

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION AT
ASAFO CATHOLIC JHS**



SAMUEL OSEI AMOAH

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**of the requirements for the award of the degree of
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DECLARATION

STUDENT'S DECLARATION

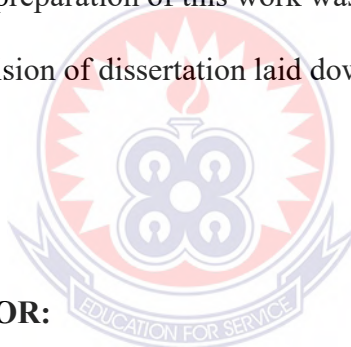
I, Samuel Osei Amoah, declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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



NAME OF SUPERVISOR:

SIGNATURE:

DATE:

DEDICATION

I dedicate this work to my supervisor, Dr. Charlotte Fofu Lomotey for her immense guidance and patience in seeing to the completion of this work.



ACKNOWLEDGEMENT

I extend my heartfelt gratitude to my patient, loving and tolerant supervisor, Dr. Charlotte Fofu Lomotey who offered constructive criticisms to make this work a success. God bless you and keep you safe to continue your good work with University of Education, Winneba.

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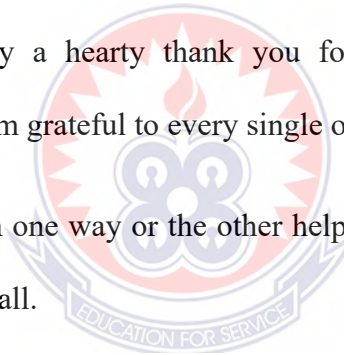


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ABSTRACT

The language of education is crucial to learners' academic success. As a result, most multilingual countries have adopted bilingual education systems that recognize the child's native language and a second language, which in most cases is the official language of the country. Ghana, because of its multilingual nature, has promulgated a language policy which uses the child's L1 as medium of instruction at the lower basic level from KG1 to Primary Three and English used from Primary Four onwards. However, this policy has not been rigorously observed and enforced by teachers and educational administrators respectively, especially in the rural areas. This qualitative study, therefore sought to examine the factors that have militated against the use of English as medium of instruction at Asafo Catholic JHS and also examined the attitudes of teachers towards the implementation of the language policy.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Ghana is a multilingual country. Opoku-Amankwa (2009) claims that there are forty-four languages in the country and nine of them have been officially approved by the state to be used in our schools. Those languages include Akan (in its three varieties of Asante Twi, Akuapem Twi, and Fante), Dagaare-Wali, Dagbani, Dangme, Ewe, Ga, Gonja, Kasem, and Nzema. But these nine approved local languages are not the media of instruction. Rather, the English language is used as the medium of instruction in Ghanaian schools from Basic Four through to the tertiary level. The influence of the English language on globalization has heightened its role and prestige in education. English is now seen as the gateway to global citizenship, economic progress and enhanced social standing so the country has adopted it as the medium of instruction at the expense of the numerous local languages.

The decision to use English as a medium of instruction has been welcomed with divergent opinions. Some researchers recommend monolingual language use. Thus only the target language, English in the case of Ghana, may be used in the classroom. This group of researchers indicate that teaching using only the target language enables students to have a great deal of exposure to the language and enhances the acquisition process. Other works (e.g. Brock-Utne, 2004; Opoku-Amankwa, 2009) on the other hand, suggest bilingual language use where both the first language and the target language are used. This type of bilingual language use may result in mixing the two languages at some point. The proponents of this view suggest that teaching students in the languages they understand, thus their first

languages and the target languages, aids students' understanding and active participation in the teaching and learning process.

Also, in the case of remote communities where schools like Asafo Catholic JHS are situated, pupils have less exposure to the English language so its choice as the medium of instruction is met with various perceptions, some positive and some negative. The diversities in views held by teachers in relation to the language policy go a long way to influence their attitudes in the implementation of the policy. It is essential, then, that scholarly attention is given to this very vital aspect of language and its influence on the behaviours of teachers and students. In order to declare the type of language policy that is helpful and meets practical educational needs, the attitude of language users to the languages chosen for use in certain domains like education, needs to be studied (Owu-Ewie & Eshun, 2006). Again, it is prudent that educators, such as teachers, are guided by empirical research findings in their choice of languages used in the process of teaching and learning. In the case of Ghana, studies on the pedagogic relevance of languages in the domain of education are not many; there still needs to be more. It is this gap that this study intends to fill.

1.2 Statement of the Problem

The English language is the official language of Ghana. It is used for all official functions in the state and it has established itself as the language used in teaching from Basic Four to the tertiary level. Those who crave the use of English as a medium of instruction in our schools indicate that teaching using only the target language enables students to have a great deal of exposure to the language and enhances the acquisition process, thereby making it easy for learners to be equipped with the English language. So English is used in teaching all content subjects

including Mathematics, Integrated science, Social Studies and the English language itself.

However, the use of English as a medium of instruction has been seen to be causing more harm than good. The issue of underachievement or low academic performance, especially in English language in Ghanaian schools despite the use of English as a medium of instruction still exists. In the case of Asafo Catholic JHS, a host of pedagogical problems exist because of the use of English as the medium of instruction other than any of the local languages. Learners experience extreme difficulties in expressing themselves in the language for instruction and even in some cases, teachers also face similar challenges. Interactions in the classroom are greatly affected when English is used as the medium of instruction. The benefits that teachers, students and other stakeholders of education expect to obtain from the use of EMI are not forthcoming; rather the negative repercussions are becoming glaring by the day.

On the contrary, a lot of empirical studies show that the use of the mother tongue as the medium of instruction has a lot of positive influence on the learner's development. For example, Baker (2001) argues that the use of the child's first language in education has been shown to enhance the academic, linguistic, and cognitive achievement of learners. Again, Lewelling (1991) cited in Owu-Ewie (2006) also opines that the level of first language proficiency has a direct influence on second language development and cognitive academic growth. In spite of all these assertions, the English language still remains as the medium of instruction in our schools from Basic Four upwards. In the case of Asafo Catholic JHS, a high majority of pupils are not conversant with the English language so its use as the medium of instruction does not appear to be favourable for teachers, learners and the instructional

process itself. Having identified this problem, teachers of Asafo Catholic JHS have adopted certain attitudes towards EMI. The researcher, therefore, conducts this study to ascertain the factors that militate against the use of English as the medium of instruction and then further look at the attitudes put up by teachers in the said school towards the implementation of EMI.

1.3 Research Questions

The study is guided by the following questions:

1. What factors militate against the use of English as a medium of instruction at Asafo Catholic JHS?
2. What are the attitudes of teachers at Asafo Catholic JHS towards the use of English as a medium of instruction?

1.4 Research Objectives

The study aims at achieving the following objectives:

1. Investigate the factors that hinder the use of English as a medium of instruction at Asafo Catholic JHS.
2. Examine the attitude of teachers towards the use of English as a medium of instruction.'

1.5 Significance of the Study

The study is very significant to the teaching and learning of English and will bring to the fore how the language policy is being implemented in the remote areas of the country and some of the repercussions that come along with its implementation. This study will inform teachers who find themselves in similar situations as Asafo Catholic JHS about how pupils react to instructions given through English. It will give them an insight into areas in their lesson delivery and in their speech that need to be improved to enhance their teaching. It will also make them aware of some difficulties

they are likely to encounter as they seek to implement the EMI policy. To those in authority, this study will prompt them to take a second look at the language policy of the nation especially on how it is implemented in the remote areas. It will as well bring to the fore the attitude of teachers especially those in the rural areas towards the implementation of the policy.

1.6 Organisation of the Study

The rest of the study is organized as follows: Chapter 2 presents the relevant literature review. Specifically, it puts the language policy in education in the country into perspective and discusses the reasons behind the choice of English medium of instruction. The chapter also presents the benefits of mother tongue medium of instruction as well as the misconceptions people hold about it. Teachers' views and attitudes towards English as a medium of instruction are made known and finally a late-exit model of language policy is proposed. Chapter 3 discusses the methodology which includes the research design, population, sampling procedure, data collection instruments and procedure and data analysis procedure. Chapter 4 presents and discusses the findings gathered by the researcher. It brings to bare the various effects of using English as the medium of instruction and the attitudes put up by teachers towards the language policy. The Chapter 5, which is the last chapter, summarizes and presents conclusions on the study. It further presents discussions on the pedagogical implications of the study and makes suggestion for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Most studies on the quality of education in developing countries like Ghana tend to be directed to pedagogic issues such as teacher quality, poor infrastructure, the lack of teaching and learning materials and other resources, with little attention given to the issue of medium of instruction (Martin, 1999). As Martin (1999, p. 38) indicates “little is known about the interactional patterns in the classroom in multilingual contexts” and suggests that there is the need for more research work to be done on language matters in multilingual classroom settings as the medium of instruction plays a vital role in school learning. Again, the medium of instruction has the potential to promote or hinder the acquisition of skills necessary for the individual (Mulumba & Masaazi, as cited in Kuchan, 2016,) in pursuit of their academic success.

But language used in education, according to Ouedraogo (2000), is a very complex issue in Africa because of the multi-ethnic and multilingual situation. For instance, Anyidoho and Dakubu (as cited in Opoku-Amankwaet al, 2015) divide Ghana roughly into two language zones, namely, the Niger-Congo Kwa language family of the south and Gur language family of the north. The Kwa languages spoken in the south, according to them, include Akan (in its many dialects), Nzema, Guan, Ga-Dangme and Ewe, and other smaller languages. The Gur languages spoken in the northern savannah regions of Ghana also include Gonja, Dagbani, Dagaare and Wali among others. This makes it extremely difficult to accept one language as the language used as a medium of instruction and becomes even more complex when a foreign language is chosen as the official language of a nation other than any of the numerous indigenous languages (Owu-Ewie, 2006). This is the exact situation Ghana

finds herself in and Owu-Ewie opines that it leads to a controversy over which language to use in school in a multilingual society like Ghana who has about 44 indigenous languages and a number of cross-border languages.

As a matter of fact, nine of the 44 languages have, since independence in 1957, been officially approved by the state for use in education. Those languages include Akan (in its three varieties of Asante Twi, Akuapem Twi, and Fante), Dagaare-Wali, Dagbani, Dangme, Ewe, Ga, Gonja, Kasem, and Nzema (Opoku-Amankwa, 2009). According to him, those languages were chosen because they have larger populations and a strategic distribution in the country. The nine approved local languages, however, according to Opoku-Amankwa, are not the media of instruction; their status in education has varied from time to time depending on the policy on the use of mother tongue in education of successive governments since independence. This is because the indigenous languages in most African countries, especially the sub-Saharan ones, have been shadowed by the English language, and even in post independent period, many African countries, including Ghana, still use their colonisers' languages as media of instruction in their schools (Ankrah, 2015; Kuchan, 2016). The indigenous languages are seen as 'inadequate' as teaching media (Bamgbose, 2000) so English being the official language of Ghana, is predominantly used as the communication tool in the teaching and learning process almost at every level of education in the country. English as a medium of instruction is defined by Dearden (2014, p. 4) as "the use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English".

