; EMI policy; benefits and drawbacks to students; and challenges to teachers. The study adopted a teacher perspective, which focuses on the way in which teachers' beliefs are socially constructed by the environment in which they operate and which may or may not coincide with their actual practice. The study adopted a cross-sectional, mixed-methods design survey within a single instrument. Conclusions drawn in the study might also be true in Colleges of Education as regards pedagogical skills and materials. Hence, there is the likelihood that students/teachers would have a positive attitude towards the use of English as a medium of instruction in the colleges.

The review regarding the use of English as a medium of instruction shows that local languages alongside could be used English as a medium of instruction. However, the literature review indicates that learners should be motivated to use the target language. It also points out that the English-only policy has largely been violated by some teachers. Obvious reasons attributed to this include teachers' willingness to use Ghanaian language in teaching. However, in the current study, it is opined that certain concepts that might call for explanation in the local languages are responsible for the violation. Although the various approaches and theoretical frameworks that informed their studies were different, their results and findings indicate that using the English with the local languages as mediums of instruction is worthwhile. The various studies

consequently suggest that a lot of sensitization as well as training and retraining of teachers need to be done in order to strengthen the use of both L1 and L2 alternatively when the need arises.

2.4 Significance of English as a medium of instruction

There seems to be little doubt that English has become the most important language of instruction in higher education. The significance of English as a medium of instruction cannot therefore be underestimated irrespective of the challenges that are associated with its use. This section looked at the various views of available literature regarding why students/teachers choose to teach/study in English language. Available literature indicates that students want to study in English for various reasons. Thus, the section examined literature under motivations for English as a medium of instruction, English language for prestige, English as a language for career development opportunities. Finally, the section looked at the summary of the significance of studying in English language.

2.4.1 Motivations for English as a medium of instruction

Sarfo (2012) argues that the motivations for studying English are more instrumental/utilitarian than integrative; however, students expect to see English becoming integrative in future. The implication is that language policies, curriculum planning and the teaching of English in our schools must be geared towards instrumentality with some focus on integration. Some focus on integration will imply an attempt at nativization of English in Ghana. The study was to survey a representative sample of Ghanaian university students, making an attempt to gain insights into and obtain information about their needs and feelings towards English. The study was based on the assumption that attitudes and motivational factors affect language learning. In this direction, Sultan et al (2012) concurs with Sarfo (2012) that instrumental

orientation to learning English appears to dominate and tends to be stronger in the EMI groups.

The finding supports Dornyei (2003) that English as a medium of instruction students more proactively seek opportunities to learn English, even though their motivation is more instrumental than integrative. They argue that EMI students achieve a higher competence in English language use both at home and at school, a more positive attitude toward English and higher motivation to learn English. Thus, urban students show more language use both at home and at school than their counterpart in rural areas. Sultan et al explored a qualitative and quantitative multiple case study of 3 junior secondary schools. Quantitative data included the national exam results obtained from school records - 853 students (234 EMI & 619 non-EMI) – comparing the exit score (after grade 9) between EMI & non-EMI students - student questionnaires – (82 EMI & 97 non-EMI students). On the other hand, qualitative data included teacher and student group interview. From their analysis, Sultan et al recommended further research into whether the greater use of English and achievement in English primarily results from greater exposure to the English of EMI students, or as a result of the teaching and learning in EMI classroom.

2.4.2 English language for prestige

Lueg and Lueg (2015) argue that students from higher social strata are much more likely to choose English as a Medium of Instruction (EMI). As suggested in the Bourdieusian perspective, this relationship is not directly observable but operates through hidden mechanisms, such as cultural capital (relative English proficiency) and a better sense of gaming and positioning (career orientation). Business students from the lowest stratum self-select against EMI due to a pronounced fear of failure despite their awareness that EMI leads to higher employability. They indicate that their findings

support the successful introduction of EMI while ensuring social equality. They assume that an EMI education functions as an important signifier for such a stratifying international orientation. Language, especially in its institutionalized and symbolic capital forms, thus becomes a vehicle for the creation of social and economic capital.

Taking a Bourdieusian perspective, Lueg and Lueg (2015) conducted a quasi-experiment survey in two identical bachelor's degree programmes that differ only in their instructional language. They analyzed the relevance of social background and capital for choosing EMI, focusing on students with a non-native English-language background. Although proponents argue that EMI generally increases graduates' employability, they do not sufficiently consider that study strategies differ substantially across social milieus and between the sexes. Failing to account for the cultural distance of students to the educational system in choosing EMI could foster social inequality and contribute to the reproduction of elites. Both the rapid diffusion of EMI and internationalized education are controversial (e.g. Harder, 2009; Jeong, 2004; Kang, 2012). For instance, politicians have proposed to protect local languages and culture against English as a European lingua franca. Harder (2009, p. 8) identifies two central themes in the EMI debate: the possibility of "domain loss" of the domestic language and danger of segregation between an English-oriented elite and a locally oriented majority.

This latter man in the street is often represented by right-wing political parties, which attempt to ban the English language from national universities (cf. Folkeparti, 2009). On the contrary, this resistance against Anglo-American influences has not stopped the general political tendency to support further internationalization, as evidenced, for example, by the steadily advancing Bologna Process in Europe (Powell & Solga, 2010). The aim of the article was to understand the choice of English as a

medium of instruction in management education from a Bourdieusian perspective. Bourdieu proposes that the academic success or failure of children from different social strata is not just a result of effort or natural aptitude, but is mainly dependent on their cultural distance from the educational institutions (Bourdieu, 1997; Bourdieu & Passeron, 1977; Bourdieu et al, 1994).

2.4.3 English language for career development opportunities

With regard to this significance, Karvonen (2017) argues that the main benefits of using English as a medium of instruction are better accessibility of English materials as well as the existence of better curricula, better job and career development opportunities, a positive influence on the wider community, and wider chances for communication. In furtherance to this, Karvonen is of the view that the benefits identified can be achieved even if English is taught as a second language as long as better materials and curricula are developed in the local language and culture. The research explored the benefits and challenges of using English as opposed to a local language as a medium of instruction in two private international schools in Ethiopia. This was a qualitative research using thematic analysis. The participants in the study and the collection of data include four founders of two international schools in Addis Ababa, Ethiopia. To gain an understanding of the views of the founders on the benefits and challenges of using EMI and the importance of mother tongue learning, an open questionnaire was used. The questionnaire was self-designed due to the fact that there is no record of research on the specific topic and context. Based on their results, Karvonen (2017) recommended that this area should definitely be researched further and more widely to identify the underlying factors regarding the choice of the medium of instruction and ultimately to re-examine the choice itself.

2.4.4 Summary

The review has shown that the motivations for studying English are more instrumental/utilitarian than integrative. While some use it for various academic purposes, others use it for prestige and businesses. Urban students show more foreign language (FL) use both at home and at school than their counterpart in rural areas. While some use it for various academic purposes, others use it for prestige and businesses. Literature also revealed that urban students show more FL language use both at home and at school than their counterparts in rural areas. However, students expect to see English becoming integrative in the future. While the advantages and benefits of English as Medium of Instruction seem to be rather self-evident, its numerous challenges and limitations tend to be less so. The following section therefore examined studies on the challenges of English as a medium of instruction.

2.5 Challenges of using English as a medium of instruction

It is worthwhile to note that English as a medium of instruction poses numerous challenges to both teachers and their students. This section takes a look at related literature regarding these challenges. Several studies assert that when students study in English, they get frustrated as a result before of its complex nature. Others argue that students studying in English often encounter challenges as a result of inadequate vocabulary and low proficiency in English. Yet, others think that students face difficulties because of inappropriate methods used by teachers in the delivery of content to enhance students' understanding. Quite interestingly, several other studies also think the challenges emanate as a result of the language policy not being followed to the latter. Gröblinger (2017) asserts that the challenges may be numerous but so are possible approaches and solutions. Bearing in mind that good teaching is one of the most important prerequisites for English as a Medium of Instruction (EMI), the question as to what can be done on an organizational and individual level to support lecturers

should be considered. After the assessment of their language competencies, internal and external lecturers need to have access to (additional) language training, methodology courses, workshops, supervised feedback, proof-reading, sufficient material and equipment. Additionally, the support of mentors and supervisors, who can help with issues ranging from language problems, foreign language materials to lesson planning and methodology, is regarded as very helpful.

This section therefore examined literature as viewed from these several studies under the following areas: frustration of learners, low proficiency in English and lack of appropriate teaching skills/materials, and non-effective implementation of English as a medium of instruction. Lastly, summary of literature review on the challenges are examined.

2.5.1 Frustration of learners

In this direction, Kyeyune (2003) affirms that there are practical difficulties with education through the mother tongue. English may be an easier option, with careful adoption of a bilingual-based, communication-oriented approach to instruction. To facilitate learners' comprehension and analysis of classroom talk, he argued that teachers should be trained in the skills necessary for supporting learning through an analytical understanding of language-related barriers. In addition, they should be fluent in the two critical skills of questioning and explaining. Kyeyune further argues that while options for change may include adopting mother tongue as an alternative medium, there are theoretical reasons for believing that it would not necessarily lead to a great improvement, since the problem is not just one of linguistic competence but has deeper roots in dominant modes of teacher-pupil communication. Kyeyune (2003) looked at some of the ways in which teachers' use of English as a medium of instruction sometimes frustrates students' learning efforts instead of facilitating them.

However, Namuchwa (2007) disagrees with Kyeyune (2003) that English is the best medium to use in schools. He argues that pupils understand better when they are taught in a familiar language (local languages) than when they are taught in a non-familiar language (English), as it has been claimed by several intellectuals in the same field of study. Namuchwa made this assertion when he explored a qualitative study of the challenges of using English as a medium of instruction in the Upper Primary schools in rural Uganda. In-depth interviews were conducted with selected pupils, teachers and the head teacher. Classroom observations were also conducted as support method with teachers of English, Mathematics, Basic Science and health education as well as social studies. In addition, relevant policy documents were reviewed.

To this end Ozer (2019) who agrees with Namuchwa (2007) also asserts that when students study in English they encounter numerous challenges. Among these challenges, as argued by Ozer include students' negative attitudes, the concepts of a decrease in academic performance, more time needed understanding, difficulties in knowledge acquisition, and loss of self-confidence were found. He however, noted that students are divided on the question regarding the way their academic levels are affected when teaching is done in English. The majority of students claim their academic performance is negatively affected when they study in English. He further argues that teaching conducted through a foreign language could affect students' academic performance negatively. On the other hand, Dafouz and Camacho-Minano (2016), explored the impact of EMI on students' academic achievement and concluded the use of English as a Medium Instruction (EMI) does not lower students' academic outcomes, however, students' insufficient proficiency in English seemed to be a barrier to in-class interaction and in terms of content knowledge acquisition, EMI was lacking in efficiency.

The purpose of his study was to investigate undergraduate students' experiences in the English as a Medium of Instruction (EMI) setting and attitudes toward the EMI courses. To that end, semi-structured interviews were undertaken in order to collect their views on learning the field-specific content in English, using a case study approach to explain students' perceptions and experiences in an EMI setting. The data were gathered from the fourth year undergraduate students in the spring semester of the 2017-2018 academic year. The participants of the study were six males and six females. The study employed the descriptive survey research design. The students were selected through quota sampling. In this study, focus group interviews were carried out in order to collect rich, descriptive data with regards to students' views on EMI. The data gathered through focus group meetings were analysed through content analysis. Omer consequently recommended that lecturers should be open to refine their pedagogical skills.

2.5.2 Low proficiency in English and lack of appropriate teaching skills/materials

In this regard, Othman and Saat (2009) assert that the top five challenges that teachers face with teaching in English include explaining concepts in English, lack of teaching skills in integrating content with language teaching, low English proficiency by students, lack of appropriate instructional materials for class and lack of competence in English. However, they indicate that these challenges could be overcome by adopting practical pedagogical strategies such as speaking slowly and using clear, simple language to facilitate students' comprehension, using reference materials, using both local language and English (code-switching) and translating during classroom talk. The rest are using cooperative group activities, using hands on activities, using visual aids,

practical demonstration and multi-media software provided by the Education Ministry, referring to useful websites for assistance, preparing a script to help deliver lessons in English, and introducing new vocabulary before teaching a topic. The study was conducted to find out how pre-service teachers of Science cope with the challenges of teaching through the medium of the English language in their teaching practicum. Recommendations were made in respect of the need for effective English medium teacher preparation in this context. In order to successfully implement the teaching of Science through the medium of English, they added that teacher educators must find ways to help pre-service teachers to acquire the linguistic tools and content-specific instructional strategies to help them teach effectively.

2.5.3 Non-effective implementation of English as a medium of instruction

Studies indicate that reforms tend to be implemented too rapidly without reasonable consideration and sufficient preparation time. For this reason, certain prerequisites such as financial support, workload modification, and language assistance need to be fulfilled in order to meet the above-mentioned challenges. To this end, Ibrahim et al (2017) affirm that the policy of using English as a Medium of Instruction (EMI) is not being implemented. They claim that teachers and pupils have various challenges associated with using English as a medium of instruction, especially due to mother tongue influences. Ibrahim et al however, believe that some of these challenges could be overcome by giving adequate attention to training and retraining of teachers, policy makers and primary school heads/proprietors. Also, language of instruction, including local or indigenous languages and the English language, should be implemented. Again, both teachers and pupils should be exposed to appropriate and adequate instructional materials for using EMI, while teachers should be properly trained on how to cope with EMI as well as being proficient in the language.

The researchers came out with the assertion when they explored a descriptive survey of the challenges of using English as a medium of instruction in both public and private primary schools in Nigeria. This study was carried out in order to find out the pattern of using EMI, and the challenges as well as the effects of using it. Similarly, Al Zumor (2019) asserts that using English language to teach has a serious negative impact on content comprehension and assessment of a majority of the students. He therefore recommends ensuring quality English education in the foundation year and examining the option of additive bilingual education. He made this assertion when he explored students' perceptions regarding lecture comprehension, communication, pedagogy, assessment, and affect in an EMI setting. His conceptual framework has provided solid evidence that mother tongue education leads to better academic performance. It has demonstrated the close relationship between teaching in the mother tongue and good academic achievement. However, the global spread of English has brought about a new higher education scenario in which mother tongues in many non-Anglophone countries worldwide have taken a backseat, leading to a flourishing area of research.

2.5.4 Summary

The literature review has confirmed that there are challenges in the use of English as a medium of instruction. Many studies attribute the challenges faced in English as a Medium of Instruction to local language interference. Others affirm the use of local languages alongside English language as the medium of instruction in various institutions. Colleges of Education in Ghana have their own challenges affecting English as a medium of instruction, though the challenges could be different. This is because they are in a different setting. Exploring English as a medium of instruction could reveal these challenges, so that concrete strategies could be employed to overcome them. Effective implementation of English as a medium of instruction

could overcome these challenges. However, this calls for putting in place effective strategies that could tackle the current challenges English medium instruction faces. The relevance of the review on challenges of English medium of instruction cannot be underestimated. This is because it has explored one of the objectives of the current study. Thus, the current study will explore challenges of using English as a medium of instruction in colleges. The current study will also adopt some of the methods employed in the literature to collect data for the study.