This chapter seeks to put the concept of English as a medium of instruction (EMI) into a deeper perspective. The concept shall be defined and its significance,

roles and effects on classroom instruction shall be discussed. The rationale behind the choice of English as a medium of instruction in English as second language (ESL) jurisdictions shall be made known as well as some challenges that inhibit its usage. A proposed model for the use of EMI in Ghanaian schools shall also be presented and finally, literature related to this topic shall be reviewed.

2.1 Historical Account on Language Policy in Education in Ghana

Owu-Ewie (2006), putting the language policy in Ghana's education into perspective, iterates that the controversy about which language to use as a medium of instruction dates as far back as the castle school and missionary era. According to him, Portuguese, Dutch, Danes and English were used as media of instruction wherever and whenever the Portuguese, the Dutch, the Danes and the English respectively were in power. But the arrival of the missionaries brought a new era as they sought to develop the local languages in the country.

Bilingual education in Ghana therefore commenced with the inception of formal education in the country which began with the castle schools and was later continued by the Christian missionaries (Owu-Ewie, 2006). At that time, the use of Ghanaian languages as media of instruction gained root and became popular especially during the missionary period to the extent that when the British colonial government took over the administration of education in 1925, it had no option but to maintain the trend (Bamgbose, 2000; Owu-Ewie, 2006). The missionaries might have realised that knowledge of the native tongues, both written and spoken, was essential to progress in education, trade and evangelisation (Opoku-Amankwa et al, 2015). So they had a lot of focus in that direction. A notable act was when, according to Opoku-Amankwa et al, the Basel mission schools which were formal schools established by German missionaries in the nineteenth century, made the vernacular the medium of

instruction. They saw the need to develop the indigenous languages so, for example, between 1859 and 1871, Johann Gottlieb Christaller translated the entire Bible into Twi. Another German missionary, J.B. Schlegel, had also, in 1859, written the first Ewe grammar (Graham, 1971). A Wesleyan missionary who got impressed by what he saw when he visited the Basel-dominated communities wrote that “the children read the scriptures, studied their histories, learnt geography, ciphered, wrote and sang all in their respective dialects” (Graham, 1971:125). Also, the Basel missionaries, having an interest to develop the local languages, went on to introduce a trilingual newspaper called the Christian Messenger which was written in English, Ga and Twi, which continues to this day (Chatry-Komarek, as cited in Opoku-Amankwa et al).

This made the Wesleyan missionaries who came to settle along the Fante coast to adopt Fante as their medium of instruction in the schools they established (Opoku-Amankwa, et al). As stated earlier, when the colonial governments took over the administration of the affairs of the country, they had no option than to continue the good work started by the missionaries. Sir Gordon Guggisberg, for example, set up a committee to investigate past educational efforts in the country and tasked them to report on the methods, principles and policy governing the progress of education in the country (Graham, 1971). According to Graham, the committee recommended that English should be introduced as early as possible as a ‘subject’ of instruction in primary schools, but that the vernacular should be the medium of instruction. In 1925, Guggisberg announced what became known as Sir Gordon Guggisberg’s Sixteen Principles of Education to the Gold Coast Legislative Council. The 12th of these principles stated that: “Whilst an English education must be given, it must be based solidly on the vernacular” (McWilliam & Kwamena-Poh, cited in Opoku-Amankwa

et al, 2015, p. 5). So from 1925 to 1951, a Ghanaian language was used as medium of instruction for the first three years in education.

Interestingly, Owu-Ewie (2006) reveals that the policy was reversed and became unstable when the administration of the country came under the jurisdiction of indigenous Ghanaians in 1957 because Dr. Nkrumah, the Prime Minister at the time, preferred English-only language-in-education as well as the use of English for official business transactions and in the media (Opoku-Amankwa et al, 2015). Owu-Ewie puts on record that from 1957 to 1966, Ghanaian language was not used at all as the medium of instruction; from 1967 to 1969, it was used only for the first year; and between 1970 and 1974, a Ghanaian language was used at least for the first three years and where it was possible, it could be used beyond to the sixth year. So the use of the L1 during this era took into consideration the peculiarities of various settings in the country. He continues that from 1974 to 2002, a Ghanaian language was used for the first three years in schools and depending on the language of the locality, a school could choose either Akan (Fante and Twi), Nzema, Ga, Ga-Dangme, Ewe, Gonja, Kasem, Dagbani, or Dagaare. Those languages were referred to as government-sponsored languages (Ansah & Agyemang, 2015).

In 2002, according to Owu-Ewie (2006), the government announced a new policy which stated that English should be used as the medium of instruction from primary one, with a Ghanaian language being studied as a compulsory subject through to the Senior Secondary School. This English-only language-in-education policy, according to Opoku-Amankwa et al (2015), triggered public protests and was debated in the Parliament of Ghana on a number of occasions. In spite of the numerous benefits outlined by advocates of the use of mother tongue-based bilingual education, the government at the time still stuck to its decision to implement the English as a

medium of instruction policy. Owu-Ewie (2006) outlines some of the reasons why that policy was made. First, according to the English as a medium of instruction advocates, some teachers, especially those in rural schools, never spoke English when teaching. Their argument was that such teachers would abuse the mother tongue-based bilingual education and would never make an effort to speak the little English they need to speak with the children.

Secondly, they claimed that students were unable to speak and write 'good' English sentences even by the time they complete the Senior High School. So by imposing English as a medium of instruction on teachers and by extension to students, they would be compelled to make some productions in the target language. Again, they claimed that the multilingual situation in the Ghanaian classroom especially in urban schools made it very difficult for instruction in a Ghanaian language. They referred to a study conducted by the Ministry of Education which showed that 50 to 60% of children in each class in the urban area spoke a different language. It was therefore problematic to insist that all the children be instructed in Ga, Twi, or Dagbani depending on whether it was Accra, Kumasi or Tamale respectively. There is also a lack of Ghanaian language teachers specifically trained to teach content subjects in the Ghanaian language. The then minister of education in his quest to buttress his point was reported to have said that "merely being able to speak a Ghanaian language does not mean one can teach in it" (Owu-Ewie, 2006, p. 78) so the English language was the most appropriate to be used as the medium of instruction at all levels of education.

They also pointed out that "English was the lingua franca of the state and that all effort must be put in to ensure that children acquired the right level of competence in both the spoken and written forms of the language" (p. 78). In addition, the

government posited that English had become a global language and that Ghana was part of that global village. So 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. One other claim by the advocates of English-only medium of instruction policy that most intrigues Owu-Ewie (2006) was that children transfer from the second language to the first language better as they cite an experiment conducted by Rockwell (1989).

So the promulgation of English-only as a medium of instruction in the Junior High Schools is not new to Ghanaians. Ghana did same during Kwame Nkrumah's era (1957-1966) as have been stated earlier similar to the current situation, that period was when students' English language proficiency fell below the adopted threshold (Andoh-Kumi, as cited in Owu-Ewie, 2006) so this decision made by the government did not go down well with some stakeholders of education in the country. Therefore, non-governmental organisations, civil society groups, traditional leaders and many academics and stakeholders who favoured mother tongue-base bilingual education raised concerns and contrary views about that new policy. Owu-Ewie, for instance, stated that Ghana has been a strong advocate of the African personality since Nkrumah's era and so declaring the use of English as the medium of instruction in education and abandoning her indigenous languages in education is a clear opposition to that cherished ideology. According to him, the British had laid a solid foundation for the use of indigenous languages as media of instruction at the lower primary level so the country's turn against a mother tongue-based bilingual education is "saddening and baffling" (p. 77). Opoku-Amankwa et al (2015) also quoted an educational consultant called Kraft who described the policy as tantamount to committing "intellectual, cultural and educational suicide" (p. 6).

This array of criticisms and concerns levelled against the English-only medium of instruction may have caused government to rescind that decision so in 2009 the government introduced the National Literacy Acceleration Programme (NALAP). According to Hartwell (2010), the NALAP was a bilingual transitional literacy programme which aims to ensure that all children in kindergarten to lower primary grade 3 have quality literacy materials, effective instruction and public support to learn to read and write in their mother tongue and English. It was one of the numerous attempts by the government of Ghana to resolve the country's literacy and numeracy crisis highlighted in a number of studies. That language policy in the country and its purpose has been summarised by Hartwell (2010, p. 6):

NALAP is based on the premise that pupils learn to read and write best when they do so in a language that they understand and speak. In NALAP, pupils learn how to read and write in a Ghanaian language, with English introduced gradually, and initially only orally. By P2 pupils also start to learn to read and write in English, and by P3 pupils should be able to read with fluency and understanding in both a Ghanaian language and English. The program is designed to improve Ghana's currently very low rates of pupil literacy and numeracy. There are many conditions that contribute to this, but a major factor is that pupils are attempting to learn to read in a language (English) which they do not understand well or speak with fluency. Children are cognitively crippled in school by their inability to access and use text as a tool of understanding. Schooling without literacy becomes more a matter of memorisation than comprehension. The large proportion of Ghana's children and youth who cannot comprehend well and learn from text is a major

constraint on the quality of upper primary, secondary, vocational and tertiary education.

The NALAP suggests that the majority of instructional time should be in a Ghanaian language (L1) at the initial stage, and be decreased gradually, while English is introduced and increased gradually until it finally replaces the L1 as instructional language by the beginning of upper primary, specifically Primary 4 (Ansah & Agyemang, 2015). But whether or not the Primary 4 child has attained the requisite knowledge and competence to be instructed solely in the target language leaves much to be desired.

2.2 Rationale Behind the Choice of EMI

The use of the child's native language in education at least at the early stages has been theoretically and empirically approved to be beneficial. However, there are as well some strong claims based on which advocates of English as a medium of instruction (EMI) make their argument. A few of them needs to be highlighted. To begin with, English as the medium of instruction is anchored on best practises in English Language Teaching (ELT), an assertion made by Belhiah and Elhami (2015) through their findings in a research conducted in the Gulf Region. According to them, there are at least two approaches to language teaching that lend support to this choice. First, the communicative approach to language teaching (CLT) which postulates that "it is essential for students to interact in a language frequently if they aspire to learn it" (p. 7). In this approach, communication and interaction in meaningful contexts are key to the process of language acquisition (Richards & Rodgers, 2014). They add that the adoption of English instead of the mother tongue as a medium of instruction can thus provide students with ample opportunity to use the language on an everyday basis and in a wide array of communicative situations and capacities, not only with

their teachers, but also with other students, administrators, and advisors, in meaningful and authentic contexts.

Secondly, Belhiah and Elhami (2015) make mention of Content and Language Integrating Learning (CLIL) which they claim provides further support for English medium instruction policies. CLIL, as defined “is an approach to language learning in which subject matter courses are taught in the target language with the goal of fostering both language and content mastery to the desired level” (p. 7). They continue to lay emphasis on this approach by adding that it instils self-confidence in learners and broadens their exposure to the target language without necessarily making more time for the practising of the target language in an already congested curriculum. This means that speaking the target language to learners through instruction is creates an additional room for learners to learn it. Again, those who advocate for the English-only-medium of instruction policy argue that children easily learn to express their ideas in any language they are exposed to. So their claim is that the earlier learners are exposed to English, the better they will acquire the desired level of competence (Opoku-Amankwa et al, 2015). Based on this argument, Opoku-Amankwa et al report that advocates for English-only medium of instruction compare the performances of public schools who practice the mother tongue medium of instruction at the early stages of the learner’s educational development with private schools who adhere to English-only medium of instruction from the scratch and arrive at a conclusion that, the private schools in Ghana achieve relatively good results because of the continued use of the English language as a medium of instruction right from pre-school level to all other levels.

2.3 Significance of EMI

The international languages have gained a strong foothold in the national institutions of most African countries including Ghana (Trudell, 2016). Originally established by colonial governments for the purpose of training local civil servants, the formal education system has consistently been identified with the use of non-African languages as media of instruction. English as a medium of instruction has become a global phenomenon (Dearden, 2014). A lot of factors account for this trend, some of which will be discussed here. To begin with, the recent influence of globalization has heightened the role and prestige of English in education. English is now seen as the gateway to global citizenship, economic progress and enhanced social standing (Trudell, 2016). The key motivator for teaching and learning through EMI is that English as an international language, it is an essential constituent of the internationalisation process (Macaro et al, 2018). In many countries, there is an assumption that globalisation requires a language for wider communication and English has been deemed to be the language that aids the most access to participation in a global context (Ankrah, 2015).

According to Macaro et al (2018), a study conducted by Khan (2013) in Pakistan revealed that EMI was essential in higher education because students believed that it contributes to modernisation and a progressive national outlook. In Germany, Earls (2016) showed that both lecturers and students were convinced that, in the context of globalisation of goods and services, it was inevitable that EMI would be the status quo and that, at least for some subjects such as International Accounting, it would not “make sense teaching it in German” (p. 108). This view is similarly held by business school lecturers in Korea (Byun, Chu, Kim, Park, Kim & Jung, 2010). English was essential for communicating with different people across the world

(Hamid, Jahan, & Islam, 2013). Studies point to a widespread and persistent belief in both rural and urban African communities that English alone is the essential language for empowerment and advancement (Brock-Utne & Halla, 2001). Every nation desires to be an integral part of modernisation and globalisation so the way to go is to use the ‘global’ language in educating the present and future leaders.

Secondly, knowledge of English is regarded as an extra advantage on the job market in both EFL and ESL countries. Bozdogan & Karlıdağ (2013) conducted an interview on fifteen Turkish students and they unanimously believed that there were instrumental advantages in studying through English; as one improves his proficiency in English, one avails himself and stands tall when seeking job opportunities. In a similar way, Chapple’s (2015) study of Japanese students indicated that the major reason for enrolling on EMI programmes, among other things, was not only to improve their ability in the language but it being an institutional requirement. In Qatar, Ellili-Cherif & Alkhateeb’s (2015) students expressed the view that English had a higher status than Arabic and therefore it was needed to improve their career prospects. Also, in China, Hu, Li & Lei (2014) studied institutional policy documents and ascertained beliefs of lecturers regarding EMI and found an enticing factor for the increased demand for EMI in Chinese Universities. According to them, because of the high value and prestige accorded to the English language, lecturers believed that EMI was capable of ushering in benefits both at the institutional and national level such as social mobility and career prospects. Using the case of South Africa, Levinson (2004) as cited in Ankrah (2015) shows how through switching to English helped the country gain access to the global economy, thereby benefiting through improved wages and employment opportunities, especially for the white population.

Also in Ghana, a large proportion of Ghanaians believe that the purpose of schooling is to learn to read and write in English since that provides access to further education and ultimately to secure a job and status in the formal economy (Hartwell, 2010). Again, in Ghana, a good knowledge in English is so important to the extent that one ought to have a good pass in it in order to graduate to the next level in the academic pursuit (Torto, 2017). This means “the success in education at all levels depends, to a very large extent, on the individual’s proficiency in the language” (MOE, 2012 p. ii). It is in this light that a large majority of Ghanaian parents prefer the use of English as the medium of instruction. Opoku-Amankwa (2009) reports that, Ghanaian parents are of the view that the purpose of schooling is to learn English since English is international and can take their children to places. According to parents, anybody who finishes school and is unable to speak English is useless. This clearly indicates that the African communities attach a high prestige to the ability to rattle in English so it is not surprising at all when policy-makers who adopt a foreign language that will appeal to the masses as the medium of instruction. Therefore, the attitude of both the education experts and policy makers and the citizens is biased towards English (Ankrah, 2015) and the continued use of the foreign language as the medium of instruction in EFL and ESL countries has been justified on reasons for its connectivity with the outside world due to the desire for many countries to be globalised.

2.4 Challenges Facing the Implementation of EMI

In spite of the global prestige attached to EMI, its implementation has been met with a lot of challenges. For instance, Macaro et al (2008) report that even in an educational setting such as Hong Kong where at tertiary level, English has been the language of instruction for generations, there are no pre-service teacher programmes

required or even optionally on offer for lecturers and teachers of English. This does not auger well as teachers of English require to constantly keep themselves abreast with current issues regarding teaching and learning of English. According to Wachter & Maiworm (2014), inasmuch as faculties are encouraged to improve the level of English, there is no evidence that EMI teachers undertake development in methodology, whether optional or required. When lecturers are seen to be opting in to take in-service training, then there is the possibility that it is going to contribute to getting a promotion rather than changing their methodology (Macaro et al, 2008). However, methodology used in the language class plays a major role in students' learning.

For instance, Vavrus, Thomas and Bartlett (2011) in a review of the issue of learner-centeredness in sub Saharan Africa argue that learner-centred learning in a language not spoken by the students nor, often spoken by their teachers, is flawed:

Because this approach relies heavily on critical thinking and dialogue, students and teachers need not only adequate space for discussions but also the linguistic skills in the medium of instruction to express complex ideas and to ask critical questions. Thus, learner-centred pedagogy places significantly higher linguistic demands on teachers and students than teacher-centred approaches (p. 81).

Some of such pedagogical arguments require avenues such as that offered by in-service trainings to be deliberated upon and settled once and for all. Also, most teachers of English are not proficient in English language according to studies conducted by Kraft (2003) and Owu-Ewie & Eshun (2015) in Ghana and Mwinsheikhe (2009) in Tanzania and it is a major factor that militates against the use of English as the medium of instruction. This compels them to resort to code-mixing

and code-switching (Kraft, 2003; Mwinsheikhe, 2009; Owu-Ewie & Eshun, 2015; Ibrahim, Anka & Yabo, 2017) which adulterates the EMI policy. Such is some of the reasons why comprehensive pre-service and in-service trainings are necessary requirements in implementing EMI.

Another serious challenge affecting the full realisation of EMI goals in most developing countries like Ghana is the non-availability of quality and standard teaching and learning resources (Normazidah, Koo & Hazita, 2012). Souvannasy, Masashi, and Yukiko (2008) also identify that teaching and learning in English implementation still has shortages of textbooks, unqualified English teachers and also unstandardized curriculum. Other researchers such as Muhammad (2007) have also identified differences in learners' language culture and that of the target language as a factor that affects to the students' weakness of language learning. The disparity that exists between learners' language culture and the English language culture causes language anxiety for ESL/EFL learners in learning speaking skills according to Muhammad. This and many other factors serve as impediments in the full realisation of the potentials in using EMI. A number of such factors that impact the EFL learners to have poor performance in English language learning that are considered as challenge to EMI were presented by Normazidah et al (2012) as follows:

1. English is regarded as a difficult subject to learn.
2. Learners' learning depends on the English teachers as authorities.
3. There is a lack of support to use English in the home environment and the community.
4. Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms.

5. Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

In addition to the above challenges, some teachers in the EFL and ESL contexts find it a challenge to explain some socio-cultural items and topics in some subjects such as Mathematics and Science using English. Amna, Tanveer & Rabbis (2012), for instance, reveal through a research conducted in Pakistan that teachers had problem teaching Mathematics and Science in EMI so they use Urdu, a local language, to explain the content. Zare-ee and Hejazi (2017) in a research conducted in Iran brought to light that explaining certain sociocultural matters through EMI was perceived to be a hindrance for most teachers. Andoh-Kumi as cited in Owu-Ewie (2006) reported that students' performance in Mathematics and General Science was better when delivered through Fante than English. Finally, Owu-Ewie & Eshun (2015) cite lack of enforcement of the policy as another factor which inhibits the use of EMI. They make a claim that the lack of enforcement of the policy results in the use of Ghanaian language (Fante) in English medium of instruction classrooms. According to them, almost every teacher they interviewed expressed concern about the enforcement of the language policy of education in Ghana. Some interviewees indicated that some Circuit Supervisors encourage them to use Ghanaian language (Fante) to teach at levels where EMI is supposed to be used.

2.5 Effects of EMI on Instruction

The effects of English as a medium of instruction on instructional process and on student learning, by extension, shall be discussed from the positive and negative perspectives.

2.5.1 Positive Effects

English as a medium of instruction though has suffered lots of vilification concerning its effectiveness in EFL and ESL contexts, there exist some traits of positive effects it has on student academic performance. A study measuring general English proficiency and using standardized English tests was carried out by Rogier (2012). Set in the context of one university in the UAE, she specifically set out to measure longitudinally the extent to which students' English language skills improved after studying through EMI in a four-year undergraduate programme. Rogier found that there was a statistically significant score gain in all four of the English-language skill areas (that is writing, reading, listening and speaking). Students' largest gains were in the areas of speaking followed by reading where they made nearly that level of gain. Although Rogier did not appear to be so impressed with learners' skills of listening and in academic writing, she did realise a significant improvement in those skills after learning through EMI compared to when they started the programme. Similarly, Belhiah & Elhami (2015) found from the study they conducted in the Gulf that the EMI policy seemed to be providing some benefits as the overwhelming majority of students and teachers reported noticing considerable improvements in students' listening, speaking, reading, and writing skills in English.

2.5.2 Negative Effects

There seem to be a lot of studies alluding to the negative effects of EMI in most EFL or ESL contexts. This part of the narrative shall present a number of such findings. With regard to teaching methodology, EdQual (2010) which is a research consortium programme on implementing quality education in low income countries, through their research in Tanzania and Ghana came out with findings that show that in both countries, teachers used a wider range of teaching and learner involvement

strategies when they taught lessons in African languages than in English. On learner's academic achievement, EdQual (2010) reports that low achievement in African schools is partly language-related. They provide evidence showing that English-medium education in African schools with learners whose English language ability is low impedes learning. Macaro et al's (2008) report on research across some European countries like Turkey, Spain, France, and Italy where English is not a first language reveals that student evaluate their own English proficiency as being insufficient to enable adequate learning of content. In Spain and in France, for instance, they report that lecturers not only see student proficiency as inadequate but even as a possible barrier to being able to access an EMI programme. This student inadequate proficiency together with their low vocabulary knowledge becomes a serious concern for lecturers in such jurisdictions (Macaro et al, 2008).

Still on student proficiency in English and its impact on their learning, among Borg's (2016) sample of lecturers in Iraqi Kurdistan, as many as three quarters believed their students' proficiency was barely above elementary level. Also in Korea, lecturers considered students' English proficiency levels to be the single greatest barrier to effective content learning (Choi, 2013). In this study, low proficiency was linked to higher levels of anxiety. Such students are considered ill-equipped linguistically to benefit from an EMI programme. For example, Ellili-Cherif & Alkhateeb's (2015) Qatari students, even in 'internationally oriented subjects' (such as Business Studies) believed they were learning considerably less well than if they had been studying through Arabic. The narrative is not too different even in jurisdictions where English is comparatively more dominant. For example, Macaro et al (2015) posit that lectures beliefs about student's linguistic deficiencies also exist in countries such as Sweden where EMI is established and there is a widespread belief

that everyone speaks English well. Regarding pupil's participation in instruction, again EdQual (2010) posits that learners had more opportunities to talk in lessons conducted in African languages than in lessons conducted in English. Learners in African schools are often disadvantaged because they have limited ability in the use of English and thus find learning difficult through EMI difficult.