2.6 Effects of English as a medium of instruction

The effects of English as a medium of instruction can be seen from several points of view. The effects, as viewed by several studies, indicates that when students study in English language it affects their performance in the classroom negatively. Thus, both teachers and their students often harbour the view that English as a medium of instruction has less impact on the academic work of students. Several studies interestingly indicate that when students study in English language, it hampers their performance. In consequence, some students cannot meaningfully express themselves if English language is used as a medium of instruction as a result of lack of or inadequate vocabulary. Therefore, limited language skills seem to be a serious factor preventing students from participation and asking/answering questions. This section therefore discussed the effects from the perspective of different studies taking into consideration the effects on the academic performance, the impact of using English language as a medium of instruction, perception about English as a medium of instruction, and lastly, the summary of effects of English as a medium of instruction.

2.6.1 Effects on academic performance

As regards effects in this direction, Mchazime (2001) argues that school children are not linguistically prepared for instruction through the medium of English.

Their participation in academic work is hampered by their limited mastery of the language. He further asserts that receiving instruction through local languages result in higher scores than those who are taught in English. He suggests that the use of local languages benefited both groups while the use of English seemed to retard their performance. In a study exploring the effects of English as medium of instruction on pupils' academic achievement in Social Studies in primary schools in Malawi, he sought to find out whether English is the most appropriate language of learning for senior primary school children in Malawi. The study also addressed the question of whether the use of English increased pupils' participation in the learning process. From the analysis of data, Mchazime suggested that there should be a re-examination and a review of the language policy as well as a retraining of teachers in Malawi. To this end, Aina and Olanipekun (2013) assert that there are no significant influence of English language on students' academic performance in Physics and Computer Science when combined as a course of study. They further claim that there was significant relationship between students' academic performance in the programmes. Their study sampled graduating students to find out the effects of English language on Physics and Computer Science. The study adopted descriptive survey method where scores of 30 students, in General English, Physics and Computer Science were collected for analysis. The following recommendations suggested students should always be properly guided in the choice of subject combination in Colleges of Education. This is because it may have serious implications on their academic achievement. There are many countries of the world which are not using English language as medium of instruction in schools yet advancing scientifically and technologically. Therefore, less emphasis on English language in our educational system should be observed, and local languages should be

introduced as mediums of classroom instruction in our schools to compliment English language.

Similarly, Andrew (2017) asserts that students have different perceptions regarding language ability and the problems associated with the use of English for instruction. Students generally do not feel that studying in English causes problems for them, and they rate their ability in speaking listening, reading, and writing as good to excellent. He further argues that the English language proficiency skills are at high level. The purpose of the research was to empirically investigate the assumption that language proficiency increases when content delivery takes place in English. The researcher applied quantitative methodology for the study. Thus, survey method was adopted. This from Andrew is suggestive that there are different in perception between teachers and the students regarding language ability when students study in English. Whilst students think their proficiency level increases, teachers feel otherwise.

2.6.2 Impact of using English as a medium of instruction

Kwapong and Aboagye (2010) assert that there is no statistical significant difference in achievement between using the local language and English as a medium of instruction. They explored the impact of using English and local languages on performance in Mathematics at the Lower Primary in schools in the Suhum Kraboa Coaltar District of Ghana. Data were collected by means of a test. From their results, they recommended that the choice of a medium of instruction should be determined by the staff of a school based on the pupils' mastery of the language. However, the current study has a different reservation as regards the recommendation. This is because the medium of instruction is not determined by policy implementers, but by policy makers. So, any attempt by the staff of a school to determine a medium of instruction as suggested by Kwapong and Aboagye would face stiff resistance from policy makers.

Similarly, Dogo (2016) argues on the basis that there is an increase in teachers' proficiency level in English as a language of instruction and a positive increase in teacher level of preparedness in teaching and learning. There is also a positive significant increase on effect of English language on student performance. He made these observations from a study that examined the effects of English language on the teaching and learning of mathematical modeling at some junior secondary schools in Nigeria. In this study, teachers' proficiency levels of English language, their approach in teaching algebraic word problems and their preparedness towards challenges were investigated. Dogo's (2016) study was framed within Piaget's (1967) constructivist theory and recommended that the Junior Secondary Levels Mathematics textbook writers should be sensitized on the effects of English language on students learning of Mathematics. Also, Mathematics teachers should use strategies that can be used to enhance students' proficiency in English as a language of instruction.

2.6.3 Perception about English as a medium of instruction

Rogier (2012) claims that there are differences in perception between students and faculty members regarding language ability and problems associated with the use of English for instruction. Students do not feel that studying in English causes problems, but teachers do not agree that students' language ability meets expectations for studying in an English-medium environment. Both students and teachers believed that improvement in English language skills occur over the course of their study, generally citing exposure to the language as the reason. Rogier came out with these assertions when he explored the effects of English-medium instruction on language proficiency in the context of higher education within the UAE by investigating changes to language proficiency of undergraduate students at one of the universities. He argues that because the university admitted low level learners to begin with, they could see improvement.

However, they were unable to increase proficiency much beyond a particular level, as attention was not drawn to their mistakes. There was little focus on language development once students reached their major area of study. Yet, the participants in his study made statistically significant improvement in their language until they graduated. He further argues that the material presented to students seemed to be challenging enough to continue some language improvement, but it is not enough improvement to meet the institution's expectations for graduating students.

According to Rogier, what seemed to be missing from the necessary requirements of language learning beyond a certain level are the noticing and the focus on form that would push them beyond where they currently were and increased their accuracy. He consequently recommended ways of improving current practice by having clearer language goals, changing attitudes toward responsibility of language learning, increasing support for both students and teachers, and improving the marketing and tracking of support services that are offered and the development of programmes and services that would provide a more integrated content and language learning experience for students. Even though the current study agrees with the findings of Rogier, it has reservation with his assertion that the limitations of English as medium of instruction were attributed to all of the recommendations. However, there may be one or two among what the study suggested.

Rogier's (2012) study combined a survey approach which can be very quantitative in nature with a case study often seen as purely qualitative. Rogier suggested the following for further research in the area of language development: more research into the role of exposure and focus on output at higher levels of proficiency, how exposure to language in countries with increasing globalization of English-

language media and expatriate labour affects proficiency, and the effect perceptual differences in teaching and learning may have on how language ability is viewed.

In the same vein, Albakri (2017) argues that the English as a Medium Instruction (EMI) policy is accepted for pragmatic reasons based on the utilitarian function of English as a lingua franca and its requirement for future jobs. However, he also concedes that learners face great difficulties in their study which is mainly caused by insufficient language competence. In this direction, he maintained that local languages as a medium of instruction would lead to a more comprehensive understanding of the subject matter and most probably lead to better academic performance. He further stresses that the implementation of EMI had a disempowering effect on students with low English language proficiency and had a negative psychological impact on them. The EMI policy does not provide students with equal opportunities to study at tertiary level. This came to light when he explored the perceptions of students on the implementation of the English as a medium of instruction (EMI) policy at a public higher education institution in Oman and its effect on the quality of their learning experiences and academic performance.

For the study, a critical exploratory methodology was adopted with 328 students studying in seven different faculties, 14 classroom observations and 14 students' interviews. Few participants found that the endorsement of EMI negatively influenced their ability to use Modern Standard Arabic (MSA) and marginalized the role of Arabic in their society. He therefore made several recommendations which include the enhancement of English language teaching (ELT) in schools to better prepare students for their academic study in English. In addition, teachers should be given the opportunity to develop their pedagogic competence that would allow them to use a student-centred approach in teaching. Finally, the college should increase students'

support in their study, especially in EMI through creating support centres where they could resort to in case they face any difficulties in their study.

2.6.4 Summary

Findings go to support the idea that language alternation could be essential as a medium of interaction in schools. However, Rogier (2012) argues that there are differences in perception between students and teachers regarding language ability and problems associated with the use of English for instruction. Students do not feel that studying in English causes problems, while teachers do not also feel that students' language ability meets expectations for students studying in an English-medium environment. Studies therefore have shown that English Medium Instruction could be improved by having clearer language goals, changing attitudes toward responsibility of language learning, and increasing support for both students and teachers. The review is very relevant to the current study as it has a link with one of its objectives. The current study will find it very useful as it explores the effects of English as a medium of instruction in some Colleges of Education.

2.7 The role of English as a medium of instruction (EMI) in Ghana

Ghana's Education Minister, Opoku-Prempeh (2017) has advocated for English language to be maintained as the medium of instruction in schools throughout the country. He explained that because students are not trained for only Ghana, they need to be taught the English language which makes them globally competitive. Apart from making students globally competitive, it would be increasingly difficult to use any one Ghanaian language as a medium of instruction, considering the multilingual nature of Ghanaian classrooms. The following among other reasons therefore make it worthwhile to maintain English as a medium of instruction.

2.7.1 English serves as a language of career development opportunity

Karvonen (2017) asserts that enhanced communication skills in English can result in not only an improved social life, but also better job opportunities in the future. From job interviews to the actual professional world, communication skills are very crucial, and being proficient in English means being able to communicate clearly and effectively. Most job interviews are conducted in English. Interviewers quickly make judgments and give great importance to first impressions. Poor skills in the language can mean a smaller chance of landing a job. On the other hand, being proficient in the language can help one leave a good first impression which means higher chances of getting the position one is applying for. Most business contracts are also written in English. Handling international business deals requires effective skills in English. English is the preferred business language because it is an exact language. It allows a person to say what he or she wants to say without having to argue about the meaning. However, using incorrect tense, preposition, and the like will make one's statement less accurate. So in order to have an increased competence in the professional world, one should have a very good grasp of the English language. English is the most commonly used language in the business world. Students would therefore like to study in English to improve their communication skills so as to increase their chances in their career development. In this regard, English can be described as a backbone to every career venture.

2.7.2 English serves as a language of formal education

Ghana is one of the countries in Africa where English is used as a medium of instruction from Primary 4 onwards. The President's Committee on Review of Education Reforms in 2002 recommended the use of either the local or English language as the medium of instruction in early grade. The rest of the child's education should be done in the English language with the exception of Ghanaian language which

is taught as a subject (Anamuah Mensah cited in Seidu, 2011). Quarcoo (2014) views the English language as the only language of formal education beyond the first three years of primary school in Ghana. This is because it is assumed that every child will acquire an indigenous language before s/he starts school. Consequently, using it as the language of instruction at the lower primary will not only be helpful but also beneficial for the child as it will enable him/her understand abstract concepts. This was the practice in most public schools until recently. However, in May 2002, a law was passed making English the sole medium of instruction from Primary 1 and an indigenous language learnt as a subject to the secondary level. Some of the reasons given for this decision by Ameyaw-Ekumfi, the then minister of education, were that students were unable to speak and write good English sentences even by the time they complete the Senior Secondary School (SSS).

2.7.3 English serves as a Lingua franca

Lingua franca is where one language is selected among others and used as a language of communication among the people for the purpose of understanding. It is a language that is adopted as a common language between speakers whose native languages are different. Just as different sources give different figures for the number of languages in Ghana as spoken by the different tribes, there can only be one official language understood by all the tribal groups; this is the colonial English language and lingua franca. Among the numerous languages, there are nine (9) government-sponsored languages spoken in Ghana supported by the Bureau of Ghana languages established in 1951. Though all of these Ghanaian languages are official and are well recognized, English is generally used in all the regions that speak these languages and has been upheld as the official language of government and for all other business purposes. As a result of the announcement by the then Minister that English is the lingua

franca of the state and that all efforts must be put in to ensure that children acquire the right level of competence in it, the acquisition and use of English has not been compromised. This, notwithstanding, Quarcoo (2014) reveals that the Ghanaian Languages are not totally neglected in this policy as they are taught as subjects in the schools.

2.7.4 English serves as a symbol of cultural identity and a unifier language

There are many varieties of English in the world. The concept that each variety has to be maintained is supported, because each variety is one of the symbols which show the identity of its speakers. However, if the differences among the varieties are increased it can be predicted that a discrepancy may occur in mutual understanding among the speakers of this language (Yoshikawa, 2008). Teaching materials also have an impact not only on learning a second language, but also on identity. To this end, Brown (1994) observes that second language learning implies the acquisition of a second culture, and consequently, a second identity. As it was previously mentioned, textbooks focused on the inner circle countries show the best side of their culture. This may have two effects on students. First, some students may feel attracted to the foreign culture, especially in those countries which belong to the expanding circle. As a result, they are more influenced by the inner circle materials. With the purpose to approach as much possible to the model displayed in the textbooks, students may assume an imagined identity. The problem is that they want to belong to a community which is not real. It is an imagined community and much frustration can arise when facing the reality. It is clear that when students assume an identity which allows them to express themselves and to be heard, learning is more effective.

2.7.5 Summary

It is worth noting that literature review on the role of English in Ghana points to the fact that English language plays a very critical role. Studies indicate with serious view that English language serves as a language of career development opportunity. Thus, it is very important to be fluent in English for some Ghanaians as a good command of the English language demonstrates the ability to obtain the most lucrative jobs; hence it demonstrates a symbol of status. More so, studies think English language serves as a language of formal education in Ghana. It is therefore, not surprising that English language is held in high esteem throughout higher education in Ghana. Furthermore, English language as viewed by several studies, serves as a Lingua franca. It is therefore a language that is adopted as a common language among speakers in Ghana as a result of the multilingual nature of our various native languages. It is also interesting to note that English serves as a symbol of cultural identity and a unifier language as viewed by several other studies. To this end, when students study in English, they assume an identity which allows them to express themselves and to be heard, thus making learning more effective.

2.8 Related studies

The scope of English as a Medium of Instruction (EMI) is very wide. The reasons why many institutions are willing to face EMI are equally numerous and complex. Among these many reasons are: to attracting international students, to be better positioned in university rankings, to increase revenue, to give students the possibility to study abroad, to further student and staff career possibilities, to modernize universities or even to follow global trends of how universities are supposed to become more international. The following takes a look at some related studies of EMI around the globe:

2.8.1 Europe

Griffiths (2013) argues that men are more positive on English as a Medium of instruction than women in general; English gained currency because not much had been done in the local languages as regards pedagogical skills and materials. Griffiths explored the perceptions and practices of Norwegian lecturers on the implementation of policy of English as Medium of Instruction at their higher education institutions. The study was informed by Critical Applied Linguistics Imperialism and Bourdieu's on capital and power. Qualitative methods were used to collect data and 20 Norwegian teaching academics were interviewed, of whom five were observed while teaching. This implies that both men and women have positive attitude towards English as a medium of instruction. In this direction, they would like to study in English. Griffiths added that the reason for this attitude towards English might be because the local languages are not well developed.

Similarly, Hou (2018) asserts that motivational intensity is found to greatly affect both students' English achievement and language learning strategy use. Many students needed to increase expectations related to effort in their studies. It is suggested that in curriculum design, a specific, moderately different, challenge, but reachable goal (Good & Brophy, 1990) should be set in the very beginning. In addition, schools should try to provide students and teachers with real language learning environments, such as English Corner and cross-cultural exchange programmes so that students become motivated and use more appropriate strategies for better whole language performance. Lastly, teachers should be ready for strategy training. It was suggested that language teachers be motivated to participate in strategy training programmes so as to help students. This is suggestive that students need to be motivated in order to boost their performance when they study in English. In relation to this, Daly (2018) claimed that

teachers should develop a nuanced awareness of issues relating to translation and comprehension in multilingual settings. Daly also believes that the use of a range of strategies such as students' home language(s), visual strategies, collaborative learning, code-switching, and writing strategies could enhance comprehension and cognition in their own classrooms. This means that Daly is in support of language alternation where necessary, in addition to other strategies in order to enhance students' performance in class.