Finally, a serious slur is cast on the nature of products that are produced through EMI in jurisdictions where English is learnt as a second or foreign language. Brock-Utne (2007) as cited in Belhiah & Elhami (2015) conducted a study in Tanzania where Kiswahili happens to be the native language of students but English is used as the medium of instruction. She observed classroom instructions and reported, among other things, that English significantly slows down the learning process, students are apprehensive about communicating in English, and teachers impose unnecessary sanctions in English medium classes. She concluded that English should be forsaken for Kiswahili but went ahead to make an intriguing assertion:

The students learn to obey, be quiet, to become indifferent and apathetic. If this is the workforce independent Tanzania wants, this is the right type of teaching. If, however, Tanzania wants a work force that is able to develop the productive forces of the economy, think creatively and critically, combine old and new knowledge, the learning going on in the classrooms portrayed here where the language of instruction is Kiswahili is the learning to be aimed at. (Belhiah & Elhami, 2015, p. 8)

This and many more are the observations made through researches all over the world in relation to the repercussion of using English as the medium of instruction in ESL or EFL contexts.

2.6 The Role of EMI in ESL Context

A lot of research suggests that academic achievement is improved when students learn in their local or native languages (Brock-Utne, 2004; Opoku-Amankwa et al, 2015; Ibrahim et al, 2017). However, the English language has assumed a global status and has come to stay with us. So it is difficult for one to do away with it especially in a developing country like Ghana where English is the official language. Using English as the medium of instruction plays some important roles especially in ESL countries. The adoption of English as a medium of instruction provides students with ample opportunity to use the language on everyday basis and in a wide array of communicative situations, not only with their teachers, but also with other students, in meaningful and authentic contexts (Belhiah & Elhami, 2015). That is the paramount essence of communicative language teaching (CLT) approach which states that it is essential for students to interact in a language frequently if they aspire to learn it (Richards & Rodgers, 2014). Since most parents aspire to have their wards learn the ‘global’ language, using it as the medium of instruction facilitates its learning.

Again, Belhiah & Elhami (2015) postulate that the use of English as a medium of instruction instills self confidence in students and amplifies their exposure to the target language without taking away additional time from an already congested curriculum, this they make reference to a declaration made by the European Commission in 2003 on the globalisation of English. EMI ensures that subject matter courses such as Mathematics, Science, and many others are taught in the target language which means the creation of an extra avenue for the use of English, as already established. Some pupils prefer to be taught in English because the use of English makes them proud when they speak with their friends (Ankrah, 2015). In other words, students who do not have adequate competence in English feel

marginalised. Lack of English language proficiency in EMI negatively affected the university students used in Macaro et al's (2015) study in terms of their socialisation on campus, self-image, identity and chances of learning. They also felt that they were not noticed by teachers, and found it difficult to participate in any discussion or debates in English or to interact with English-speaking students. The use of EMI helps to eliminate such bad feelings students feel about themselves and create opportunities for them to learn the language.

Also, Tai (2015) and Yang (2015) in their respective surveys on students in Taiwan saw significant improvements in their fluency and receptive skills receptively after the students had been exposed to EMI for some time. Lin & Morrison (2010) in Hong Kong report that students who learnt through EMI produced better quality essays due to their larger academic vocabulary knowledge. Yeh's (2014) study in Taiwan reveals that EMI had a positive influence on their English and in particular their listening comprehension. In short, EMI is known to improve the requisite skills of speaking, writing, and listening.

2.7 Some Views of Teachers on EMI and their Attitudes towards the Policy

Teachers are the major implementers of educational policies so invariably, their views or perceptions about any of such policies, whether positive or negative, have the tendency of making it successful or otherwise. This is because the attitudes of teachers towards the implementation of whatever policy is highly contingent on their views about the policy. A host of research has been conducted on teachers' attitudes towards EMI in various ESL settings. For example, Zare-ee and Hejazi (2017) in a research conducted in Iran to ascertain the views of teachers on EMI report that teachers are of the view that 'it is not academically justified to apply EMI

in Iran' (p. 478). Among their numerous reasons were the fact that teachers perceive EMI to be difficult. Again, they report that both teachers and students lack the adequate proficiency to use EMI which makes their classroom atmosphere very boring. Also, teachers are of the view that certain sociocultural matters are communicated more effectively in the mother tongue.

Amna, Tanveer & Rabbis (2012) reveal through a research conducted in Pakistan that teachers had problem teaching Mathematics and Science in EMI so they use Urdu, a local language, to explain the content. This goes to say that teachers encounter problems when explaining certain concepts in English so they resort to the L1 in such circumstances. In much the same way, Amna, et al (2012) posit that students have difficulty in understanding Mathematics and Science instructions in English; rather, it is easier for them to learn the concepts in their first language. Ibrahim, Anka and Yabo (2017) also report that code switching or code mixing is the dominant practice by teachers in Nigeria and it cuts across all subject areas although that is a deviation from their National Language Policy. They also outline challenges teachers have in using EMI - pronunciation, inadequate vocabulary, phonological challenges, all being associated with influence from the mother tongue. So teachers' ability to communicate in English while teaching is questionable. Also, they make mention of limited participation of learners in the classroom process in EMI context. EdQual (2010) also reports that when teachers teach using the L1, they use a richer pedagogy; they use more teaching strategies than they do when teaching in the L2. All these views influence the attitudes of teachers towards the use of English as a medium of instruction.

2.8 The Late-Exit Model: A Better Option?

The phenomenon of English as a medium of instruction (EMI) has very important implications for the education of young people. Yet little empirical research has been conducted into when EMI is being introduced and how it is delivered (Dearden, 2014). It is argued that people in developing countries such as Ghana are constrained to communicate in languages that are not indigenous to them largely because education is conducted in foreign languages, which has in turn affected the quality of their perceptions, thinking, and therefore, impacts negatively on their development (Ankrah, 2015) and by extension, denies them of their linguistic right as Pattanayak (1997) puts it. But this linguistic right of the child even when allowed to be enjoyed may or may not yield any positive results due to certain factors as can be witnessed in most parts of Ghana. With the implementation of the NALAP, most educators, stakeholders, chiefs and all who craved for the implementation of the mother tongue-base bilingual policy should have been vindicated by the increased performance, proficiency and competency of learners in the English language and in other subjects. But the situation is not so.

One reason that makes students underachieve despite starting their education in L1 is the type of bilingual education model practised, which is the early-exit model (Owu-Ewie, 2006). To restate the policy, a Ghanaian language is used as the medium of instruction at the lower primary level from KG1-P3 and English as the medium of instruction from Primary four (Grade 4). At the lower primary level, English is taught as a subject (Hartwell, 2010).

In his assessment of this kind of language policy which he calls “the early-exit model”, Owu-Ewie (2006:5) states that:

...besides the teacher factor, lack of materials, lack of supervision, and lack of exposure to the target language, are the main factors that worked against the model, and this may explain why the Ghanaian child is performing abysmally in English language in particular, and in the academic subjects in general. In the first place, learners were prematurely transitioned into the use of English as medium of instruction, and second, the transitional process was abrupt... The use of a Ghanaian language as the medium of instruction in the early-exit transitional model is too short-term for children to understand the complex workings of their L1 for them to transfer it effectively and efficiently to the L2... There is therefore, the need to embark on a late-exit transitional model, which will make learners 'balanced bilinguals'; competent in both the Ghanaian language and English.

Cantoni (2007, abstract) also agrees that "the sudden transition from mother tongue to English instruction creates some descent in the participation of the pupils and possibly in the learning, not only of the new language but also of the content subjects." By practice and experience, majority of teachers in the country would attest to the fact that the average Junior High School pupil is not mature enough, in terms of proficiency in the English language to be "weaned" completely from the use of the mother-tongue as medium of instruction. A bit of code-mixing will auger well for the high achievement of the learner because the 'prolongitivity' of L1 use in schools, as Owu-Ewie (2006) puts it, will enhance the learning of the L2. "Code-mixing involves the transfer of linguistic elements from one language into another: a sentence begins in one language, and then makes use of words or grammatical features belonging to another" (Crystal, 2008, p. 83).

Owu-Ewie proposes a language policy model that will nurture the learners well into an advanced grade where they would have matured in age and in the L1 because; to him the older the age of the learner, the better they learn the second language since they achieve a high level of cognitive maturity in the L1. Throwing more light on his proposed model, he states that the transitioning process must be gradual (gradual exit) in order to make instruction in the second language at later stages more comprehensible to learners. For instance, he cites a study done by Thomas and Collier (2003) in the United States which confirms his stands that the greater the number of years of primary language a student has received, the greater his/her English achievement is known to be.

This Late-exit transitional bilingual education he proposes allows for about forty per cent (40%) use of the mother tongue in teaching until the sixth year (Grade 6) of schooling. In the Ghanaian context, this means the mother tongue will be used as the medium of instruction from Primary 1 to Primary 4 while English is gradually introduced into the system as the medium of instruction from Primary 5 and finally becomes the medium of instruction from Primary 6 onwards. But against the background of the aforementioned studies, the experience of teachers at the Basic Schools shows that the average Ghanaian Junior High School pupil will understand concepts he or she is taught better when there is a bit of code-mixing in the teacher's delivery. Even with subjects such as Social Studies and Religious and Moral Education in which pupils may have sufficient background experience, most Junior High School pupils are left confused when teachers decide to go solely by English as a medium of instruction. The situation becomes worse when this is practised in the Mathematics or Integrated Science class where most of the concepts taught appear to be relatively more abstract. This may result into **rote learning, memorisation** and

cheating in examination according to Brock-Utne (2004). It will also slow down the pace of learning a subject matter because both students and teachers will have to go roundabouts to produce comprehensible input (Brock-Utne, 2004).

A study critically conducted to examine the effectiveness of English as a medium of instruction (EMI) policy within the context of Korean higher education by the Center for Teaching and Learning at the Korea University reveals that although the EMI policy seemed to have produced positive outcomes in improving students' English proficiency, the compulsory enforcement of EMI without regard to students' or instructors' language proficiency and the unilateral implementation of EMI across academic disciplines, brought about a number of side effects (Byun et al, 2010). This clearly goes to affirm the stands that the use of English as the medium of instruction must be instituted being mindful of the maturity level of the learner and the context in which it is used.

Saville-Troike as cited in Owu-Ewie (2006) asserts that in almost all cases, a student's relative competence in the native language coincides with the student's relative achievement in English (L2). Owu-Ewie asserts in the concluding remarks of his paper that Ghanaian language should be used as the medium of instruction up to 'at least' Grade Six and the perception that the poor academic performance in Ghanaian schools, especially in English proficiency, is caused by the use of Ghanaian language as medium of instruction is erroneous. He adds that the Ghanaian child is not doing well in school despite bilingual education because, besides other things, the child's foundation in the local language is not well laid for transfer to the second language. Similarly, Trudell (2016) states that the early exit model is not very effective in providing long-term academic gains. According to her, Thomas and Collier's (2004) comparative study of various models of bilingual education found

that the “late exit” model yielded much higher learning gains than the early exit model. In Africa, several studies have shown that the level of English mastery by Grade 3 students is not adequate to support them for English medium learning in Grade 4 (Trudell, 2016). The EdQual (2010) also report that ‘early-exit’ may not deliver strong academic benefits, particularly, enabling learners to learn successfully either through the African language of instruction or later through a European. They suggest that the initial mother-tongue education needs to be longer – a minimum of six years.

2.9 Review of Related Studies

This study is related to a number of studies already conducted by a number of researchers. I intend to review a few of them at this juncture. Owu-Ewie and Eshun’s (2015) qualitative study which sought to examine the factors that militate against the use of English as medium of instruction in the upper section of the basic educational system in Ghana (Primary 4 to Junior High School) and examine ways to facilitate the use of English as medium of instruction in that sector of the educational system found that teachers use both the L1 and English (L2) in such classrooms. The main reason found to be students’ lack of proficiency in the use of English in the classroom. The study also found 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. It was also observed that the main strategies teachers used included translation, code-switching or mixing, concurrent use of the two languages, and safe-talk. It was again noted that the use of English at the Upper primary and JHS can be improved by strict enforcement of the language policy of education, improvement in the teaching of English, extension of the use of L1 as

medium of instruction, and creation of a classroom atmosphere that is conducive to the use of English.

Ibrahim et al (2017), through a descriptive survey, also sought to explore the challenges of using English as a medium of instruction in both public and private primary schools in Nigeria. They found that majority of teachers lack the ability to use EMI due to influence of local or indigenous languages and the complex nature of some features of English language. Also, pupils use different languages such as Hausa and English as well as code mixing and code switching during lessons in their classrooms. The situation makes some of the pupils inactive during lessons and consequently has negative effects on their proficiency in English. Thereby, limiting pupils' understanding of the subject content taught. Cantoni's (2007) qualitative study conducted in Namibia to find out how language choice can influence the quality of education found that the use of English as a medium of instruction hinders the full participation of the pupils because it does not seem to provide comprehensible input, it does not seem to work as a tool for constructing knowledge in the content subjects and it is an obstacle for the learner centeredness that is desired by the ministries of the country. It was also revealed that EMI does not facilitate the participation of the learners but maintains a "culture of silence". Finally, the lack of exposure in English was seen as a big issue and obstacle in the acquisition together with a reduced method of transition from mother tongue instruction to English.

Another literature related to this study is that conducted by Belhiah & Elhami (2015). They explored the effectiveness of English as a medium of instruction (EMI) in the Arabian/Persian Gulf, with special focus on the situation in the United Arab Emirates. The study was undertaken at six universities located in major cities of the UAE to examine students' and teachers' perceptions about the use of English to teach

subject matter. The quantitative study found that the EMI policy seemed to be providing some benefits as the overwhelming majority of students and teachers reported noticing considerable improvements in students' listening, speaking, reading, and writing skills in English. However, despite the apparent linguistic gains, many students were reported to continue to struggle in class as a result of the exclusive use of English. So a large majority of students and teachers were in favour of the use of Arabic conjointly with English for instructional purposes. Finally, Amna et al (2012) designed a qualitative study to determine perceptions of students and teachers regarding English as medium of instructions. The research consists of a questionnaire survey with a sample of 200 teachers from rural and urban Secondary schools of Punjab province, Pakistan. They reported that teachers of science and mathematics called for the change in medium of instruction from English to Urdu due to their students lacking the required language skills to comprehend their subject content.

2.10 Conclusion

This chapter has taken into account the historical account on language policy in Ghana and the rationale behind the choice of EMI in ESL countries. The significance of EMI as a global language and the prestige with which parents adhere to its implementation was not left out. Of course, some challenges facing its implementation as had been established by most research works were made known. The effects of EMI on instruction and the role it plays in ESL context which happens to be the focus of this study was also discussed as well as some views of teachers on EMI and their consequent attitudes towards the policy. The argument of whether to adjust the model of this EMI policy has also been presented.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research is an attempt to assess the exclusiveness of English as a medium of instruction and its effects on pupils' academic performance. This chapter presents the methodology that was employed when carrying out the study. It explains the research design and also outlines details of the population, sampling procedure, the data collection instruments, data collection procedures, and data processing and analysis.

3.1 Research Design

According to Creswell (2013), research designs are types of inquiry approach that are either qualitative, quantitative or mixed methods that provide specific direction for procedures in a research work. These procedures of inquiry, according to him, have been labelled by Denzin and Lincoln (2011) as 'strategies of inquiry'. The research design or the strategy of inquiry used to carry out this study was 'survey' which is a quantitative approach. A survey gives a numerical description of trends, attitudes or opinions of a population by studying a sample of that population (Creswell, 2013) and gives little room for human biases to create problem with the data (Owu-Ewie, 2012). Again, Creswell posits that the quantitative approach offers the researcher an opportunity to examine the relationship that exists among variables and these variables, in turn, can be measured using instruments, so that data (which is usually numerical) can be analysed using statistical procedures and its findings are able to be generalised and replicated. A survey, again, is a cross-sectional design since in its usage, one would have to collect a comparatively large amount of data at one point in time which helps in obtaining a snapshot or a glimpse of the problem at hand,

and looking at how the two variables are related (Litosseliti, 2010). In the case of this research, it would provide the researcher with a cross-sectional view of the relationship between English as a medium of instruction and its effect on pupils' academic performance and this view can be a representation of the bigger picture. All these aforementioned advantages inherent in quantitative research design enticed the researcher to adopt it in this study.

3.2 Population

Best & Kahn (2006) cited by Owu-Ewie define population as 'a group of individuals that have one or more characteristics in common and of an interest to the researcher' (p. 23). In this research, the population is all Junior High School pupils in the Asafo Circuit which is found within the Sefwi Wiawso municipal in the Western North region of Ghana, as well as their teachers. However, due to the large size of this population, the researcher sought to narrow it down to a specific group referred to as the target population. The target population of the study was all pupils and teachers of Asafo Catholic JHS and out of that a sample of 60 pupils and 8 teachers were selected to participate in the study.

3.3 Sample and Sampling Technique

In order to ensure a fair representation of each stratum (male and female in this case) in the study (Owu-Ewie, 2012), the proportional stratified random sampling procedure was employed to select the 60 pupils to participate in the study. Since the number of female pupils in the school slightly exceeds that of the males, the researcher randomly selected a total of 32 females and 28 males from each of the three classes as his participants. Twenty (20) pupils were sampled from the JHS One class; out of which were 11 females and 9 males. In JHS 2, 21 pupils were sampled. Eleven (11) of them were females while the remaining 10 were males. A number of

19 pupils were selected from JHS 3 with 10 of them being females and 9 being males. The convenience sampling procedure was adopted in selecting the 8 teachers since they were easily accessible. Out of the 8, 5 of them were permanent teachers, 2 were student teachers (mentees) and a national service person who was a product of a College of Education.

3.4 Data Collection Instrument

The major instrument the researcher used in gathering his data was questionnaire because according to Dörnyei (2007, p. 101), “the main data collection method in surveys is the use of questionnaires” as “a questionnaire is a data collection process where participants answer questions or respond to statements in writing” (Owu-Ewie, 2012, p. 51). It is a highly structured data collection instrument, with most items either asking about very specific piece of information or giving various response options for the respondent to choose from, for example, by ticking a box or circling the most appropriate option (Dörnyei, 2007). Litosseliti (2010) seems to provide a convincing response when he opined that questionnaires have the potential to generate a large amount of data and the data generated can easily be processed, unlike interviews which may be laborious and require a lot of time to transcribe. Again, the researcher’s intention of generalising his findings base on the selected sample in this survey was another reason for choosing to work with questionnaires (Fowler, 2008) cited in Creswell (2013). As Litosseliti indicates, questionnaires are frequently used to measure people’s attitudes to and perception of languages so it is not out of place for the researcher to adopt this research tool, considering the purpose of his study.

Therefore, two sets of questionnaires were prepared; one for teachers and the other for pupils. Each of them was in two parts. The first parts were aimed at

soliciting demographic data about respondents, where they were required to provide responses to questions asked. The second parts comprised of various statements with a five-point Likert scale on which respondents indicated their agreement or disagreement to a particular statement, with the descriptors being Never, Rare, Occasionally, Often and Very Often. The items in the second parts are close-ended, meaning they do not allow respondents to provide free answers (Dörnyei, 2007). Appendices 'A' and 'B' indicate the questionnaires used. However, Dörnyei makes us aware that no matter how creatively the items in a questionnaire are formulated, they are unlikely to present the kind of rich and sensitive description one intends to acquire about events and participants. This idea together with other ones prompted the researcher to employ observation as another tool for collecting data in his research. Classroom observations of teacher and pupils' interaction were made to gather first-hand information about responses provided by respondents through the questionnaires. Observation, as Owu-Ewie (2012) puts it, gives the researcher an opportunity to see things for himself and most importantly, collect data on non-verbal issues. This involved having to go into the classroom with a specific focus, a practice referred to as 'structured observation' by Dörnyei.

3.5 Data Collection Procedure

As mentioned earlier, the major data collection instrument used in this research work was questionnaire as can be found in appendices 'A' and 'B', and a bit of observation of some selected lessons. Before the data collection process began, the researcher sought permission from the head teacher of the said school, first, to secure his approval and then to inform the teaching staff and pupils about the exercise. The researcher further went ahead to brief the entire student population on the impending exercise especially on the questionnaire even before the sampling was done. After

obtaining his accessible population, the researcher assembled the 60 pupils in one spacious classroom and item by item, he guided them to respond to the statements in the questionnaire, making sure he does not influence their responses in any way. Considering their reading abilities, the researcher personally read and explained every item on the questionnaire to them and gave them ample time to think through their responses. All sixty scripts were retrieved on the same day. As for the teachers, they responded to the questionnaire in their own convenience. In a matter of two days, all 8 of them had responded to it.

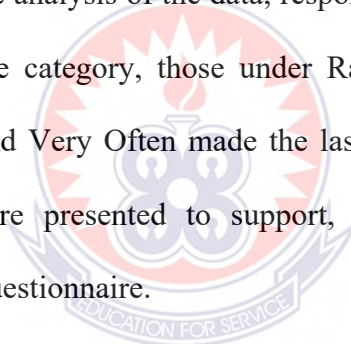
Although the researcher had done some unofficial observations of lessons delivered by teachers (mentors) and mentees especially, he officially used a week to observe lessons of three teachers – one teaching English Language, another teaching Mathematics and the other teaching Information and Communication Technology (I.C.T.). In each of these lessons, three core areas were paramount to the researcher: pupil-to-pupil interaction, teacher-to-pupil interaction and teachers' use of the English language as a medium of instruction. Also, the researcher took interest in observing the pupils outside the confines of the classroom with regards to the use of language among their peers during their leisure hours.

3.6 Data Analysis Procedure

Having collected quantitative data, the next step was to analyse it using a set of mathematical procedures, called 'statistics' (Dörnyei, 2007). Data analysis is a process of systematically applying statistical or logical techniques to describe and illustrate, condense and recap and evaluate data. The researcher ensured a detailed understanding of the data collected. He condensed the responses to make them brief, more succinct and meaningful without distorting the participants' ideas via a statistical package called Statistical Package for the Social Sciences (SPSS), version

22. Data gathered were presented using frequency tables, pie charts and bar graphs so that logical and statistical conclusions could be derived from the collected data. The tables and graphs also gave pictorial representations of the data gathered using the questionnaire. They were also used to serve as a guide in the discussion of results in the next chapter.