2.8.2 Asia

Regarding strategies and approaches to English as a Medium of Instruction, Gow et al (1991) reveal that students with lower levels of ability in English tend to adopt a narrow orientation to processing assigned study tasks. They concentrate on deciphering the rhetorical aspects of text rather than seeking underlying meaning. The process of searching for meaning could be obstructed by the need to mentally translate between the second and first languages. They argue that some students resort to memorizing selected passages for reproduction in examinations. The researchers examined the relationship between approach to learning and English language ability of students in a tertiary institution in Hong Kong. This same study could be explored in Colleges of Education in Ghana to find the relationship between approach to learning and English language ability of students. In conclusion, it is emphasized that teachers should not think of themselves as people who constantly had to deliver information to students, but rather, to be more like facilitators of learning setting the stage for learning to take place and motivate the students to use their thinking abilities and to help them to channel their abilities into something productive.

In effect, Anh (2010) asserts that the use of local languages deprives English teachers of the chance to establish affective relationship with their students. They

believe the absence of mother tongue means the elimination of the translation technique, an effective way of explaining meanings of words or phrases. They further argue that the English-Only policy with low desirability and effectiveness did not always facilitate learning a language as many have claimed. If one of the instructional aims was to find an effective way in meaning clarification and knowledge transfer, Vietnamese use could be considered a useful tool and a valuable resource in English classroom interaction. He indicated the need to abolish the rigid English-only policy being currently enforced and observed there. The L1 or Vietnamese in this case should, accordingly, be allowed to claim back its facilitative role in the language classroom but at the same time be kept to a minimum so as not to deprive the students of the opportunities to be exposed to English. This is indicative that teaching and learning would be enhanced if students study in English. However, local languages could be employed to explain difficult concepts in English.

Again, Yang (2010) intimates that when students are given the right to regulate language use themselves, they consciously use English more and the teacher's role as English as a Second Language corrector diminishes. The issue of how we treat classroom language use is therefore, of central importance as it has a direct influence on the effectiveness and efficiency of the process of English as a Second Language /English Foreign Language teaching and learning. Perhaps, the time has come for us to re-examine the taken-for-granted practice of insistence on English-only in terms of its pedagogical effectiveness, desirability and its implications for the profession. Yang recommended that in future research, interviews and observations should be part of the instruments for data collection. Other variables which could potentially affect the beliefs and attitudes of the subjects involved (such as student learning styles and gender) should also be a focus for future research. It might also be beneficial to examine

further how to maximize the use of English to help students more in their learning process. Even though Yang's study was explored in universities and colleges in Vietnam, it could be replicated in Colleges of Education in Ghana. This is because different settings may present different results on the study of students' comprehension and participation level as well as their attitude towards English Only medium.

Similarly, Wei (2013) found that in a tertiary Teaching English Foreign Language (TEFL) context, proper tolerance of using both students' native language and English in TEFL classes may help students more than the implementation of English-only policy. He stressed that allowance of L1 in English in the tertiary English education in reading and writing courses may help students acquire clearer comprehension and produce more confidence in sophisticated English expression. The pedagogy of English grammar may need more allowance of L1 in order to help students use English more confidently in formal written works and avoid the ambiguity in communication. Wei further argued, to implement English-only teaching counts on the consideration of teacher's capability of explaining complicated terms and concepts in simple and clear words. This can also be done by grouping students into suitable levels to avoid the burden to students in the two extreme sides of levels in a class, and the allowance of certain L1 in a course according to the complicatedness of the course content. When a teacher is going to teach in English only, the teacher has to be able to use the English students are able to understand in teaching. Otherwise, the teacher may just confuse students and the English-only teaching may not make sense under the circumstance.

2.8.3 Africa

Opoku-Amankwa (2009) asserts that learners' access to the language of instruction is an important factor in literacy learning. The language of communication

in the classroom is vital for the achievement of literacy and learning goals. Language mediates learning, allowing us to access new information and connect it to what we already know. It is also primarily through language that we are able to demonstrate what we have learned. The choice of language as the medium of education thus plays a critical role in the teaching–learning process. He argues that English creates anxiety among students and stalls effective classroom participation. Opoku-Amankwa made this assertion when he considered the key issues that impinge on the literacy development in multilingual classrooms in postcolonial Africa including the uninformed attitudes towards mother tongue/bilingual education. He then drew on the empirical data from Africa and elsewhere to refute the negative perceptions about mother tongue education and examined the prospects for bilingual/mother-tongue education in multilingual classrooms in Ghana.

However, Tamanja (2010) argues that there was low level of awareness of the medium of instruction policy. Teachers in rural schools favour of second language while those in urban ones favour English. He therefore believes that there was the need to engage all stake holders, especially teachers to create their awareness and change their attitude towards English Medium of Instruction. There was also the need to train and motivate teachers, provide effective supervision and educational materials. Tamanja made this assertion when he conducted a study on teachers' attitudes with regard to the medium of instruction in basic schools in some parts of the Northern region of Ghana. Discussing the challenges of English Medium of Instruction, Kyeyune (2003) affirms that there are practical difficulties with education through the mother tongue and that English may be an easier option, with careful adoption of a bilingual-based, communication-oriented approach to instruction. To facilitate learners' comprehension and analysis of classroom talk, he argued that teachers should be trained

in the skills necessary for supporting learning through an analytical understanding of language-related barriers. In addition, they should be fluent in the two critical skills of questioning and explaining. With data from selected schools in Uganda, he considered some of the ways in which teachers' use of English as a medium of instruction sometimes frustrates the students' learning efforts instead of facilitating them.

2.8.4 Summary

The use of English as a medium of instruction is explored around the globe. Several studies examined it at different perspectives, looking at the effects, the significance and the challenges among others. Of all these, the fact still remains that both teachers and students prefer to study in English, even though there are challenges. In order to overcome these challenges, motivation is one of the essential tools that could have positive influence on English as a medium of instruction in schools and colleges. Teachers should not constantly transfer information to students, but rather, facilitate learning by setting the stage that would enhance teaching and learning and motivate the students to use their thinking abilities. Strategies such as students' home language(s), visual strategies, collaborative learning, code-switching, and writing strategies could enhance comprehension and cognition in their own classrooms.

2.9 Conclusion

The chapter has revealed that the language of communication in the classroom is vital for the achievement of literacy and learning goals. The choice of language as the medium of education thus plays a critical role in the teaching-learning process. Policy with low desirability and effectiveness does not always facilitate learning a language as many have claimed. Thus, it hinders students' participation in class. Teachers and students harbour positive attitudes towards both English and Ghanaian

language. So, teachers and students support bilingual medium of instruction as a relevant method of teaching at the primary school. Therefore, there is the need to abolish the rigid English-Only policy being currently enforced and observed in our schools. Language policy of education should be reviewed with respect to schools in the rural areas to allow teachers use both the L1 and English (L2) owing to the lack of proficiency in the use of English in the classroom. The L1 should, accordingly, be allowed to claim back its facilitative role in the language classroom but at the same time be kept to a minimum so as not to deprive the students of the opportunities to be exposed to English. On the significance of English medium instruction, literature reveals that better accessibility of English materials as well as the existence of better curricula, better job and career development opportunities, a positive influence on the wider community and wider chances for communication among others, account for students' motivation for English as a Medium of Instruction.

It also reveals that the main challenges of using English as a medium of instruction are teachers' lack of proficiency, both in the English language and in teaching in English, lack of parental involvement, among others. More so, literature review points to the fact that the main strategies teachers should adopt in the classroom should include translation, code-switching/mixing, concurrent use of the two languages, and safe-talk. The use of English in schools could be improved by strict enforcement of the language policy of education and cautious improvement in the teaching of English. While revealing a non-effective implementation of English as a medium of instruction in schools, literature review points out that teachers and pupils also have various challenges associated with using English as a medium of instruction, especially due to mother tongue influences. Therefore, there are differences in the perception between students and teachers regarding language ability and problems

associated with the use of English for instruction. Students are unable to increase proficiency much beyond a particular level as they are not being asked to produce with accuracy, nor is attention being called to their mistakes. The material presented usually seems to be challenging enough to continue some language improvement.

The discussion has also revealed that English as a Medium of Instruction is introduced without thorough institutional stakeholder discussions. Consequently, any programme for the effective implementation of English Medium Instruction should give adequate attention to training and retraining of teachers, policy makers and school heads. Thus, the situation could be improved by adopting clearer language goals, changing attitudes toward responsibility of language learning, and increasing support for both students and teachers. This would result in improving the development of programmes and services that would provide a more integrated content and language learning experience for students. It is suggested that in curriculum design, a specific, moderately different, challenge, but reachable goal (Good & Brophy, 1990) should be set in the very beginning. In addition, schools should try to provide students and teachers with real language learning environments so that students become motivated to learn. Teachers need to realize that motivation is not a fixed state but rather, a dynamically evolving and changing entity linked with the ongoing process of learning in an authentic context. Confidence building is crucially important for students. Finally, teachers should not think of themselves as constantly delivering information to students, but rather become facilitators of learning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter reviewed the literature relating to research on the use of English as a medium of instruction in colleges of education. This chapter discusses the research design, the sample and sampling procedure, methods for data collection, data collection, data analysis, and ethical considerations. The purpose of this research is to empirically explore the use of English as a medium of instruction in Colleges of Education, focusing on Dambai and Jasikan Colleges of Education in Ghana.

3.1 Research design

This study uses a mixed method design to investigate the research questions. Creswell, Plano Clark, Gutmann, and Hanson (2003) state that a mixed methods' study "involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research" (pp. 209-240). They note that concurrently gathering data allows the researcher to seek and compare both forms of data to search for congruent findings (Creswell et al., 2003). Thus, quantitative and qualitative approaches were used for the study. This mix of approaches was chosen because it helps achieve the purpose of the study, which is, the use of English as a medium of instruction in colleges of education, using a representative sample of Dambai and Jasikan Colleges of Education in Ghana. This is because the approach allows the use of multiple instruments such as focus group interviews, observation and questionnaire to gather data from the participants in their natural settings for the achievement of the objectives of the study. Also, the mixed

method approach complements the limitations of any one method. Findings are therefore strengthened. The essence of using these two kinds of responses (quantitative and qualitative) in a study is to ensure the credibility, quality and the originality of responses concerning the phenomena under study, also one aspect of the responses will serve as a supportive data in the study (Creswell & Plano, 2011).

3.2 Sample and sampling procedure

Two sampling techniques were employed in this study: purposive sampling and simple random sampling. Purposive sampling was employed for tutors while simple random sampling was used for the selection of student respondents.

3.2.1 Purposive sampling for tutors

This is also known as selective or subjective sampling. This technique relies on the judgment of the researcher when choosing who to ask to participate. Researchers may implicitly thus choose a “representative” sample to suit their needs, or specifically approach individuals with certain characteristics. The choice of this sampling technique for tutors is selected because English language tutors have an understanding of their students regarding the use of English as a medium of instruction. It is they who have informed judgment about English language ability of the students. Moreover, purposive sampling has the advantage of being time-and cost-effective to perform.

3.2.2 Simple random sampling for students

In this case, each individual student was chosen entirely by chance and each member of the student population had an equal chance, or probability, of being selected. To ensure gender parity, the respondents were segregated into males and females. The choice of equal male/female ratio selection was underpinned by the initiatives to address gender sensitivity issues in Colleges of Education being advocated by *Transforming Teacher Education and Learning* (T-TEL) under the auspices of the

Government of Ghana. Out of each category in both of the Colleges, pieces of paper were cut according to the number of students. Fifty (50) pieces of paper for each gender were marked “Yes” with the rest marked “No”. All those with “Yes”, formed the sample for the study. The choice of using simple random sampling is that it allows the sampling error to be calculated and reduces selection bias. A specific advantage is that it is the most straightforward method of probability sampling.

The population of the study included all English language tutors and second year students of Dambai and Jasikan Colleges of Education respectively. The two colleges were chosen as the research sites because of proximity and convenient access. It is also because they are the only two Colleges of Education in the newly created Oti Region. The Dambai College of Education as of the beginning of the 2018/2019 academic year had four English tutors. The college had 550 first and second year students respectively, made up of 250 first year and 300 second year students. Jasikan College of Education had five (5) English tutors with an enrolment figure of 781 first and second year students. This comprised 400 first year and 381 second year students. A sample of 100 second year students from each of the colleges was recruited. As mentioned earlier, to ensure gender parity, there were 50 men and 50 women selected from each of the colleges. The choice of second year College of Education students was informed by the fact that they had been in the college system for at least one year. For that matter, they had an understanding of the College system. The target pool for participants for the focus group interview was twenty groups of 10 students in addition to individual interviews for tutors of English. The focus groups for students were made up of 10 groups from each College.

Table 3.1: Sample selected for the study (tutors)

Category	Frequency
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Teachers (Dambai)	3
Teachers (Jasikan)	5
Total	8

Table 3.2. Sample selected for the study (students)

Category	Frequency
Second year teacher trainees (Dambai)	100
Second year teacher trainees (Jasikan)	100
Total	200

Table 3.3. Sample distribution by gender (students)

Category	Frequency
Male (Dambai)	50
Female (Dambai)	50
Male (Jasikan)	50
Female (Jasikan)	50
Total	200

3.3 Methods of data collection

The study employed both quantitative and qualitative ways of data collection. The use of multiple instruments was to ensure that the researcher get all the available information from the respondents. According to Creswell (2011) using two approaches in data gathering probes more deeply into significant issues inherent in the variables under investigation and contributes a better understanding and the interpretation of the research findings. The study therefore gathered data through the use of questionnaire,

in-class observation and interview. The questionnaire was adapted from Rogier (2012) and Agyemang-Prempeh (2018). This is because they investigated similar issues at different settings.

To explore English as a medium of instruction in Colleges of Education, data were gathered in three phases as noted earlier. In the first phase, structured questionnaire was employed to gather the views of the student participants on the significance of using English language as a medium of instruction, challenges of using English language as a medium of instruction as well as the effects of using English language as a medium of instruction in colleges of education. The students were also asked to rate their abilities in English and in performing given tasks. Using random sampling technique, the study sampled 100 students from each of the colleges to respond to the questionnaire, making a total of 200 respondents. Out of the 200 students, 100 were females whilst males were 100 respectively. Instruments that were employed to gather data from the respondents for the study included structured questionnaire, interview and in-class observation.

3.3.1 Questionnaire

A questionnaire was used in order to generate adequate amount of quantitative data, because it was impossible for the researcher to have all the time at his disposal. Colleges have an academic calendar that guides them and the researcher had to carry out the study within a specific time-frame. Moreover, a structured questionnaire was used in this study because researchers have argued that they are quicker to code and analyse within a short time frame than word-based data (Cohen, Manon, & Morrison, 2007). Sarantakos (1998) describes a questionnaire as being helpful because, it standardizes data collection and ensures high confidentiality of respondents, thus eliciting truthful information from them. A structured questionnaire can also be used

for a large sample size where participants feel comfortable responding to questions. The questionnaire comprised a set of items and it had five (5) sections and the items are directly linked to the research questions.

The respondents were expected to respond to various questions in respect of what their opinions were regarding each of the five sections. The first section sought to gather the views of student respondents their reasons for studying English. The second section sought the opinion of what challenges students in colleges of education face as a result of English medium instruction. The third section focused on gathering responses on the effects of English medium instruction in colleges of education. The last two (2) sections of the questionnaire required the respondents to rate their abilities in English and in performing given tasks respectively. Out of the 200 copies of questionnaire given to students, 195 were received, which the researcher worked with.

3.3.2 Focus group interview

The second phase was the interview. The semi-structured interview guide had questions that hinged on the research questions raised for the study. The focus group interview was employed for the students while individual one-on-one interview was employed for the English language tutors. As indicated earlier, the sample for participants for the focus group interview was 20 groups of 10 students and individual interview for all English language tutors from both colleges based on developed themes. The interviews were conducted using a recorder which was transcribed. This was to ensure the authentication of the views and opinions of the participants.

Focus group interview enables the researcher who acts as a facilitator or moderator in the process to bring a number of participants together at one convenient location at one time to assess their views/opinions, experiences and feelings about a phenomenon under study (Bell, 2008; Decombe, 2008; Marvasti, 2004).

3.3.3 Observation

The third phase was observation. Observation – as a deliberate, organised and systematic form of “looking” or “watching”- is integral to all scientific inquiry. It is a process that is guided by rational principles and assumptions, and motivated by an interest in obtaining data on occurrences, events, processes, reactions, forms of conduct and relationships. It is a systematic data collection approach where researchers use all of their senses to examine people in natural settings (Smart, Peggs, & Burrige, 2013). A major advantage of the observation technique is its directness. It is not necessary to ask people about their attitudes, feelings, or views; you watch what they do and hear what they say (Cargan, L. 2007). The researcher took turns to observe a two-hour class each at Dambai College and Jasikan College respectively, based on the following criteria:

Tabel 3.4. In class lesson observation guide

Criteria	Rating		
Lesson language used by teacher	Only English	Only L1	English with L1 for little clarity

3.4 Data collection

The questionnaire, the interview and observation were self-administered to the participants within one month. This strategy provided the opportunity to clarify issues that the respondents raised about the instrument. Also, administering the instrument personally encouraged most of the participants to respond to the items. As mentioned earlier, 200 questionnaires for students were self-administered but 195 were received. Questionnaire from the 8 English tutors including the said 195 were analyzed alongside the qualitative data.

3.5 Data analysis

Data collected through the questionnaire, in class observation and the interview schedules were analyzed both qualitatively and quantitatively. A theme-by-theme approach was used for the analysis. The researcher organized data across all respondents or interviewees and their answers, including in-class observation, so as to identify similarities and differences. During the analysis of the findings, the links and relationships between responses were explored.

3.6 Ethical considerations

Cohen et al (2007) point out that ethical considerations are more than just procedural as they permeate the entire research process and are an important consideration in framing the research design because “one has to consider how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices” (p. 51). Therefore, while thinking about the research problem, its cost/benefit ratio was considered. There was very little risk involved for the participants. They were asked to find time to respond to the questionnaire and participate in an interview. The cost (time to participants) was weighed against the expected benefits of the research (increased knowledge about the benefits/significance, the challenges and effects of English medium instruction) and the conclusion was that the study was of value as a first step in the research process. Other considerations of ethical research, including informed consent, privacy, anonymity, confidentiality, and decreasing risks to participants were also taken into account.

In terms of competence, all participants were adults, so they were able to make informed decisions about participation in the project on their own. Participation was voluntary and they were informed of the nature and purpose of the research at each phase of the data collection process (responding to the questionnaire and participating

in interviews). Participants were informed that their involvement was voluntary and that they could withdraw at any time. They were provided with the name and contact information of the researcher at each stage of the research. For the in-class observation, I sought the consent of the tutors involved before it was carried out. Throughout the research process, provisions were put in place to maintain the privacy and confidentiality of all participants.

3.6.1 Validity

Validity of this study was ensured through triangulation (Cohen et al, 1994). Triangulation involves the use of two or more methods of data collection in a study of aspect of human behaviour (Cohen et al, 2007, p. 11). Employing two or more methods helps researchers to offset the limitations associated with one method (Cresswell, 2003; Punch, 2005) and to determine the accuracy of information gathered. As already indicated, the questionnaire and observation were employed to guide the development of the semi-structured interview schedule. Using these multiple instruments to gather data enhanced validity.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The use of English as a medium of instruction can be seen from several points of view. In order to get a broader perspective of the study, this chapter presents the findings of the study and explains the results of the research thematically in relation to each of the research questions. The results of the study are presented and discussed based on the following themes: the significance of using English language as a medium of instruction, challenges of using English as a medium of instruction in the classroom, and the effects of using English as a medium of instruction on students' performance. The findings indicate that students have different motivations for using English as a medium of instruction. Findings further indicate that students are often confronted with various challenges when it comes to the use of English. In consequence, the findings show that these challenges have telling effects on students' performance in the classroom.

This chapter is divided into three sections. The first section discusses results on the significance of using English language as a medium of instruction. The results suggest that English language promotes the internationalization of universities in the world, improves employability prospects of local students and can be used as a link language by educated people in institutions. It was also discovered that English language has been assigned the role of library language, helps in a fast development of knowledge acquisition among students, helps create elite class and students in English language become bilingual. Moreover it was discovered that English as medium of instruction enhances students' academic progress in other subject areas and serves as medium of instruction when students are posted to areas where they are constrained by the local languages.

The second section presents results on the challenges of using English as a medium as of instruction. It was revealed that using English language as medium of

instruction promotes excessive waste of time during lessons while students contribute less in the class due to low level proficiency in English language. It was also discovered that the use of English as a medium of instruction does not enable students to comprehend lessons delivered in English and decipher meaning from textbooks written in English. It was further revealed that when students study in English language, they tend to engage less with their learning materials and learn by memorization.

The third and final section focuses on results on the effects of using English as a medium of instruction on students' performance. Findings indicate that students develop positive attitude towards English as the use of English in Colleges of Education enhances career opportunities of students and makes them globally accepted. Findings further suggest that English as a medium of instruction leads to school dropout since not all students are able to grasp the content of what they are taught. That notwithstanding, it was discovered that the use of English helps to improve the proficiency level of students. Finally, the results suggest that when English is used as a medium of instruction, students find it difficult to respond to or ask questions as a result of inadequate vocabulary acquisition.

4.1 The significance of using English as a medium of instruction

This section presents the significance of using English language as a medium of instruction. The results of both tutors and students are juxtaposed and analysed, taking cognisance of key findings. Tables 4.1.1-4.1.4 present summaries of responses from tutors and students. In response to whether English language is significant as a medium of instruction in the Colleges of Education, all the tutors agreed that English language promotes the internationalization of universities in the world. They also

agreed that English language serves as an eco-language to business transaction in the trading.

Table 4.1.1: Tutors' responses on the significance of using English as a Medium of instruction

Item	Disagree	Uncertain	Agree
Promotes internationalization of universities	0	0	100
Improves employability prospects of local students	0	0	100
Used as a link language in offices and educated people	0	0	100
Assigned as the role of Library language	0	12.5	87.5
Gains importance in our Educational programs	0	0	100
Students develop fast knowledge acquisition	12.5	25	62.5
Helps create elite class	0	0	100
Students in English language become bilingual	0	25	75
Enhances students' academic progress in other subjects	0	0	100

Again, all of them agreed that English language promotes and improves employability prospects among local students and also serves as a link language in offices among educated people. In addition, the results reveal that English serves as an effective network that links offices among the educated folk. With the exception of 12.5% of the respondents who remained uncertain, 87.5% of the tutors accepted that English language was assigned the role of library language.

Apart from 12.5% who disagreed and 25% who remained uncertain, 62.5% of the respondents endorsed the view that English as a medium of instruction results in

faster acquisition of knowledge among students in our educational institutions. All (100%) of the respondents agreed that the use of English language helps create an elite class. With the exception of 25% of the respondents who remained uncertain, it is worth noting that 75% of them agreed that the use of English language as a medium of instruction makes students who are taught become bilingual. The results also revealed that the use of English as a medium on instruction enhances students' academic progress in other subjects. This was attested to by all the tutors. Responses from students are presented in Table 4.1.2. This is to enable us make a comparison between the tutors' and students' responses.

Table 4.1.2: Students' responses on the significance of English as a medium of instruction

Item	Disagree	Uncertain	Agree
Promotes internationalization of universities	23.6	12.3	64.1
Improves employability prospects of local students	25.6	14.4	60
Used as a link language in offices and among the educated people	10.2	7.7	82.1
Assigned as the role of Library language	16.9	12.8	70.2
Gains importance in our Educational programs	15.9	10.3	73.9
Students develop fast knowledge acquisition	19.5	14.4	66.1
Helps create elite class	17.9	20	62
Students in English language become bilingual	21.5	21.5	57
Enhances student's academic progress in other subjects	11.8	8.7	79.5

From Table 4.1.2, 64.1% of the total number indicates that the use of English language as a medium of instruction promotes internationalization of universities globally. However, 23.6% disagreed with 12.3% remaining neutral. Regarding the item that English language improves the employability prospects of local students,

60% of the students agreed that while 25.6% disagreed and 14.4% remained uncertain. A total of 82.1% of the students agreed that English serves as an effective network that links offices among the educated folk with 10.2% disagreeing and 7.7% remaining uncertain. With the exception of 12.8% of the students who remained uncertain, 70.2% agreed that English language has been assigned the role of library language while 16.9% disagreed. On the role of English in resulting in acquisition of knowledge among students, 66.1% agreed with 19.5% and 14.4% disagreeing and remaining neutral respectively. Also, in response to the item that the usage of English language helps create an elite class, 62% agreed, while 17% disagreed and 20% remained uncertain. When students were asked whether English language makes a student bilingual, 57% agreed while 21.5% disagreed and 21.5% remained uncertain. Finally, 79.5% agreed that English enhances student's academic progress in other subjects. To this, 11.8% disagreed and 8.7% remained uncertain.

These results were subjected to statistical tests and the results are presented in Tables 4.1.3 and 4.1.4. The tests project the mean values showing the extent of agreement or disagreement among tutors and students.

Table 4.1.3: Results of descriptive statistics test of tutors' responses

Item	No.	Mean	Std Dev.
Promotes internationalization of university	8	4.8750	.35355
Improves employability prospects of local students	8	4.5000	.53452

Used as a link language in offices and educated people	8	4.5000	.53452
Assigned as the role of Library language	8	4.0000	.92582
Gains importance in our Educational programs	8	4.5000	.53452
Pupils develop fast knowledge acquisition	8	3.7500	1.03510
Helps create elite class	8	4.6250	.51755
Students in English Language become bilingual	8	4.3750	.91613
Enhances students' academic progress in other subjects	8	4.6250	.51755

Table 4.1.4: Results of descriptive statistics test of students' responses

Item	No.	Mean	Std. Dev.
Promotes internationalization of university	195	3.63	1.34
Improves employability prospects of local students	195	3.46	1.30
Used as a link language in offices and educated people	195	4.14	1.11
Assigned as the role of Library language	195	3.71	1.15
Gains importance in our Educational programs	195	3.88	1.26
Pupils develop fast knowledge acquisition	195	3.66	1.17
Helps create elite class	195	3.64	1.22
Students in English Language become bilingual	195	3.57	1.22
Enhances students' academic progress in other subjects	195	4.13	1.44

On the role of English in promoting the internationalization of universities, a mean value of 4.8750 from tutors and a value of 3.63 from the students suggest that just as in the raw figures, most of the tutors and their students actually agree to this assertion. The degree of agreement however differs, with tutors having a greater mean value. This suggests that tutors have a stronger view that English language promotes

the internationalization of universities in the world than the students. However, the mean value for students is suggestive that a large number of them agreed. This finding falls in line with the results of Han and Singh (2014); and Shimauchi (2018) who assert that just as the power and influence of the forces, connections and imaginings of internationalization grow, it equally has the presence of English as central to the debates for internationalizing education. Globalisation and the drive to internationalize education are major forces influencing contemporary English as a medium of instruction reforms. A great number of students get attracted to countries where English is used as a medium of instruction to pursue further education due to the internationalization of universities. This also encourages international students to flow as well. It at the same time, permits local students to experience English as a medium of instruction courses without going overseas.

In furtherance, it increases the need to prepare students with disciplinary knowledge as well as specialist English language skills to respond to the requirements of the local/global labour market as determined by international and transnational companies. This therefore calls for expansion in the application of English across all disciplines and research methodologies, effecting pedagogical changes. The finding is also parallel with Mouhamad (2016) and Shimauchi (2018) who found in his studies that teachers are generally supportive of English as a medium of education, based on the utilitarian functions of English as a lingua franca and the role of English as a medium in the process of internationalising higher education. From the interview, a tutor remarked that:

If you travel to English speaking countries to study at the higher level, English is the only medium of communication. So, it is good our students learn in English.

The tutor's assertion points to the fact that one needs to study English in order to be part of a global world that is dominated by the language. In this sense, their students also think that English is essential for international communication to the extent that there are many countries where English is offered, even though they are not English speaking countries. For example, one student claimed that:

These days, non-English speaking countries run courses in English language

It is therefore obvious that the use of English language as a medium of instruction in colleges of education promotes the internationalization of universities.

English language serves as eco-language to business transaction, thereby improving employable skills. It was discovered that a mean value of 4.5000 from tutors and a value of 3.46 from students suggests that English language promotes and improves employability prospects among local students just as the raw figures suggests. It is interesting to note that most of the tutors and their students actually agree to this assertion, though the degree of agreement varies, with tutors having a greater mean value. This suggests that tutors have a stronger view that language promotes and improves employability prospects among local students. However, the mean value for students is suggestive that a large number of them are in support of the view. Both tutors and their students think that once a student studies in English, the student's chances of getting employment is very great. This is because English is the major mode of communication at all work places. In addition to this, interview for prospective employees is conducted in English language.

This falls in line with Karvonen (2017) who argues that the use of English as a medium of instruction leads to higher employability, better job and career development opportunities. What it means is that, language promotes and improves

employability prospects among local students. In that respect, students are assured of getting better jobs if they study English. A tutor said in an interview that:

English is used in all our business transactions. In order to secure a job in the country, one of the requirements is one's proficiency in the English language. So, if our students learn in English Medium, I think it will help.

This view, from a tutor suggests that employment opportunities are widely opened to persons whose proficiency level in English is unquestionable. In Ghana and around the world, one's capability at work is also measured by the way the person is proficient in English, though this perception may be misleading. Many employers use this as a measure during interview to determine who should be appointed. There is therefore the need for students to study in English if they want to be assured of employment. A student respondent from the interview indicated that English language improves employability prospects of local students,

Since the world demand and working tools are in English language.

The view of this student is suggestive that before one is employed, one has to be proficient in English. This means that expressing oneself explicitly in English is a pre-requisite in every employment venture. What it also implies is that, irrespective of a student's competence, he/she is not likely to get employed, for lack of proficiency in English. In this regard the use of English as medium of instruction leads to employment and better jobs. On the role of English serving as a link in offices as well as a language among literates, a mean value of 4.5000 from tutors and a value of 4.14 from the students suggest just as in the raw figures, most of the tutors and their students agree to this assertion. Interestingly, the differences in both values suggests that tutors have a stronger view that English serves as an effective network that links offices among the educated folk than the students. All the same, the mean value from students

implies that most of them agree that English serves as an effective network that links offices among the educated folk. This is suggestive of the fact that English is the sole language in offices and at workplaces. Similarly, it is the medium of correspondence among institutions and departments.