Numerical values were assigned to the response options of variables. Since the Likert scale comprised of closed-ended items, coding (the process of converting respondents' answers to numbers, as explained by Dörnyei) was made simple. The descriptors Never, Rare, Occasionally, Often and Very Often were assigned with numbers 1, 2, 3, 4 and 5 in that respect and respondents had to make their responses from these options. In the analysis of the data, responses that fell under the descriptor Never were put into one category, those under Rare and Occasionally in another category, while Often and Very Often made the last category. Information gathered through observation were presented to support, solidify and authenticate those brought to bear via the questionnaire.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction:

This chapter deals with the presentation and discussion of results. It has been put into two sections based on the analysis of research questions. The first section discusses some of the factors that militate against the effective use of English as a medium of instruction in the context of Asafo Catholic JHS. Among these factors are those that are related to learners, those that relate to the teacher, as well as those that arise as a result of the content or subject matter in question. With regard to the learner factors, the researcher investigates whether the proficiency level of pupils in the use of the English language as well as their level on the academic ladder can be a determining factor for teachers to resort to the L1 when they are teaching. The perceived difficulty that EMI presents to pupils is also discussed as a learner factor that has the ability to hinder the use of EMI at Asafo Catholic JHS. Another factor to be investigated is whether or not the content of lessons can compel teachers to switch to mother-tongue based instruction. Lastly to be discussed in the first section is the role of teachers' competence in the use of English in hindering the effective use of EMI.

The second section in this chapter discusses the attitude of teachers towards the use of EMI. It will be realised that the perception teachers have about the practice of using EMI causes them to take a certain position. Whether that position is favourable or unfavourable shall be identified later in this chapter. The analysis of research questions will be done by discussing the responses provided by teachers and pupils on various statements in the questionnaire in addition to observations made by

the researcher. The results of their responses will be presented using frequency tables, bar charts and pie charts.

4.1 Factors that Militate against the use of English as a Medium of Instruction

In his quest to find answers to this question, the researcher approached it from three different angles: learner factors, the content or the subject matter itself and teacher factors. In each case, the analysis was done based on responses provided by both teachers and pupils through questionnaire in addition to observations made by the researcher. The factors that inhibit the use of English as a medium of instruction have been discussed as follows:

4.1.1 Learner Factors

The researcher categorized the learner factors that militate against the use of EMI at Asafo Catholic JHS into three areas; learners' inadequate proficiency in the English language, their level on the academic ladder, and the difficulty that English as a medium of instruction presents to them. To begin with, the researcher sought to investigate whether pupils had attained adequate proficiency to be able to fit fairly in an EMI context. So both pupils and teachers were requested to respond to questions that suggest that pupils ask or answer questions in the classroom process, whether they make contributions during lessons and whether they interact with their peers in English during group assignments. The following are results and discussion of their responses.

Table 4.1.1 presents information on learner factors.*Table 4.1.1. Learner factors*

Items	Never	Rare	Occasionally	Often	Very often
I ask questions when lessons are taught in English	8	7	17	26	2
Pupils ask questions when I teach them using English	4	4	0	0	0
I answer oral questions when lessons are taught in English	9	14	31	6	0
Pupils respond to questions orally when I teach them using English	1	1	5	1	0
I play active role in group assignments	0	5	9	22	24
Every pupil takes part in group works	0	0	3	4	1
Lessons are lively and interesting when taught in English	4	12	18	20	7
My lessons become boring when I teach in English	1	1	4	1	1
I use more of the local language in the lower classes	0	2	3	2	1
Pupil's level of	0	1	5	1	1

competence in English compels me to use the local language in teaching					
I score high marks when lessons are taught in English	1	7	24	24	4
Pupils score high marks when I teach them using English	1	2	3	2	0

From Table 4.1.1, 8 out of the 60 respondents who represent 13.3% said they never answer questions when lessons are taught using English. 24 out of the 60 pupils representing 40.0% claim that they occasionally ask questions during lessons when they are taught in English. The remaining 28, that is 46.7%, on the contrary, claim that they often ask questions. The teachers were also requested to respond to the same question in order to confirm the responses pupils gave. Results also indicate that 4 out of the 8 respondents who represent 50.0% stated that pupils never ask questions in an English as a medium of instruction setting while the remaining 4, that is 50.0%, also are of the view that pupil ask questions on rare occasions. This assertion made by the teachers goes contrary to that made by pupils where almost half of them responded that they often ask questions.

Information gathered from the researcher's observation of three different lessons each in English language, Mathematics, Integrated Science and Social Studies lessons brought to the fore some interesting revelations. In the English language class where the teacher tried to avoid the use of the L1 as much as possible, 3 out 56 pupils present asked questions in JHS One, 6 out of 59 pupils asked questions in JHS Two and 8 out of 48 asked questions in the course of the lesson in JHS Three. But the numbers were higher in Mathematics, Science and especially in Social Studies where

teachers were generous with the use of L1. This clearly shows that only a handful of pupil of Asafo Catholic JHS appears to be vocal in the EMI context, a finding corroborated by Opoku-Amankwa (2009) when he stated that most of the classroom interaction revolve around a few outspoken ones and Cantoni (2007) who also said that the use of EMI leads to a decline in pupils' participation in lessons. Although pupils were known to be less vocal when it comes to asking questions, the researcher wanted to find out from teachers and pupils whether or not the majority of pupils tend to respond to questions asked by their teachers since it is one thing asking questions and another thing answering them.

Results again show that, 9 pupils who represent 15.0% of pupils responded that they never answer questions asked them in English by their teachers, 45 pupils who represent 75% responded that they rarely or occasionally answer oral questions and only 6 of them representing 10% stated that they often answer questions in English. Similar to responses provided by pupils, 1 out of the 8 teachers, that is 12.5% of them responded that pupils never respond to questions asked them in English, 6 teachers representing 75.0% responded that pupils rarely or occasionally respond to questions in English and 1 also representing 12.5% of them said that pupils often answer questions asked them in English. One can conclude from these responses that the majority of pupils do not always answer questions when lessons are taught in English. The responses provided when respondents were asked whether or not pupils seek clarification on issues they find difficult to understand were no different from what have been presented above.

Again, observation made by the researcher during lessons in all three classes proved that only a few of the pupils speak in class when teachers tend to teach using English language, either by asking questions, providing answers, seeking

clarifications or making contributions and suggestions. In the case of answering questions, for instance in JHS Two during a Literature-in-English class after pupils had been taken through Ama Ata Aidoo's short story, *The Girl Who Can*, the researcher could count as few as about 13 out of 59 pupils who raised their hands to avail themselves to answer questions. This is mainly due to the fact that the teacher kept stressing that she would only accept responses given through English. It was clearly evident that pupils had ideas about questions they had been asked but were unable to express themselves using the English language so they were ignored. This confirms Cummin's (1996) assertion cited in Opoku-Amankwa (2009) that pupils' native languages are ignored or excluded in the classroom interaction so they immediately start from a disadvantage. For example, a considerable number of pupils tend to be vocal in Social Studies and Science, in particular, where teachers were more liberal to allow for a bit of code mixing or code switching. This finding is not different from what has been found elsewhere.

For instance, Ibrahim, Anka, and Yabo (2017) through their research conducted in Nigeria found out that participation of some pupils in the learning process was limited due to challenges posed to them in using English as the medium of instruction so they resort to code mixing or code switching during lessons which has negative effects on their proficiency in English. Pupils, thus, face immense difficulty asking and responding to questions or doing group work (Belhiah & Elhami, 2015). Finally, in order to ascertain the level of proficiency of pupils in the English language, the researcher investigated the pupil-to-pupil interaction especially during group work. Every pupil responded that they, in one way or the other, they take part in group discussions. 14 representing 23.3% of pupils responded that they rarely or occasionally play active roles in group assignments. What it means is that

sometimes, these pupils hide behind their colleagues when they are asked to perform tasks in groups. They would hardly share ideas. However, 46 of them who represent 76.7% indicated that they play active roles when they are given group assignments. This shows that a high majority of pupils share ideas, ask questions, seek clarifications and provide answers to questions when they are with their peers. They never sit quietly and allow their colleagues to take control of their group works.

When their teachers' views were sought on the same issue, as have been presented in Table 4.6, all of them answered that every pupil takes part in group assignments. For example, 3 of them representing 37.7% responded that pupils occasionally take part in group works. The majority of them (i.e. 5 which represents 62.5% of teachers) responded that every pupil plays active role in group works. The teachers' responses go to confirm those provided by their pupils and appear to contradict Belhiah and Elhami's finding. But when the researcher went round to observe pupils perform various tasks in groups, he figured that they spoke their local languages, predominantly Sefwi, any time they find themselves in their small groups. Most certainly, this is the main reason why pupils make contributions, ask questions and provide answers when they are around their peers since speaking in their native languages, other than English, makes them less anxious (Opoku-Amankwa, 2015). One adverse effect that most researchers associate with the use of English as a medium of instruction in English as a second language classroom is that the environment becomes very boring. As a matter of fact, boredom in the classroom setting comes along with a host of repercussions on student learning and therefore should be avoided as much as possible. This informed the researcher to find out whether indeed the use of EMI at Asafo Catholic JHS makes the classroom environments boring.

As seen in Table 4.1.1, 4 pupils who represent 6.7% of pupils responded that lessons are never lively and interesting when taught in English, 30 pupils representing 50.0% stated that lessons occasionally or rarely becomes interesting in EMI context, while the remaining 26 representing 43.3% of respondents claimed that lessons are often interesting in the EMI classroom. These responses provided by pupils regarding how interesting lessons are in the EMI classroom can be seen to be contradicting earlier responses given by same pupils on how they interact among one another in EMI settings. It appears strange how they manage to enjoy lessons in which their participation is limited and restricted in the manner as have been shown by their responses. It therefore became necessary to find out from teachers what they make of their lessons in relation to boredom.

With respect to teachers' responses, 12.5% of teachers responded that their lessons never become boring when they teach using the English language, 62.5% also indicated that their lessons become boring on some occasions when they use the English language to teach. The remaining 25.0% stated that their lessons often become boring when using EMI. The responses provided by teachers is a clear indication that usually, they experience boring classroom environments when they teach using English; a position that appears to be contradictory to what pupils had taken on the same issue. When the researcher went to see things for himself during an English lesson (since it was where the teacher stuck to the use of EMI), two significant observations were made. First, the teacher was seen to employ very few strategies in her teaching, predominantly the questions and answers technique which barely yielded any positive results, as compared with her colleagues who resorted to code mixing and code switching in their lesson delivery (Ibrahim et al, 2017). This finding is in line with EdQual's (2010) report on classroom processes when it was

asserted that teachers use richer strategies when they teach in their native languages than they do in the second language. In the case of Asafo Catholic JHS, strategies such as role play, dramatisation, discussions and the likes that are known to induce pupil participation in lessons were done away with in the EMI context, obviously due to the inadequate proficiency level of pupils in the target language.