This falls in line with Sarfo (2012) argues that the motivations for studying English are more instrumental/utilitarian than integrative; however, Sarfo indicates that students expect to see English becoming integrative in future. Going by Sarfo's argument, it means that students have various reasons for which they prefer to study in English. In this regard students might think that studying in English might chart their path to enable them work in various offices. It is worthy of note to learn that a tutor remarked in an interview that:

Students think that English is the only medium of instruction, in business in offices etc.

This remark by the tutor points to the fact that English language can be used as a link language by educated people in various institutions. Tutors are therefore, optimistic that if students study in English, it will enhance their communication skills. If this is done, they believe, will link students to the various existing institutions in Ghana and elsewhere. Similarly, students also think that English language is a medium of communication at work places. They therefore feel that for them to be part of the speech community of various institutions, they ought to study in English, since English is the commonest medium of communication in these offices. One interesting finding from the interview is that a student indicated that:

When you go to work place, they use English to communicate, so learning in English medium of instruction will help us a lot.

It is clear from this student that one motivation for studying in English is to prepare students for communication at their various work places. In this direction students think they would be disadvantaged if they do not study in English. It is therefore certain that English language is an effective network that links offices and a language used in our institutions. In every institution in Ghana, English is the tool for communication among workers in those institutions. Another remarkable finding was that a mean value of 4.0000 from tutors and a value of 3.71 from students suggest both tutors agree that English language is assigned the role of library language. This is also determined from the raw figures that both tutors and students are in agreement with this assertion. Though, the degree of agreement differs, with tutors having a greater mean value. This suggests that tutors have a stronger view that English language was assigned the role of library language. This finding is parallel with Sarfo (2012) who argues that the motivations for studying English are more instrumental/utilitarian than integrative; however, Sarfo thinks students expect to see English becoming integrative in future. This is suggestive of the fact that English language is viewed to be performing the role as a library language cannot be underrated. In this instance, English language remains important as a medium of instruction in colleges of education as it is the only language use in our libraries.

It is also interesting to note that the results also reveal that English language is gaining relative importance on our educational programmes. In this regard it is worthy to note that mean value of 4.5000 from tutors and a value of 3.88 from students suggest that both tutors and students attest to this fact. However, tutors continue to hold a stronger view that English as a medium of instruction has gained importance in all our Educational programmes than students. That notwithstanding, it is indicative that both teachers and students are of the view that in all our educational institutions English

language is recognised as a subject across the curriculum with the exception of the Ghanaian language. Every subject is studied in English. Therefore, for a student to catch up with others in Ghana and beyond, that student ought to study in English. A respondent made an interesting revelation from the interview that:

English is our lingua franca in Ghana. Everywhere we go, English is used, and it is also used in teaching and learning as well as used in commerce”.

This means that English as medium of instruction is used in all institutions in Ghana. All programmes in our various institutions are run using English as a medium of instruction. This is consistent with Dornyei (2003) who asserts that students more proactively seek opportunities to learn English, even though their motivation is more instrumental than integrative. He argues that the use of English as a medium of instruction helps students achieve a higher frequency of English language use, both at home and at school. This is suggestive that students want to study in English for their academic purposes.

As regards the view that English as a medium of instruction results in faster acquisition of knowledge among students in our educational institutions, a mean value of 3.7500 from tutors and a value of 3.66 from students are in support of the view, just as the raw data stipulates. This means that both tutors and students hold a strong view that students learn faster if they study in English, since all teaching and learning materials are designed in English. Similarly, the multilingual nature of our institutions could only permit students to learn faster using English language as a common medium of instruction. English as a medium of instruction results in faster acquisition of knowledge among students in our educational services remains significant in colleges of education. A tutor explained in the interview that:

For now, I think English is alright. There are some words for certain technical areas you can't get their equivalence in Ghanaian language; so the best option is using English.

This from a tutor indicates that English has a lot of technical vocabularies that cannot be explained to enhance students' understanding, using the local languages apart from English. Moreover they think the common language that can help students learn faster is English. They feel English as a medium of instruction is a welcome opportunity for students who do not understand other languages acquire knowledge faster in our various institutions across the country. This finding falls in line with Sultan, Borland and Eckersley (2012) who argue that English as a medium of instruction helps students achieve a higher frequency of English language use at school. In this direction, Sultan *et al* think that students become proficient in the use of English as their performance is enhanced should students study in English.

Although a mean value of 4.6250 from the tutors and a value of 3.61 from students respectively suggest that the use of English language helps create an elite class, a critical study of both mean values suggests tutors hold a stronger view than the students. Tutors and their students think that to be considered as elites, students ought to study English. In this direction, students need to study in English for prestige purposes. So, it is imperative for students to study in English if they want to be admitted into this class of people. In this direction, both tutors and students feel that students have various motivations for studying English. This is also consistent with Sarfo (2012) who argues that the motivations for studying English are instrumental/utilitarian. Therefore, students have various reasons for studying English which includes being accepted in an elite class. This is obvious because the society

draws a distinction between people who are proficient in English and those are not. For the purpose of this classification, students need to study in English.

It was also discovered that a mean value of 4.00 from tutors and a value of 4.13 from students agree that the use of English language as a medium of instruction makes students who are taught become bilingual. This suggests that both tutors and students agree with the view. Even though students hold a stronger view than the tutors that using English language as a medium of instruction makes students who are taught, become bilingual, the difference is quite statistically insignificant. This is suggestive that apart from the various local languages students can speak, they have the opportunity to also understand English. A tutor remarked that:

English is alright. Using English is better. Once the orientation did not begin with Ghanaian language but began with English, it might not be the best but as it stands now English is alright. Students' proficiency level is adequate even though there may be variations.

It is worthy to know that although this tutor is of the view that there might be challenges regarding the use of English, he still believes that the medium of instruction should remain English. He thinks that once formal education started with English, that status quo should remain. He believes that would make students become proficient in English in addition to their various local languages. This is parallel to Kyeyune (2003) who affirms that the use of English may be an easier option; with careful adoption of a bilingual-based, communication-oriented approach to instruction. Kyeyune thinks that though the use of English is a better option, language alternation could do more. In this case, English could be used alongside the local languages. This therefore, is indicative that as this is done, students could become bilingual. A student made an interesting remark from the interview that:

English is the subject across the curriculum. So it also helps students to cope with other subjects. We should use English, but some terms can be explained in Ghanaian language so that we can understand better.

In the opinion of this student, when English is used as a medium of instruction, students stand the chance of speaking multiple languages. In this light, the use of English language as a medium of instruction makes students who are taught become bilingual in Colleges of Education. The overall assessment established is that the use of English language as a medium of instruction is significant.

Results also revealed that the use of English as a medium of instruction enhances students' academic progress in other subjects. A mean value of 4.6250 from tutors and a value of 2.84 from students represent this view. It is important to note that the mean value for tutors as indicated in the raw data suggests that tutors hold a strong view that the use of English as a medium of instruction enhances students' academic progress in other subjects than the students, though both tutors and students support this view. It sounds amazing why the margin between tutors, value and that of the students is quite great. A probable guess might be that a good number of students might feel that their poor performance from other subjects originates from English. Nonetheless, both tutors and students think that English enhances students' academic progress in other subjects, though tutors hold a stronger view than the students. This means that all other subjects are studied using English as a medium. This is in agreement with Karvonen (2017) who argues that the main benefits of using English as a medium of instruction include better accessibility of English materials as well as the existence of better curricula.

Going by Karvonen's, view, one can argue that the curriculum of every subject, except Ghanaian, is written in English. In fact, materials for studying these subjects

are designed and presented in English. Therefore, it would be appropriate for students to study in English. It is interesting to note that a tutor remarked from the interview that:

For now, I think English as a medium of instruction is alright. There are some words for certain technical areas one can't get their equivalence in Ghanaian language, so the best option is using English.

From this respondent, if students study in English, it would help them to study all other subjects. This is because materials in these subjects are designed in English. For example, for a student to study Science, that student ought to be good at English.

Similarly, a student respondent from the interview indicated that:

English is the subject across the curriculum. So it also helps students to cope with other subjects.

It is worth mentioning that the remark from this student suggests that students want to study in English because they feel that all other subjects are learnt in English. So, this will enhance their understanding in the classroom. For example, a student indicated that:

It enables teaching/learning to move on smoothly in the class, because that is the acceptable medium in the classroom.

It is therefore obvious that English as a medium of instruction enhances students' academic progress in other courses other than English language as a course. Students think that English language is used by students who are constrained by local languages to teach at the basic school after they have completed their course of training. This view was discovered during the interview with students. In this direction, students feel they can use English as language of instruction when they do not understand the local languages of the community. A student noted that:

It helps students to match up outside the classroom. For example a teacher is posted to a community where he or she doesn't understand the Ghanaian language of the area.

This assertion came to light because students of Colleges of Education think that they are primarily trained to become teachers, unlike other educational institutions where students are trained to enable them fit into varied sectors of the economy. It is also in line with Briggs, Dearden and Macaro (2018) who affirm that secondary teachers feel more strongly that English as a medium of instruction provides students with a high quality education. They argue that more secondary than tertiary teachers report an institutional policy on the English proficiency level required through English, yet in neither phase is there evidence of adequate support to reach a required proficiency level. Teachers therefore consider English as beneficial to advancing students' English.

4.2 Challenges of using English as a medium of instruction

This section presents the challenges of using English language as a medium of instruction. The results of both tutors and students are again juxtaposed and analysed, taking cognisance of key findings. Tables 4.2.1-4.2.4 present summaries of responses from tutors and students.

Table 4.2.1: Tutors' responses to the challenges of using English language as a medium of instruction

Item	Disagree	Uncertain	Agree
Reduces ability to understand concepts	50	12.5	37.5

Low-level of knowledge about the subject studied	75	25	0
Excessive consumption time during lessons	75	12.5	12.5
The least amount of participation in the classes due to low level proficiency in English language	50	12.5	37.5
The failure to understand lectures delivered in English language and text books written in English	37.5	37.5	25.5
Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization	50	0	50

In Table 4.2.1, generally, tutors agreed that the use of English language as a medium of instruction has challenges. Among these, 50% disagreed that it reduces the ability to understand concepts. However, 37.5% agreed with 12% remaining uncertain. Regarding the low-level of knowledge students have about subjects studied, 75% agreed, but 25% remained uncertain.

In response to whether English as a medium of instruction triggers excessive consumption of time, the responses revealed that 75% disagreed that excessive time is consumed during lessons. However, 25.5% agreed to the assertion. Regarding the low-level of knowledge students have about subjects studied, 75% disagreed, while the 12.5% agreed with 12.5% uncertain. Similarly, in response to the view that the least amount of participation in the class by students emanates from low level proficiency in English language, 50% disagreed while 37.5% agreed with 12.5% uncertain. Also, with the issue of students' failure to understand lectures delivered in English language and text books written in English, it was disagreed by 37.5% of the tutors. However, 25.5% of them agreed with 37.5% uncertain. Again, results also suggest that when students study in a language that they do not understand they tend to engage less with their learning material and learn by memorisation. This assertion was agreed by 50%

while half of the number disagreed to the assertion. Responses from students are presented in Table 4.2.2 for the purpose of making informed comparison between the tutors' and students' responses.

Table 4.2.2: Students' response to the challenges of using English as a medium of instruction

Item	Disagree	Uncertain	Agree
Reduces ability to understand concepts	47.2	11.30	41.5
Low-level of knowledge about the subject studied	44.1	17.9	37.1
Excessive consumption time during lessons	43.1	17.4	39.5
The least amount of participation in the classes due to low level proficiency in English language	34.4	13.8	51.8
The failure to understand lectures delivered in English Language and text books written in English	36.9	18.5	44.6
Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization	27.2	13.8	59.0

In Table 4.2.2, generally, the students agreed that the use of English language as medium of instruction has numerous challenges. Among the challenges, it is worth noting that 47.2% of the respondents disagreed that the use of English language as medium of instruction reduces ability to understand concepts. However, 41.5% agreed to the assertion and 11.30% uncertain. Regarding the low-level of knowledge students have about the subject studied, 44.1% agreed, but 37.1% disagreed with 17.9% uncertain that the use of English language as medium of instruction promotes that challenge. In response to whether English as a medium of instruction triggers excessive consumption of time, 43.1% disagreed but 39.5% agreed with 17.4% uncertain. More so, the results indicate that 34.4% disagreed that students' low-level of proficiency in English language results in the least amount of participation in

classes. However, this assertion was agreed to by 51.8% of the respondents whilst 13.8% was uncertain. Findings also revealed that 36.9% of the students disagreed that if English language is used as medium of instruction it brings about the failure of students to understand lectures and textbooks written in English. On the other hand, 44.6% agreed with 18.5% uncertain.

It was not surprising that 59.0% of the respondents agreed that students who study in a language they do not understand tend to engage less with their learning material and learn by memorization. With this, 27.2% of them disagreed with 13.8% remaining uncertain. The results were subjected to statistical tests and the results are presented in Tables 4.2.3 and 4.2.4. The tests also project the mean values showing the extent of agreement or disagreement among tutors and students.

Table 4.2.3: Results of descriptive statistics test of tutors' responses

Item	No.	Mean	Std Dev.
Reduces ability to understand concepts	8	2.7500	1.16496
Low-level of knowledge about the subject studied	8	3.1250	1.55265
Excessive consumption time during lessons	8	2.1250	.99103
The least amount of participation in the classes due to low level proficiency in English Language	8	3.0000	1.19523
The failure to understand lecture delivered in English language and text books written in English	8	2.8750	.83452
Students that study in a Language they do not understand tend to engage less with their learning material and learn by memorization	8	3.5000	1.60357

Table 4.2.4: Results of descriptive statistics test of students' responses

Item	No.	Mean	Std. Dev.
Reduces ability to understand concepts	195	2.84	1.54
Low-level of knowledge about the subject studied	195	2.88	1.39

Excessive consumption time during lessons	195	2.95	1.35
The least amount of participation in the classes due to low level proficiency in English Language	195	3.29	1.37
The failure to understand lectures delivered in English Language and text books written in English	195	3.09	1.33
Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization	195	3.49	1.40

In Tables 4.2.3 and 4.2.4, tutors and students assigned various response regarding challenges in the use of English language as medium of instruction. The analysis showed that tutors and their students actually appear to have the same opinions about the first item under this theme. Here, tutors produced a mean value of 2.7500 while their students produced a value of 2.84. This means that both groups disagree that the use of English language reduces the ability to understand concepts. This also suggests that some of the tutors and their students were uncertain as to whether the assertion was a challenge. Nonetheless, a critical study of both values indicates that a large number of both tutors and students disagree to the assertion. In the same vein, the values suggest that a good number of them agree that the use of English as a medium of instruction reduces their ability to understand concepts. This means that tutors and their students feel that students do not face any challenge in class regarding their studies. However, in-class observation and the interview proved otherwise. Students did admit from the interview that they face a lot of challenges. Similarly, in-class observations suggest that students could not interpret texts they read as a result of unfamiliar vocabulary. This, they said, happens as a result of unfriendly vocabulary arising from some technical subjects they study. It is therefore evident that the use of English as a medium of instruction reduces their ability to understand concepts.

This finding is consistent with that of Othman and Saat (2009) who argue that one of the key challenges teachers and students face with teaching in English include explaining concepts in English. In this regard, Othman and Saat do not attribute this challenge to only students but to teachers as well. Though students do not actually understand certain technical concepts, teachers also fail in their mandate to explain the concepts explicitly to students, understanding. One of the tutors who agree it is a challenge during the interview indicated that:

Sometimes, naturally, there are some terminologies that are a bit strange to students. In that regard students find it difficult to understand.

It is suggestive from the view of this tutor that there exist some technical vocabularies which students find difficulty comprehending. This is obvious, stemming from the fact that reading comprehension passages pose challenges to students as a result of the numerous unfamiliar vocabularies such passages contain. Another tutor remarked that:

Well, sometimes there are some concepts and vocabularies you have to use Ghanaian language. Most of the students don't know their meaning.

This is indicative that tutors often times use the local languages alongside English to explain some concepts to enhance students' understanding. However one of the students who disagreed indicated that:

There are certain subjects you cannot use Ghanaian language to teach such as Maths and Science. It will be difficult for the teacher to express key terms in that particular subject in Ghanaian language. So, I think using English language as an official language in the classroom will be beneficial to learners.

The view points to the fact that students feel that English is alright because they have no option than to use English in their studies. That notwithstanding, findings agree that

English language reduces the ability to understand concepts. It is obvious that the use of English as a medium of instruction in Colleges of Education places a limitation on students' understanding of concepts, especially concepts that are very technical. There are some technical concepts that need to be explained using examples and illustrations for students to understand. Others need a mixture of both the local languages and English if tutors want their students to understand challenging concepts.

Again, regarding the low-level of knowledge students have about subjects they study, a mean value of 3.1250 from tutors and a value of 2.88 from students suggest that tutors and their students disagree that it is a challenge. However, it is worth noting that the degree of disagreement however differs, with tutors having a greater mean value. This suggests that tutors have a stronger view that students did not have superficial knowledge about most of the subjects they study. However, in-class observation and the interview proved otherwise. This means that students actually have only a certain level of knowledge about some of the courses they study in class. This is consistent with Agyemang-Prempeh (2018) whose findings reveal that English language as a medium of instruction promotes low-level of knowledge students have about the subject studied. A tutor who agreed it is a challenge during interview indicated that:

The only difficulty students normally encounter is when it is time to answer questions; they can't express themselves explicitly in English.

This view from the respondent attests to the fact that students indeed face challenges. This accounts for why they are unable to answer questions in class. Because students have shallow knowledge about some subjects, they are constrained in expressing themselves in class. It was not surprising when a student respondent who strongly agrees indicated from the interview that:

When we don't understand concepts, it affects our understanding. Teaching/learning should take place using both English and Ghanaian languages. Ghanaian languages should be used for clearer understanding.

This view suggests that students do not understand some subjects which are technically written in English. Students feel that these books contain vocabularies they do not understand which they want teachers to explain the vocabularies in the local languages. It is obvious that one of the challenges students have as a result of the use of English as a medium of instruction in Colleges of Education is the inadequate knowledge students have about the subjects they study. Students in this direction need to have in-depth knowledge of the subjects they study in colleges of education. In order to bridge this gap teachers need to adopt practical strategies during teaching and learning. In response to whether English triggers excessive consumption of time, a mean value of 2.1250 from tutors and a value of 2.95 from students were produced to show their disagreement to this view. The values suggest that both tutors and their students generally disagree that excessive time is consumed during lessons when English language is used. Some tutors and students agree with the assertion while few respondents remained uncertain. Contrary to this, observation and interview proved that this assertion is a challenge. This finding is consistent with Arhin (2014) who argues that English language as a medium of instruction is a recipe for excessive consumption of time. Thus, much time is spent on the explanation of concepts to enhance students' understanding. In addition, teaching in English calls for the use of illustrations and teaching/learning materials to enhance understanding. In this respect, much time is spent in order to successfully do this. A tutor during interview who agrees indicated that:

Sometimes, naturally, there are some terminologies that are a bit strange to students. In that regard students find it difficult to understand.

In the view of this tutor, English language has a lot of unfriendly vocabulary that places limitation on students' comprehension. Students in this regard find it difficult to understand such vocabulary. A student respondent indicated that:

When we don't understand concepts, it affects our understanding. Teaching/learning should take place using both English and Ghanaians Languages. Ghanaians Languages should be used for clearer understanding.

This respondent is therefore suggesting that much time is spent explaining unfamiliar terms and concepts for students to understand. This often reflects in the way students provide answers to questions and the way they interpret texts. Thus, he opts for language alternation. This is because teachers adopt different strategies to explain concepts that could be understood within a space of time to enhance students' understanding. In this case much time is needed to achieve that. Results further indicate that a mean value of 3.0000 from tutors and a value of 2.88 suggest that students have low-level of proficiency in English language, which results in the least amount of participation in classes. This means that tutors and their students generally agree in this respect. However, the degree of agreement differs, with tutors having a greater mean value. This suggests that tutors have a stronger view than their students that students have low-level of proficiency in English language, which results in the least amount of participation in classes. This is suggestive that students do not make any impact in class because they fail to contribute to the development of lessons in class.

This finding falls in line with Othman and Saat (2009) who argue that low English proficiency by students remains one of the top five challenges that teachers face with teaching in English. This is also consistent with Mchazime (2001) who

argues that students are not linguistically prepared for instruction through the medium of English. So, their participation in academic work is hampered by their limited mastery of the language. He therefore called for receiving instruction through local languages, which he suggests would benefit local students and boost their performance. This is also supported by Yıldız, Soruç and Griffiths (2017) who found that understanding technical terms is a well-recognized challenge among students and lecturers' who utilize English as a medium of instruction. They observe that inadequate professional use of English has become widely recognized as one of the main factors producing negative outcomes in many English as a Medium of Instruction settings. They indicated that lack of teacher/student proficiency poses a threat, leading to communication breakdowns, loss of rapport and lack of discussion in the classroom. Such difficulties have resulted in some teachers having serious doubts about the benefits. Students therefore suggest that the curriculum should be more production-based. That is, it should promote speaking and writing about academic subjects. Students also expressed the need for more challenging materials, more productive learning and more autonomy. In the same vein, language support should equally be viewed as a basic need for EMI students, and indeed as a basic right. They, consequently, call for teaching general English rather than academic English to help EMI students gain general communication skills and developing their oral presentation skills in English. From the interview, a tutor remarked that:

Actually, what I have identified is that sometimes even their ability to communicate in English very well, is a problem. I remember one day, I was teaching and asked a question. A lady wanted to give an answer but the words were not coming, and I asked, is it the English? And she said, "Sir, English is the problem."

This, in the tutor's view, suggests that students' ability to communicate in English effectively in class is a problem. This is often reflected in their essay writing, both in class assignments and examinations. Another indicated that:

Some students don't contribute in class because they find it difficult to express themselves in English.

This, from the tutors' views means that students do not ask or answer questions in class because of their inability to express themselves in the English language. It is also interesting to note that a student respondent from the interview said that:

Some vocabularies in English are difficult, so we use the dictionary sometimes which takes a lot of time.

It is therefore suggestive from the students' view that they rely very much on the dictionary as a result of low proficiency in English. Most students neither contribute nor ask questions as a result of their inability to communicate freely in English. Though, students have brilliant ideas to contribute in class, most of them remain quiet because they are not proficient in the English language. However, the results are inconsistent with Rogier (2012) who claims that there are differences in perception between students and teachers regarding language ability and problems associated with the use of English as a medium of instruction. According to Rogier, students do not feel that studying in English causes problems, but teachers do not also agree student language ability meets expectations for students studying in an English-medium environment. The argument put up by Rogier may not be entirely true in that students do not always feel that studying in English causes problems. Students do have a challenge as a result of low proficiency in English. So, they do not make effective contribution in class.

With the issue of students' failure to understand lectures delivered in English language and text books written in English, a mean value of 2.8750 from tutors and a mean value of 3.09 from students present different views. Tutors disagreed that failure to understand lectures delivered in English language and text books written in English, is a challenge. On the part of students, however, the mean value suggests that majority of the students agreed that failure to understand lectures delivered in English language and text books written in English, is a challenge. In spite of that, in-class observation as well as interview supports the fact that students have a challenge with textbooks written in English. However, they do not have a challenge with lectures in English. This is because books written in English generally have unfriendly vocabulary but teaching is broken into simple terms using easy terms to enhance students' understanding. This finding falls in line with Othman and Saat (2009) who however, attribute the challenge to lack of materials by arguing that lack of appropriate instructional materials is one of the top five challenges that teachers face with teaching in English. Though Othman and Saat agree there is a challenge, in their view, they feel that its root cause is lack of materials to support teaching and learning. A tutor who agrees from the interview noted that:

If the lesson is more related to concepts student don't understand. They will best understand when Ghanaian language is used.

This means that that lectures do not pose difficulties as tutors resort to language alternation alongside with English for students to understand. However, they find it difficult to decipher meaning from texts they read as a result of difficult vocabulary.

Moreover, the results discovered that when students study a language that they do not understand, they tend to engage less with their learning material and learn by memorisation. It is therefore, not surprising that a mean value of 3.5000 from tutors

and a value of 3.49 supported by the raw data suggest that tutors and their students agree that students tend to engage less with their learning material and learn by memorisation. The degree of agreement however differs, with students having a greater mean value. This suggests that students engage less with their learning material and therefore learn through memorisation. This is consistent with Agyemang-Prempeh (2018) and Arhin (2014) who argue that students rely on memorisation and attend less to their books when they learn in English. Students, it is found, engage more with their learning material, though they also resort to memorizing portions of text they read because of their inability to understand English. So, the idea that when students study a language that they do not understand they tend to engage less with their learning material is insignificant. However, learning by memorization is significant. To this end, Vu and Burns (2014) identify four major challenges of using English as a medium of instruction. These are teachers' language abilities, students' proficiency, appropriate methods, and inadequate resources. Teachers, they indicate, experience linguistic difficulties. For instance, even though it is reported that English as a Medium of Instruction leads to higher demands on the teaching skills of content teachers, they employ slower speech rates and less flexibility in dealing with unpredicted incidents and various challenges in language use. They have difficulty in expressing themselves effectively, especially in paraphrasing, searching for words, and refining statements. Such factors, potentially, are identified to result in detrimental effects on students' learning. This can be less content coverage and knowledge loss, though EMI can lead to effective content learning if instructional techniques are adapted. In this direction, when communication in English fails, teachers may take it for granted that the mother tongue will provide a substitute for learning. Observation of classroom interactions shows that there are frustrating communication failures in classrooms because of

students' low English proficiency. It is evident that even when students' interpersonal communication is effective, they may struggle with English as a Medium of Instruction.

In conclusion, it is observed that for all the items relating to the challenges of using English language as a medium of instruction, the respondents generally present different views that the use of English language in Colleges of Education can pose numerous challenges. To suffice this, a respondent indicated that:

There is no much difficulty, because right from their elementary school to this time, they have been using the English language, and so, they are comfortable with the English language.

However, another respondent said:

Students find it difficult to explain themselves in English. Sometimes, some vocabularies in English are generally difficult for students' understanding.

These findings are inconsistent with Rogier's (2012) who claims that there are differences in perception between students and faculty members regarding language ability and problems associated with the use of English for instruction. To him, students do not feel that studying in English causes problems, but teachers do not agree that students' language ability meets expectations for studying in an English-medium environment. Both students and teachers believed improvement in English language skills occur over the course of their study, generally citing exposure to the language as the reason. He consequently recommended ways of improving current practice by having clearer language goals, changing attitudes toward responsibility of language learning, increasing support for both students and teachers, and improving the marketing and tracking of support services that are offered and the development of programs and services that would provide a more integrated content and language

learning experience for students. Findings indeed confirm that there are challenges in the use of English as a medium of instruction. These challenges faced in English as a medium of instruction are attributed to different factors, which could be overcome by using the local languages alongside English language as the medium of instruction and putting in place, effective strategies that could tackle the current challenges.

4.3 Effects of English as a medium of instruction on students' performance

This section presents the results of effects of English as medium as of instruction on students' performance. The overwhelming endorsement of the listed items indicate that English as medium of instruction has a telling effect on students' performance. Again, Tables 4.3.1-4.3.4 present summaries of responses from tutors and students.

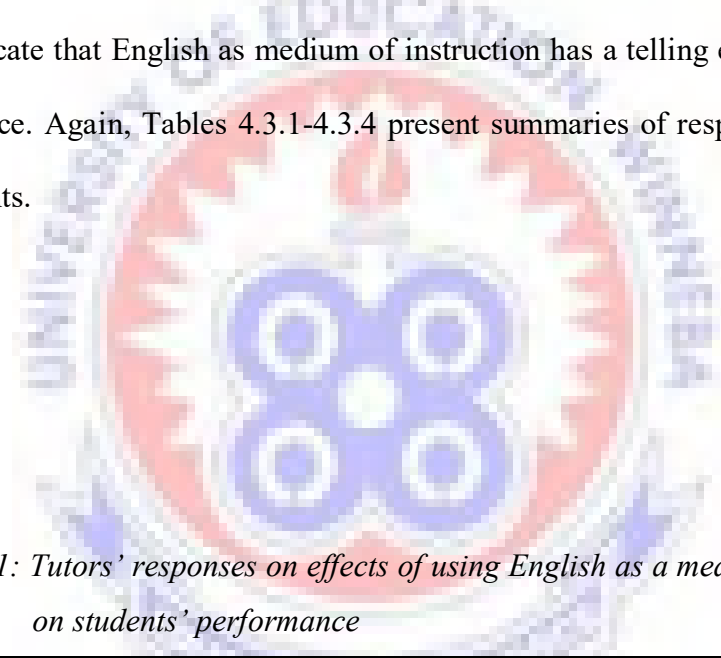


Table 4.3.1: Tutors' responses on effects of using English as a medium of instruction on students' performance

Item	Agree	Uncertain	Disagree
Students develop positive attitude towards English	87.5	12.5	0
It enhances career opportunities of students	100	0	0
It helps to improve proficiency level of students	100	0	0
It makes students globally accepted	75	25	0
Students cannot ask many questions due to lack of vocabulary	50	25	25
It leads to school dropout since students cannot grasp the content of what they are taught	62.5	12.5	25

In response to whether or not students develop positive attitude towards English in Table 4.3.1, 87.5% of the tutors responded in the affirmative while 12.5% remained uncertain. In this instance, tutors overwhelmingly agreed to the assertion while none disagreed. Results also revealed that English as a medium of instruction enhances the career opportunities of students. In this direction, it is worthy of note to learn that all the tutors responded in the affirmative, an indication that they all agreed to the assertion. In addition, the results also indicate that all the tutors agreed that English medium instruction helps to improve proficiency level of students. Seventy-five percent (75%) as against 25% who remained uncertain, the respondents attested to the fact that English language makes students globally accepted. In like manner, seventy-five percent of tutors agreed that English language makes students globally accepted while 25% of them remained uncertain.