The major and most dominating contribution of these pupils during lessons in the EMI context usually was showering of praises on their very few colleagues who tried to answer some questions correctly as they were always made to clap or ‘shine’ for them. The only other time they were seen to be vociferous was when pupils were made to provide chorus responses usually by imitating their teacher. Opoku-Amankwa (2009) has given a report on similar findings he made through his research. These kinds of situation create a teacher-dominated classroom environment as have been established by Namuchwa (2007). In other words, discussions in such classrooms as have been discussed become teacher-based (Martin, 1999). Undoubtedly, a teacher-dominated classroom at that level of schooling cannot be said to be an interesting setting. The other significant observation made by the researcher in the English as a medium of instruction classroom is that pupils often do not get the import of jokes created by the teacher in her quest to create some humour.

On the few occasions when she tried to reduce the anxiety in the pupils (Opoku-Amankwa, 2015), it turns out that very few of the pupils get to understand her. Only a handful of pupils will be seen laughing except when she tried to demonstrate some of the messages she wanted to put across. Such instances do not create an interesting classroom atmosphere. Judging from the responses provided by both pupils and teachers as well as observations carried out by the researcher during lessons in the four core subjects to ascertain the pupils’ level of proficiency in the

English language, the researcher can conclude that ' it is not academically justified to apply English as a medium of instruction' (Zare-ee & Hejazi, 2017, p. 478) at Asafo Catholic JHS since it became obvious that pupils lack the adequate proficiency to use the language. Hence, making the classroom atmosphere very boring just as had been found by Ibrahim et al (2017) and Zare-ee and Hejazi (2017) in researches conducted in Nigeria and Iran respectively.

According to Owu-Ewie, the older the age of the learner, the better they learn the second language since they achieve a high level of cognitive maturity in the L1. Based on this assertion, he proposed a language policy labelled the 'late-exit model'. What he meant by this model is that, the L2 should be introduced gradually together with the learner's L1, thus, practising code mixing or code switching at the early stages of the transition from L1 as medium of instruction to L2 , before the learner is completely 'weaned' (Cantoni, 2007) from the mother-tongue medium of instruction. With this in mind, the researcher sought to investigate whether or not the level of pupils on the academic ladder can hinder the use of English as a medium of instruction at Asafo Catholic JHS. That is whether the classes or stages in which pupils are, being it JHS One, Two or Three, could have any influence on the teacher's choice of language for instruction. In this instance, the researcher asked teachers to respond to some statements on the questionnaire. Evidence of their responses has been presented using a bar chart and a pie chart and their responses have been discussed together with the researcher's observation as follows:

To start with, the researcher wanted to find out whether the level of learners (as in the class in which they are) compels the teacher to use the local languages in teaching. Figure 4.9 is a representation of the responses provided by teachers to that effect. From Table 4.1.1, 62.5% of teachers responded that they rarely use more of the

local language in the lower classes. 37.5% also said they speak more of the local language when teaching in the lower classes. What can be deduced from these responses is that, every teacher uses the local language more when teaching in the lower classes. At least 37.5% of them responded that they do that on regular basis while the remaining 62.5% of them said they do that from time to time. Not a single one of the teachers stated that he or she does not use the learner's L1 when teaching in the lower classes, particularly, in JHS One. Again, against the background that the average Junior High School pupil is not mature enough, in terms of competence in the use of English language (Cantoni, 2007), the researcher sought to ascertain the role played by the pupils' level of competence in the English language as a factor in choosing the language for instruction.

From the table, 75.0% of teachers responded that pupils' level of competence in the English language compels them on some occasions to use the L1, mostly Twi when they are teaching. The remaining 25.0% of teachers claim that very often, they are compelled to use the local language due to the low level of competence of pupils in the target language. So from the two sets of responses provided by teachers, one can conclude that the level of students, as in the classes in which they are and by extension, their level of competence in the English language which has been established to be discouraging, sometimes force teachers to use some amount of the learners local languages, either Sefwi or Twi in their lessons. On the contrary, what teachers were observed to do is that they used the same amount of the L1 in all the three classes with the exception of the one who teaches English language. In other words, no significant variations were seen in the use of language by teachers in JHS One, Two or even in JHS Three; this is contrary to their responses given through the questionnaire. In reality, they used language the same way throughout the three

classes. On the few occasions they decide to stick to use of EMI, they use it the same way in all three classes.

On the other hand, if they want to do code mixing or code switching, no significant differences were seen in how they are employed in the three classes. This should not have been so! Because judging from the number of times pupils were seen asking questions during lessons, for example, the numbers increased from three in JHS One, six in JHS Two to eight in JHS Three. This is a clear indication that pupils mature in the target language and become more confident in its usage with the passage of time as have been rightly stated by Cantoni and Owu-Ewie so teachers should have taken that into consideration and vary their tongue significantly in the various classes, as they claimed they do. What the researcher gathered was contrary to the proposal made by Owu-Ewie (2006) concerning his 'late-exit' model.

The last learner factor that is perceived to be a hindrance to the effective use of English as a medium of instruction is the difficulty it presents to learners. In his quest to investigate this assertion, the researcher requested teachers of Asafo Catholic JHS and their pupils to respond to some statements in the questionnaire. The results of their responses have been discussed with the aid of the subsequent diagrams.

In addition, the researcher wanted to find out how pupils perform when they are taught using the English language. Results indicate that 12.5% of teachers feel that pupils never score high marks when they teach them using English. Another 62.5% of them responded that pupils rarely or occasionally score high marks when EMI is used. The remaining 25% of teachers stated that pupils often score high marks when they teach them using EMI. These outcomes, generally, go to say that majority of teachers are of the notion that using EMI does not always lead to the realization of the desired performances by pupils. Rather, pupils perform poorly sometimes. Pupils' views were

also sought on the same issue and their responses suggest that only 1.67% of pupils claim that they never score high marks when lessons are taught in English. However, 51.67% stated that they occasionally or rarely score high marks when teaching is done using EMI while 46.67% of them also stated that they often score high marks when lessons are taught using EMI. Judging from the responses given by teachers and their pupils regarding the performance of pupils in EMI contexts, one can come to the conclusion that EMI has the tendency to improve pupils learning or EMI aids pupils to have an easy comprehension of subject matter. But it will be a big fallacy to accept that EMI has a positive impact on pupils learning based on the responses given by respondents.

The researcher revealed through his observation that most of the tasks that teachers give to learners to perform are mostly those that require pupils to infer from contents or notes given by teachers in order to provide answers. For example, on one occasion after a Social Studies lesson in JHS 3 on the topic: 'Significance of some Natural Features of the Earth', these were the questions given to be answered as class work by pupils:

1. Name the first three planets in the solar system.
2. Apart from planets, name any two bodies found in the solar system.

Another lesson in JHS One in Integrated Science on the 'Measurement' had the following as question for classwork:

1. State the units of measurement for these quantities:
 - (a) Length
 - (b) Mass
 - (c) Time
 - (d) Temperature

These are some of the questions that pupils are always given at the end of lessons to be answered by pupils so mostly, pupils have little or no problems with that. All things being equal, every average student would not struggle to provide correct answers to such questions. Regarding the Social Studies lesson, the teacher had taught learners an easy way to remember the planets in order of distance away from the sun – the recitation of the popular ‘My very eyes may just see under nine planets’. So it did not come as a surprise to see pupils perform in such exercises. As a matter of fact, they resorted to rote-learning and memorisation of facts in arriving at those answers. This finding is in line with what Brock-Utne (2004) reported to have been the case in Tanzania.

The case becomes different when pupils are tasked with assignments which require them to express their views either orally or written. There were countless occasions where teachers, especially the one who teaches English language, asked pupils to explain answers they had given and that actually became a problem. So, sometimes in order for teachers to spare themselves the ordeal of having to literally put words into pupils’ mouth before they are able to make sense, teachers ask questions that usually do not require pupils to give explanations. This also goes a long way of reducing pupils’ creativity and innovativeness – a concern shared with Pattanayak (1997).

So in effect, the researcher found that though English as a medium of instruction did not appear to present a difficulty to pupils in terms of performing assignments, it was revealed it made pupil resort to rote-learning and memorisation, thereby reducing pupils’ creative abilities and innovativeness since teachers decide not to test pupils’ ability to creatively generate, explain and sometimes defend their ideas.

4.1.2 The Content or Subject Matter

Amna et al (2012) conducted a survey aimed at determining the perceptions of teachers regarding English-medium of instruction at secondary schools in Punjab, Pakistan and came out with the finding that the main problem encountered by teachers was in explaining certain concepts in English. Students also had problems understanding concepts of Mathematics and Science in English. Teachers responded that students could not understand when EMI was used to explain the concepts so teachers had to use Urdu, a native language for instructions for explaining those contents. Also, Zare-ee and Hejazi (2017) in a research conducted in Iran to ascertain the views of teachers on EMI reported that teachers are of the view that certain sociocultural matters are communicated more effectively in the mother tongue. Against this background, the researcher sought to investigate whether teachers and pupils of Asafo Catholic JHS have similar or contradicting thought about these assertions made by researchers elsewhere.

To begin with, teachers were asked whether they have difficulties explaining certain concepts in English. Their responses have been presented in the Figure 4.1.2.

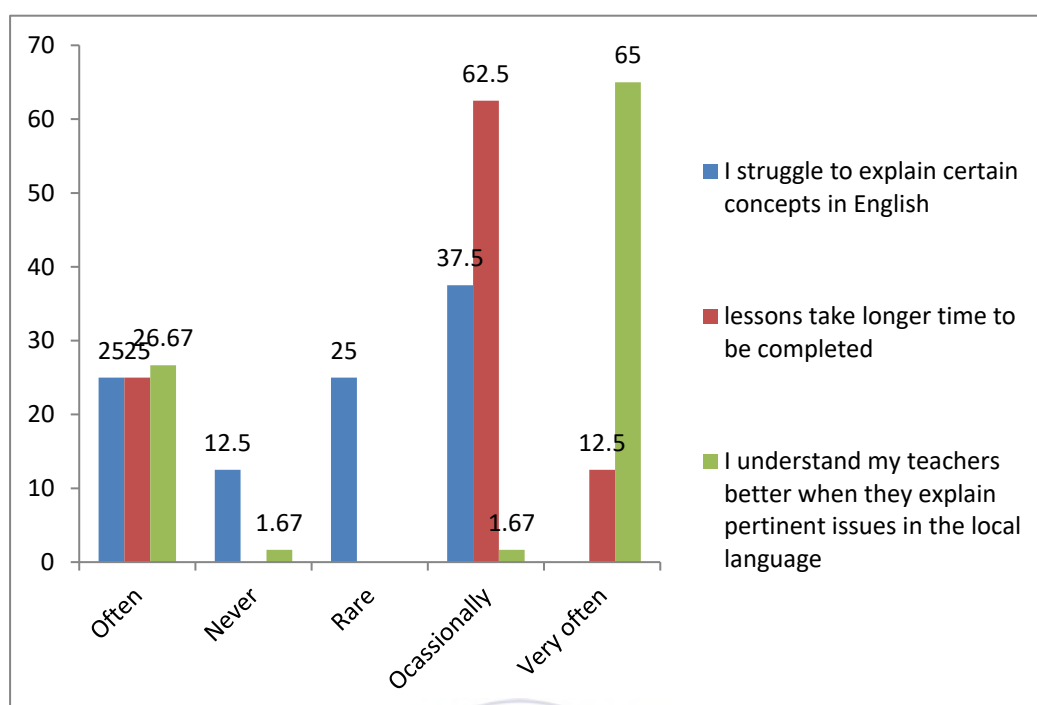


Figure 4.1.2. Responses on content or subject matter

From Figure 4.1.2, 12.5% of teachers indicated that they never struggle to explain any concepts using the English language. 62.5% of them stated that sometimes they struggle to explain certain concepts using the English language and 25% of them noted that they often face challenges or experience some difficulties in explaining certain concepts when speaking in English. These responses obviously show that majority of the teachers are faced with challenges when they are obliged to use EMI exclusively. This situation will automatically have adverse effects on their lesson delivery. Having confirmed that teachers are faced with a level of difficulty when they attempt to explain certain concepts in English, the researcher sought to find out some of the repercussions that arise as a result of having to use EMI in such situations. From their responses, the teachers clearly indicated that they usually have to give lengthy explanations before pupils somehow understand them and so most of

their lessons take longer time than usual to be completed when they speak exclusively in English.