It was further observed that if English language is used as medium of instruction, students cannot ask many questions due to lack of vocabulary, this was supported by 50% of tutors. However, 25% agreed to the assertion, while 25% remained uncertain. Finally, results further showed that 62.5% of tutors agreed that students drop out of school due to their inability to cope with English language. However 25% of them disagreed with 12.5% uncertain that indeed the use of English language leads to school dropout since students cannot grasp the content of what they are taught. To enable us make a comparison between the tutors' and students' responses, responses from students are presented in Table 4.1.2.

Table 4.3.2: Students' responses on effects of using English as medium of instruction on students' performance

Item	Agree	Uncertain	Disagree
Students develop positive attitude towards	63.6	8.7	27.2
It enhances career opportunities of Students	73	9.7	17.4

It helps to improve proficiency level of	70.2	15.4	14.4
It makes students globally accepted	71.3	11.3	17.4
Students cannot ask many questions due to lack of vocabulary	55.3	11.3	33.4
It leads to school dropout since students cannot grasp the content of what they are taught	42.5	13.8	43.6

Table 4.3.2 displays students' responses to some possible effects of English as medium as of instruction on students' performance. The overwhelming endorsement of the listed items indicate that English as medium of instruction has a telling effect on students' performance. Whether or not students develop positive attitude towards English, 63.3% of the students responded in the affirmative while 27.2% responded otherwise with 8.7% uncertain. The results also revealed that English as a medium of instruction enhances the career opportunities of students. In this direction, 72.8% of the students agreed as against 17.4% responded in the affirmative with 9.7% uncertain. It was also confirmed that 70.2% of the students agreed that English as a medium of instruction helps to improve proficiency level of students whilst 14.4% disagreed with 15.4% uncertain. Also, 71.3% as against 17.4% of the respondents said if English language is used it makes students globally accepted with 11.3% uncertain. It was further found that if English language is used as medium of instruction, students cannot ask many questions due to lack of vocabulary, this was supported by 55.3% of students as against 33.4% with 11.3% uncertain. Finally, results indicate that 42.5% of the students agreed that if English language is not used as medium of instruction leads to school dropout since students cannot grasp the content of what they are taught while 43.6% disagreed with 13.8% remained uncertain to the assertion.

To further ascertain whether the listed variables in Table 4.3.1 and Table 4.3.2 respectively were indeed significant, descriptive statistics was used.

Table 4.3.3: Tutors response on the effects of using English language as medium of instruction on students' performance

Item	No.	Mean	Std. Dev.
Students develop positive attitude towards English	8	3.8750	.35355
It enhances career opportunities of students	8	4.2500	.46291
It helps to improve proficiency level of students	8	4.5000	.53452
It makes students globally accepted	8	4.3750	.91613
Students cannot ask many questions due to lack of vocabulary	8	3.5000	1.19523
It leads to school dropout since students cannot grasp the content of what they are taught	8	3.5000	1.41421

Table 4.3.4: Students' response on the effects of using English language as medium of instruction on students' performance

Item	No.	Mean	Std. Dev.
Students develop positive attitude towards English	195	3.54	1.40
It enhances career opportunities of Students	195	3.86	1.26
It helps to improve proficiency level of students	195	3.79	1.12
It makes students globally accepted	195	3.85	1.27
Students cannot ask many questions due to lack of vocabulary	195	3.33	1.41
It leads to school dropout since students cannot grasp the content of what they are taught	195	3.02	1.53

Table 4.3.3 above presents students' response on the effects of using English language as medium of instruction on students' performance. To ascertain whether or not students develop positive attitude towards English, a mean value of 3.8750 and a value of 3.54 from, just as in the raw data suggest students that tutors and their students agree that students develop positive attitude towards English. However, it is interesting that the degree of agreement however differs, with tutors having a greater mean value. This is indicative that students want to use English as a medium of instruction in colleges of education for utilitarian purposes. They will therefore like to study English as a result of the benefits that come along with it. This finding agrees with Rogier

(2012) who argues that there are differences in perception between students and faculty members regarding language ability and problems associated with the use of English for instruction.

Rogier is therefore of the view that students do not feel that studying in English causes problems, but teachers disagree student language ability meets expectations for students studying in an English-medium classroom. Both students and teachers believe improvement in English language skills occur over the course of their study, generally citing exposure to the language as the reason. Even though there is difference in the perception between tutors and their students as implied by Rogier, the fact still remains that tutors and their students have positive attitude towards English. Interestingly, a tutor indicated in an interview that:

There is no much difficulty, because right from their elementary school to this time, they have been using the English language, and so, they are comfortable with the English language.

This view from the tutor suggests that students are still comfortable with English irrespective of the challenges they face. This is because tutors think that studying in English exposes students to a lot of opportunities that could be of benefit to them (students). Similarly, a student respondent from the interview indicated that:

English is used for communication where everybody understands in the country, so when we learn in English, it is good.

This view from the student suggests that they want to study in English because they feel that it is a language that has gained prominence globally. So, studying in English is going to help them in so many endeavours. This view in this direction is suggestive that students have positive attitude towards the use of English as a medium of

instruction, irrespective of the challenges they face regarding the use of English medium instruction in colleges of education.

Findings also revealed that English as a medium of instruction enhances the career opportunities of students. In this direction, a mean value of 4.2500 from tutors and a value of 3.86 from students suggest that tutors and their students think English medium instruction enhances the career opportunities of students. It is also important to note that the difference in the degree of agreement however suggests that tutors have a stronger view that English as a medium of instruction enhances the career opportunities of students than the students. It is obvious that employment opportunities are widely opened to persons whose proficiency level in English is unquestionable. Also, when students study in English, it opens doors for them to venture into any career. For example, students can enter into different professions such as nursing, engineering among others when they study in English.

This finding is consistent with (Karvonen, 2017; Lueg & Lueg, 2015), who argue that English as medium instruction leads to higher employability, better job and career development opportunities. This is because as employment opportunities are widely opened to persons whose proficiency level in English is unquestionable. It means that if students study in English, they could easily be employed in every sector. It is similar to the ideas of AlBakri (2017) that the English policy is accepted for pragmatic reasons based on the utilitarian function of English as a lingua franca and its requirement for future jobs. This also means that students can get employment into any type of work they prefer to do. English therefore, is a major requirement if one is looking for employment. It is therefore, not surprising when a respondent from interview remarked that:

When students study in English language, it will improve their chances of getting jobs, because the world demand and working tools are in English language.

It is obvious that students can become functional in any career employment opportunities are widely opened to students whose proficiency level in English is unquestionable.

Similarly a mean value of 4.5000 from tutors and a value of 3.79 from students also suggest that tutors and their students agree that English as a medium of instruction help to improve proficiency level of students. Though, the degree of agreement however differs, with tutors having a stronger view than the students. This means that students' speaking skills develop as they study in English. The finding is in line with Cosgun and Hasircı (2017) whose findings suggest that when language becomes a means to an end and when there is meaningful exposure to language and task engagement, it makes a positive impact on receptive language skills development. Since students are exposed to comprehensible input, they improve their language proficiency unconsciously by being engaged in various tasks.

However, this result is in contrast with Mouhamad (2016) who found in his studies that English as a medium of instruction has negative effect on students with limited English language proficiency. He asserted that students struggle with English as a cognitive burden which negatively affect their comprehension, quality of work and academic performance. He suggests that students' limited language proficiency should be addressed by adapting content, pace, depth and the scope of courses, as well as modifying assessment practices and language alternation. He consequently recommends an increase in the profile of local languages through the introduction of more local language-medium courses across faculties. In his opinion, this can be done

through the provision of more local language learning materials, and through recognising the role of local languages in supporting student learning in English as a Medium of Instruction courses.

In this regard, Kyeyune (2003) argues that though options for change may include adopting mother tongue as an alternative medium, there are theoretical reasons for believing that it would not necessarily lead to a great improvement. His is because the problem is not just one of linguistic competence but has deeper roots in dominant modes of teacher-student communication. He concluded that some of the ways in which teachers use English sometimes frustrate the students' learning efforts instead of facilitating them. It therefore behoves on teachers to re-examine their mode of communicating with students in class. Based on that, practical driven strategies could be adopted for communicating with students in class, which could enhance their proficiency. A tutor from interview undoubtedly remarked that:

Students' proficiency level is adequate even though there may be variations.

In the view of this tutor, students' proficiency continuously improves as they study in English. This is because they use English in their everyday conversation. It is therefore true that English as a medium instruction helps to improve proficiency level of students. However, the level of improvement is very slow. It takes a lot of time for some of them. This is because those who come from Senior High Schools, whose proficiency level is good, take a little time to improve. But it takes a long time for those who come to colleges with very low proficiency level.

It was also discovered that if English language is used, it makes students globally accepted. A mean value of 4.3750 from tutors and a value of 3.85 from students attest to this view. It is however, interesting here, to note that the differences in the mean values suggest students have a stronger view than tutors. That

notwithstanding, it is suggestive that tutors and their students think that the use of English language makes students globally accepted. This means that once students study in English they would be able to fit into the global world since English is accepted globally.

This finding is in line with Ebad (2014) who reveals in his findings that English is a superior language to local languages because the world has become a small village and English is the dominant language and the language of communication in this global village. He argues that English is used all over the world, whereas local languages are used in limited geographical areas. English should therefore be used as language of communication for international business and communication. It is quite evident that many courses and programmes cannot be totally taught in the local languages. Moreover, students who travel, abroad to pursue further studies obtain degrees in English only.

It is also consistent with AlBakri (2017) who asserts that English as a medium of instruction policy is accepted for pragmatic reasons based on the utilitarian function of English as a lingua franca. A respondent during interview remarked interestingly that:

We are competing with the global world because if I leave here to pursue my studies outside, I should be proficient in English, so it is good to use English.

In the opinion of this respondent, it is significant that the use of English language makes students globally accepted. Because we live in multilingual world, English language is gaining currency as a means of communication and in business transactions. So wherever students find themselves they would not be found wanting.

Findings further revealed that if English language is used as a medium of instruction, students cannot ask many questions due to lack of vocabulary. A mean

value of 3.5000 from tutors and a value of 3.33 from students attest to this fact. Irrespective of the distinction between both values, it is noteworthy that tutors and their students think that students cannot ask many questions due to lack of vocabulary if they study in English. It is obvious that many students do not contribute in class, not because they do not know anything but just that the vocabularies they would use in class to express their ideas are not. This is manifested in their writing as well. Though one finds ideas in their writings, these ideas are not explicitly expressed. This is consistent with Owusu (2017) who argues that English-only instruction does not work well for students who are emerging bilinguals. The English-only instruction hinders students' participation in class. Owusu further argues that English is a language that has acquired a large number of vocabularies. Some of these vocabularies are expressed in technical terms. Their meaning sometimes can only be understood through the use of local languages to enhance students' understanding.

The finding is also falls in line with AlBakri (2017) who asserts that learners face great difficulties in their study which is mainly caused by their insufficient language competence. In this direction, he maintained that local languages as a medium of instruction would lead to a more comprehensive understanding of the subject matter and would most probably lead to better academic performance. A tutor from the interview surprisingly, remarked that:

The only difficulty students normally encounter is when it is time to ask or answer questions; they can't express themselves explicitly in English.

The view of this tutor suggests that students who cannot express themselves well in English language normally fail to contribute in class. Interestingly, another respondent indicated that:

You cannot express yourself in the classroom if you cannot speak English well.

So, we can combine Ghanaian language and English when it is necessary for better understanding.

This suggests that some students cannot meaningfully express if English language is used as a medium of instruction. Students cannot also ask many questions during lectures due to lack of vocabulary. Limited language skills seem to be a serious factor preventing students from participation and asking/answering questions.

Lastly, a mean value of 3.5000 from tutors and a value of 3.02 from students suggest that if English language is used as medium of instruction leads to school dropout since students cannot grasp the content of what they are taught. However, the difference in the values suggests that tutors have a stronger view than students' that the inability of students to cope with English language in class makes them drop from school. It is obvious that students who find it problematic studying in English often drop out of school. This is consistent with Agyemang-Prempeh (2018) whose findings indicate that if English language is used as medium of instruction leads to school dropout since students cannot grasp the content of what they are taught. In this direction, Agyemang-Prempeh is suggesting that students drop out of school as a result of their inability to study in English. Similarly, a respondent from interview remarked that:

Some of the students who are not good at English can automatically, not be able to perform well in other subjects, I think, this is the main reason Cape Coast normally withdraws some of them.

The view of this respondent indicates that if a student is not good at English, it affects his/her general performance in other subjects. Though it is evident in the results that students drop out of school as a result of their inability to understand and digest the

content of what their teachers give to them, it can be argued that they do so due to reasons other than their inability to grasp meaning from what their teachers teach them. Going by this assertion, teachers in this endeavour should devise concrete pedagogical strategies to teaching and learning to enhance students' understanding.

4.4 Conclusion

Generally, a critical view of the mean values as well as the raw data of both tutors and their students in respect of the significance of English as a medium of instruction suggests that tutors hold a stronger view than their students. The results suggest that English language promotes the internationalization of universities in the world, improves employability prospects of local students and can be used as a link language by educated people in institutions. It was also discovered that English language has been assigned the role of library language, helps in a fast development of knowledge acquisition among students, helps create elite class and students in English language become bilingual. Moreover it was discovered that English as medium of instruction enhances students' academic progress in other subject areas and serves as medium of instruction when students are posted to areas where they are constrained by the local languages. This means that students have various motivations for studying in English language.

The second section presented results on the challenges of using English as a medium of instruction. Though the mean values for the students suggest that they disagree on most of the items regarding the challenges, in-class observation and the interview prove otherwise. It was revealed that using English language as medium of instruction promotes excessive waste of time during lessons while students contribute less in the class due to low level proficiency in English language. It was also discovered that the use of English as a medium of instruction does not enable students

to comprehend lessons delivered in English and decipher meaning from textbooks written in English. It was further revealed that when students study in English language, they tend to engage less with their learning materials and learn by memorization. In all, the results suggest that challenges exist when students study in English even though, students have various reasons for which they want to study in English.

The third and final section focused on results on the effects of using English as a medium of instruction on students' performance. Findings indicate that students develop positive attitude towards the use of English as a medium of instruction in colleges of education. Similarly, both tutors and their students recognise that English language enhances career opportunities of students and makes them globally accepted. Findings further suggest that English as a medium of instruction leads to school dropout since not all students are able to grasp the content of what they are taught. That notwithstanding, it was discovered that the use of English helps to improve the proficiency level of students. Finally, the results suggest that when English is used as a medium of instruction, students find it difficult to respond to or ask questions as a result of inadequate vocabulary acquisition. It is therefore worthwhile for tutors to focus on building in their students the skills and concepts that will enhance students' understanding.



CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of main findings, the use of English in Colleges of Education in Ghana, pedagogical implications, and finally, a conclusion to the study. It has also made suggestions for future research and for improving learning outcomes when using English as a Medium of Instruction in the Colleges of Education in the English as a Second Language context. The study used a mixed method design to explore English as a medium of instruction in two Colleges of Education. The focus

was to explore the significance of English as a medium of instruction, challenges of English as a medium of instruction, as well as effects of English as a medium of instruction in Colleges of Education; Dambai and Jasikan Colleges of Education in Ghana. Using random sampling technique, the study sampled 100 students from each of the colleges to respond to a questionnaire, making a total of 195 students and eight English tutors from both colleges. Data collected through the questionnaire, in-class observation and the interview schedules were analyzed and presented qualitatively and quantitatively using a theme-by-theme approach.

5.1 Summary of findings

The findings have been categorized based on the three research questions that sought to find out the significance of English as a medium of instruction, challenges of English as a medium of instruction, and effects of English as a medium of instruction, in Colleges of Education. As regards the significance of using English language as a medium of instruction, findings indicated that the use of English language promotes the internationalization of universities in the world, improves employability prospects of local students, and serves as a link language in offices and among educated people. It was also discovered that English language is assigned as library language as well as gains importance in our educational programmes. Furthermore, findings revealed that the use of English as a medium of instruction develops fast knowledge acquisition among students and helps create elite class. It was also found out that students become bilingual when they study in English language, English language enhances students' academic progress in other subject areas and serves as a medium of instruction when students are posted to areas where they are constrained by the local languages. This is suggestive that indeed English plays a very significant role as a medium of instruction, considering the immense benefits it offers students.

Findings regarding challenges of English as a medium of instruction on students' performance, it was discovered that the use of English reduces students' ability to understand concepts as well as resulting in low level of knowledge about the subjects students study. It was also discovered that English language as medium of instruction promotes excessive waste of time during lessons and students participate less in classes due to low level proficiency in English language. However, it was discovered that the failure to understand lectures delivered in English does not really contribute to students' challenges, but textbooks written in English, is part of the challenges. It was further discovered that students who study in a language they do not understand tend to engage less with their learning materials and learn by memorization. Finally, findings on the effects of English as medium as of instruction on students' performance indicate that students develop positive attitude towards English as a medium of instruction in colleges of education. Based on the findings, it was realized that using English as a medium of instruction has both positive and negative effects on students' performance. It was found that English language enhances career opportunities of students, making students globally accepted, and leading to school dropout since students cannot grasp the content of what they are taught. It was also discovered that the use of English as a medium of instruction, while helping to improve proficiency level of students, also acts as an impediment on the ability of students to ask many questions due to lack of vocabulary.

5.2 The use of English language in colleges of education in Ghana

English, as viewed by many as a language of formal education beyond the first three years of primary education, is used in Colleges of Education in Ghana to enhance teaching and learning. Generally, both tutors and students have various motivations for which they expect students to study in English. English is used in colleges of education

for utilitarian purposes, among these are the fact that English language in the classroom serves as a unifier language. Both teachers and students feel proud and comfortable if they are able to express themselves in English. Once every student and teacher is able to communicate in English effectively, it brings about the *we-feeling*, where students and teachers feel unified. English is also used as a medium of communication in the classroom to enhance a common understanding because of the multiplicity of Ghanaian languages in our various institutions. While many students in Colleges of Education seem to have generally, positive attitudes toward English, it is evident that these positive attitudes are expressed primarily towards the benefits of being exposed to large amounts of English, rather than towards using English exclusively. Students appreciate an institutional practice designed to encourage them to use English.

That notwithstanding, there are many challenges associated with the use of English as a medium of instruction in Colleges of Education, among which are certain technical subjects that cannot be explicitly taught using Ghanaian languages such as Maths and Science. In addition, it is difficult for the teacher to express some key terms and technical vocabularies in Ghanaian language. So, the use of English language in the classroom is beneficial to learners in this direction. It is worth mentioning that challenges arising out of the use of English as a medium of instruction in Colleges of Education have negative effects on the performance of students in the classroom. Among these effects is students' inability to respond to or ask questions as a result of inadequate vocabulary acquisition. However, tutors and students recognize that the benefits teaching/learning in English language outweigh the challenges and effects of studying in English. Having considered the significance, the challenges as well as the effects of English language taking cognizance of both tutors and their students' views, it is imperative to examine the implications of English language use in the classroom.

5.3 Pedagogical implications

Tutors in Colleges of Education should note that English as a medium of instruction sometimes frustrates students' learning efforts instead of facilitating them. With this, language alternation pedagogy could be introduced to teachers to enable them use it more efficiently and effectively. Classroom language alternation as a relevant method for teaching in Colleges of Education could therefore be enhanced. Tutors should focus on building in their students, the skills and concepts that will enhance students' understanding rather than focusing on the English-only medium, bearing in mind that the English-only instruction hinders students' participation in class. For, English is a language that has acquired a large number of vocabularies. Some of these vocabularies are expressed in technical terms; their meaning sometimes can only be understood through the use of local languages.

Classroom environments should provide students with rich opportunities to practice English in a variety of language activities. Because the classroom is perceived as a learning area, most students develop the habit of speaking English in class. Therefore, school heads should strive to create an out-of-class environment that would also be perceived by students as a learning area-an extension of the classroom, although less formal and much less structured. This can be achieved through the implementation of various activities, with both academic and social purposes, including conversation tables, speech contests, and interest clubs. Not only would such activities give students the opportunity to practice English in meaningful contexts, they would also promote students' social interaction and help them develop friendships with people from other countries. In implementing these activities, however, heads should aim at promoting language development instead of simply giving students a chance to socialize, adopting practical pedagogical strategies such as speaking slowly and using clear, simple

language to facilitate students' comprehension, using reference materials, using both local languages and English (code-switching) as well as translating during classroom talk. The others include using cooperative group activities, using hands-on activities, using visual aids, and practical demonstration and multi-media software. Referring to useful websites for assistance, and preparing a script to help deliver lessons in English could also be of help. It is therefore recommended that ways of improving the use of English as a medium of instruction should include having clearer language goals, changing attitudes towards responsibility of language learning, and increasing support for both students and teachers. In addition, tutors should find ways to help students cope with the materials, which may involve giving them less challenging tasks.

In addition, Colleges of Education as institutions expecting language development during the course of content delivery and pedagogy will need to set clear guidelines for expectations, learning points, and assessment of language. Teachers within departments need to be more aware of what other teachers are doing and work together to see that there is continuity in how issues of language are dealt with. This will provide clear expectations across courses, so that students understand what is expected of them, and that it is not just an individual teacher who cares or otherwise about their English language skills. Since English has been adopted as a medium of instruction, institutions need to train teachers on structuring and presenting content in ways that will help with language development among students.

Similarly, diagnostic information related to students' language ability should be collected at an institutional level and made available to teachers. Workshops should be offered on what to expect in terms of the language ability of students, along with presentations related to services available to help support students' language learning. More interaction and collaboration is also needed between those teachers trained in

teaching English language and content teachers to ensure that language development continues across the curriculum. Lastly, if there is no focus on language skills across the curriculum by teachers, students may not even be aware that there are problems. There must thus be more emphasis on the language skills so that students are forced to notice their errors, correct them, and make them part of their implicit knowledge system.

5.4 Suggestions for future research

In investigating the questions related to this research, other questions emerged that should be the focus of further research in the area of language development. First, this study was limited to only two Colleges of Education. Further research should be conducted to cover more colleges in Ghana. In addition, further research should be conducted to find out how English medium of instruction affects students' performance in other subject areas in Colleges of Education. Lastly, further research should be conducted to compare teachers and students' beliefs about English as a medium of instruction in Colleges of Education.

5.5 Conclusion

The study found that the significance of using English language as a medium of instruction includes promoting the internationalization of universities in the world, improving employability prospects of students, and used as a link language in offices and among educated people. It was also found that English is assigned as the role of library language, gaining importance in our educational programmes. The use of English as a medium of instruction develops fast knowledge acquisition among students, helps create elite class, and makes students become bilingual. It also enhances students' academic progress in other subjects and serves as a medium of instruction when students are constrained by local languages. The challenges include promoting

excessive consumption of time during lessons; the least participation in class due to low level proficiency in English and failure to understand lectures and textbooks written in English. Others include less engagement with their learning materials and learning by memorization. The effects include enhancing career opportunities of students; making students globally accepted, and leading to school dropout. It also helps to improve proficiency level of students, but students have challenges asking many questions as a result of inadequate vocabulary. It is therefore recommended that language alternation pedagogy should be introduced to teachers to enable them use it more efficiently and effectively. This, in addition to various support measures in place, could increase English learning levels in Colleges of Education in Ghana.

The current practice of pushing so hard to make sure the students use only English as a medium of instruction in Colleges of Education once they are admitted is inadequate. Students do not question the current system of using English-medium instruction. Another possibility for a lack of focus on language development is that the teachers' belief that they are doing everything possible to deliver the content and pedagogy and cannot be expected to do more than that is carrying over to their students. Students begin to think that just getting the content is enough and there is no time for them to focus on language skills as well. As teachers, our job is to find a way to provide a high quality learning and development experience for our students.

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APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE FOR TUTORS

SECTION A

SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

What is the significance of using English Language as a medium of instruction?
Please indicate the significance of using English Language as medium of instruction.

1= strongly disagree; 2=disagree, 3=uncertain; 4=agree, 5= strongly agree

No.	The significance of using English Language as a medium of Instruction	1	2	3	4	5
1.1	It promotes the internationalization of universities					
1.2	Improves employability prospects of local students					
1.3	It is used widely as a link language in offices and among the educated people					
1.4	English language has been assigned the role of library Language					
1.5	Has gained relative importance on our educational programs					
1.6	Results in improved and faster acquisition of knowledge by students					

1.7	It helps to create an elite class					
1.8	Students who are taught in English become bilingual					
1.9	It enhances the students' academic progress in other subjects					

SECTION B

CHALLENGES OF ENGLISH AS MEDIUM OF INSTRUCTION

2. What are the challenges of using English language as medium of instruction?

Please indicate the challenges of using English language as a medium of instruction. 1= Strongly disagree; 2= disagree, 3= uncertain; 4=agree; 5=strongly agree

No	Challenges of using English language as medium of instruction	1	2	3	4	5
2.1	It reduces ability to understand concepts					
2.2	Low-level of knowledge about the subject studied					
2.3	Excessive consumption time during lessons					
2.4	The least amount of participation in the classes due to low level proficiency in English.					
2.5	The failure to understand lecture delivered in English and text books written in English					
2.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.					

SECTION C

EFFECTS OF ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION ON STUDENTS' PERFORMANCE

3a. Please indicate what the effects of using English language as medium of instruction? 1= strongly disagree; 2= disagree, 3= uncertain; 4= agree; strongly agree

No	Effects of using English language as medium of instruction	1	2	3	4	5
3.1	Students develop positive attitude to English					
3.2	It enhances carrier opportunities of students					
3.3	It to improve proficiency level of students					
3.4	It makes students globally accepted					
3.5	Student cannot ask many question due to lack of vocabulary					
3.5	It leads to school dropout since they cannot grasp the content of what they are taught.					

On a scale of 1 to 5, how would you rate your students' ability in performing the following tasks? 1 = Poor, 2 = Satisfactory, 3 = Good, 4 = Very Good, 5 = Excellent

	1	2	3	4	5
Reading course materials					
Taking notes from course textbooks					
Doing course assignments					
Listening to and understanding lectures in class					

Taking notes during Lectures					
Dealing with instructions					
Seeking information orally					
Giving information orally					
Making formal oral presentations					
Asking questions during class					
Writing academic papers					

Do you feel that your students' general language meet the expectations required of college students studying in an English-medium environment?

Yes

No

Comments on your students' language ability:

QUESTIONNAIRE FOR STUDENTS

You are welcome to take part in this study by providing answers to the questions in this questionnaire. Your responses will be treated with the confidentiality it deserves.

Thank you.

Please tick your response in the appropriate space provided to indicate your response.

Please tick [] in the appropriate box provided to indicate your answers.

SECTION A

SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

What is the significance of using English Language as a medium of instruction?

Please indicate the significance of using English Language as medium of instruction.

1= strongly disagree; 2=disagree, 3=uncertain; 4=agree, 5= strongly agree

No.	The significance of using English Language as a medium of Instruction	1	2	3	4	5
1.1	It promotes the internationalization of universities					
1.2	Improves employability prospects of local students					
1.3	It is used widely as a link language in offices and among the educated people					
1.4	English language has been assigned the role of library Language					
1.5	Has gained relative importance on our educational Programs					
1.6	Results in improved and faster acquisition of					

	knowledge by students					
1.7	It helps to create an elite class					
1.8	Students who are taught in English become bilingual					
1.9	It enhances the students' academic progress in other subjects					

SECTION B

CHALLENGES OF ENGLISH AS MEDIUM OF INSTRUCTION

2. What are the challenges of using English language as medium of instruction?

Please indicate the challenges of using English language as a medium of instruction. 1= Strongly disagree; 2= disagree, 3= uncertain; 4=agree; 5=strongly agree

No	Challenges of using English language as medium of instruction	1	2	3	4	5
2.1	It reduces ability to understand concepts					
2.2	Low-level of knowledge about the subject studied					
2.3	Excessive consumption time during lessons					
2.4	The least amount of participation in the classes due to low level proficiency in English.					
2.5	The failure to understand lecture delivered in English and text books written in English					
2.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.					

SECTION C

EFFECTS OF ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTION ON STUDENTS' PERFORMANCE

3a. Please indicate what the effects of using English language as medium of instruction? 1= strongly disagree; 2= disagree, 3= uncertain; 4= agree; strongly agree

No	Effects of using English language as medium of instruction	1	2	3	4	5
3.1	Students develop positive attitude to English					

3.2	It enhances carrier opportunities of students					
3.3	It to improve proficiency level of students					
3.4	It makes students globally accepted					
3.5	Student cannot ask many question due to lack of vocabulary					
3.5	It leads to school dropout since they cannot grasp the content of what they are taught.					

On a scale of 1 to 5, how would you rate your students' ability in performing the following tasks?

1 = Poor, 2 = Satisfactory, 3 = Good, 4 = Very Good, 5 = Excellent

	1	2	3	4	5
Reading course materials					
Taking notes from course textbooks					
Doing course assignments					
Listening to and understanding lectures in class					
Taking notes during Lectures					
Dealing with instructions					
Seeking information orally					
Giving information orally					
Making formal oral presentations					
Asking questions during class					
Writing academic papers					

Do you feel that your general language meets the expectations required of college students studying in an English-medium environment?

Yes

No

Comments on your language ability:

Thank you for your contribution

APPENDIX B

INTERVIEW THEMES AND QUESTIONS

Interview Schedule

Interviews conducted will be open-ended with questions developed and based on extending responses from the participants.

The general issues to be explored will be:

Significance of using English language as medium of instruction

Challenges of using English language as medium of instruction

Effects of using English language as medium of instruction

General Interview Themes (Students)

Explore the reasons behind the answers given in the interview:

Please could you tell me some of the significance of using English language as medium of instruction?

Please could you outline some of the challenges of using English language as medium of instruction?

What are some of the effects of using English language as medium of instruction?

How do you study for your courses? When you study with friends do you use L1 or English to discuss the course content?

General Interview Themes (Tutors)

Explore the reasons behind the answers given in the interview:

Please could you tell me some of the significance of using English language as medium of instruction?

What are the most persistent language-related problems/challenges your students face?

What are some of the effects of using English language as medium of instruction?

Do you offer any type of support to students? If so, what

Do you feel your students' English proficiency is adequate to study?

APPENDIX C

OBSERVATION TOOL

LESSON OBSERVATION/LANGUAGE USE TOOL

NAME OF SCHOOL:

DATE(S) OF OBSERVATION:

Criteria	Rating			
Lesson language used by teacher/student's	Only English	Only L1	English with L1 for clarity	Student's performance