Figure 4.1.2 again indicates that 62.5% of teachers are of the view that on some occasions, their lessons take longer time to be completed when they teach using English as a medium of instruction without practising code mixing or code switching. The remaining 37.5% of them stated that usually they face the challenge of having to talk extensively than usual before their lesson objectives will be achieved. This situation will certainly not auger well for effective learning and performance of pupils, especially in external examinations, judging from the fact that pupils are compelled to grasp a huge chunk of subject matter (topics) within a space of about two-and-a half years. An informal interaction the researcher had with the staff members brought to the fore the idea that teachers feel more comfortable when they explain certain concepts in their local language. So, the researcher wanted to know pupils' reaction to that hence they were also asked whether or not they understand their teachers better when certain pertinent issues are explained using the local language.

From the diagram, 1.67% of the 60 pupils stated that they never understand their teachers when they explain pertinent issues to them in the local language. Another 6.66% of pupils stated that they occasionally or rarely understand their teachers when they explain issues to them using the local language. However, a huge majority of 91.6% of pupils indicated that, very often, they understand their teachers better when they explain issues to them using the local language.

It was revealed through an observation that teachers especially those teaching Mathematics, Integrated Science and Social Studies usually resort to the use of Twi in most cases and sometimes Sefwi in explaining certain concepts. In one instance

during an Integrated Science lesson in JHS One, the teacher tried to explain the ‘production of energy from a renewable source’ in English and all indications pointed to the fact that the teacher was struggling to do so effectively and pupils looked totally confused. When he reversed to Asante Twi, he could speak fluently and pupil started nodding. This is a clear indication that pupils better understand their teachers when certain pertinent issues or concepts are explained to them using the local language just as was found by Amna et al (2012) and Zare-ee & Hejazi (2017) in Pakistan and Iran respectively. For example, Amna et al revealed that teachers had problem teaching Mathematics and Science in EMI so they used Urdu, a local language, to explain the content.

4.1.3 Teacher Factors

One factor in relation to the teacher that inhibits the use of English as a medium of instruction is teacher’s proficiency in the English language (Martin, 1999; Ibrahim et al, 2017). So, the researcher wanted to find out if the situation is so at Asafo Catholic JHS. Based on the responses gathered from the respondents in addition to observation made by the researcher, he came by this conclusion. From the teachers’ own responses when they were asked whether or not they struggle to explain certain concepts using English, about 87.5% stated that they face challenges or experience some difficulties in explaining certain concepts when speaking in English. Again, when they were asked whether they are able to make themselves understood by pupils when they speak English, this is an evidence of how they responded:

Teachers' view on: Pupils don't seem to understand concepts I explain to them using English.

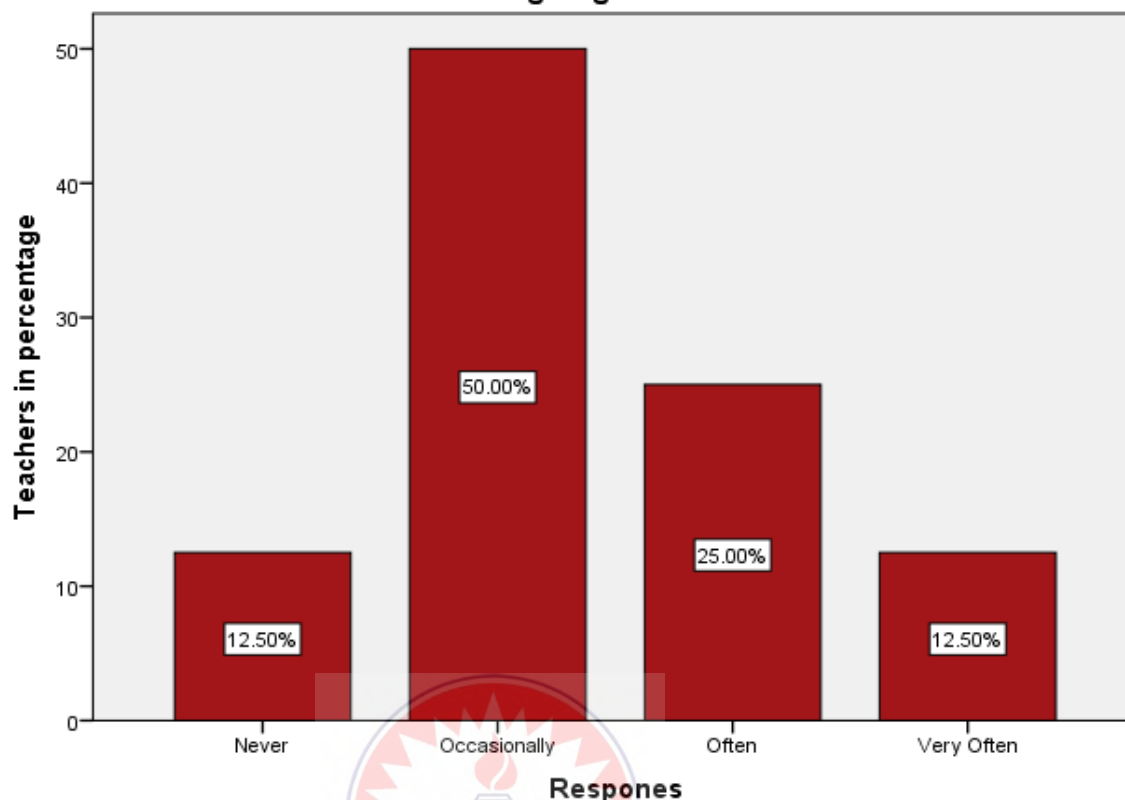


Figure 4.1.3. Teachers' view on whether pupils understand them when they use EMI

Figure 4.1.3 shows that 12.5% of teachers responded that pupils always understand them when they use EMI. 50.0% of teachers stated that sometimes the pupils do not understand concepts they teach them using English. The remaining 37.5% of teachers stated that pupils usually don't understand them when they use English to teach them. That shows that at least about 87.5% of teachers are of the view that pupils sometimes don't understand their lessons when they use English as a medium of instruction. From the researcher's observation, apart from the fact that pupils are not competent in the use of the English language which sometimes causes their inability to understand their teachers, teachers were also seen to show some flaws regarding proficiency in English. As they truly indicated in their responses, they

are usually found wanting in terms of the right vocabulary to choose in order to make themselves understood in the English language. A typical example is what transpired in JHS One during an Integrated Science lesson where the teacher had to go about skirting around words to explain an idea to the pupils. Such a teacher, due to his inability to choose the right vocabulary or his low level of proficiency in the English language, will have to resort to the use of the L1 thereby inhibiting the use of English as a medium of instruction. So the assertion made by Ibrahim et al (2017), Martin (1999), Opoku-Amankwa (2015) and Zare-ee and Hejazi (2017) that challenges such as wrong pronunciation and lack of vocabulary put teachers' ability to communicate in English into question is clearly evidenced at Asafo Catholic JHS.

4.2 Teachers' attitudes towards the use of English as a medium of instruction

To answer this question, the researcher analysed responses provided by respondents on certain statements in addition to observations he made. Some possible reasons behind teachers' attitudes were also discussed. Firstly, teachers were asked whether they use English exclusively when they are teaching. Table 4.2 is a representation of the responses provided by teachers regarding that question.

Table 4.2. Attitude of teachers towards the use of English as a medium of instruction

Items	Never	Rare	Occasionally	Often	Very often
I speak English exclusively anytime I am teaching	1	4	1	1	1
My teachers speak solely in the local language when teaching	5	28	24	3	0
The local language dominates my speech	2	2	2	2	0
I use more of the local language in the lower classes	0	2	3	2	1

From the table, 12.5% of the teachers responded that they never speak English exclusively whenever they are teaching, 62.5% of them responded that they do that rarely and 25.0% responded that they often use EMI exclusively in their lesson deliveries. This is an indication that, from the horse's own mouth, most of the teachers do not adhere to the policy that compels them to use English as a medium of instruction at the Junior High Level. Pupils who are the immediate witness to the responses given by their teachers were also asked to make their opinions known about the issue at stake. Results again show that 8.33% of pupils were of the view that it never occurs that their teachers will speak solely in a local language when they are teaching. 86.67% of them think that from time to time their teachers teach them using the local language. The remaining 5.00% of pupils claim that their teachers often use the local language as a medium of instruction.

Juxtaposing the responses given by pupils against those of their teachers, one can come to the realization that the majority of teachers use the local language, in one

way or the other, at certain points in their teaching. Some pupils and teachers even responded that on some occasions, the local language becomes dominant in the speeches of teachers even though teachers know they are supposed to use English as the medium of instruction. The majority of them stated that they sometimes speak the local languages, either Sefwi or Twi when they are teaching. In other words, they most of the time practice code switching or code mixing during lesson deliveries. This practice is not peculiar to teachers of Asafo Catholic JHS alone; it is a common practice in most ESL countries where EMI policy has been established. For instance, Ibrahim et al (2017) report that code switching or code mixing is the dominant practice by teachers in Nigeria and it cuts across all subject areas although that is a deviation from their National Language Policy. Again, Matemilola (2001) observes that the medium of instruction for Primary One to Six in schools found in Northern Nigeria is mostly Hausa, particularly in the public schools and that practice is contrary to the EMI policy.

One other crucial observation the researcher made in relation to teachers' attitude towards the use of EMI is that even when teachers tried to employ EMI in their lessons, they switch directly to the local language in cases where they want to reprimand or advise pupils. For example, on one occasion during a Mathematics lesson in JHS 3, out of frustration, the teacher shouted in Twi even though he was teaching in English: 'Adeɛ nti na mompe adesua saa? Adeɛ wei a dabiara yeye no nso, enti 'still' monte aseɛ?' He meant to say: 'Why don't you like learning? Don't you remember this thing we always practice?' This is just one of the many occasions teachers were seen to be doing that. As a matter of fact, he could have said this simple expression in English without having to speak Twi. This was a similar experience encountered by Opoku-Amankwa (2009) in a Basic public school at Tomso in

Kumasi where a teacher who was using EMI quickly reversed to Twi when she wanted to reprimand a student for poor performance. Such attitudes of teachers towards the use of EMI will send bad signals to pupils; they may be misled into thinking that the English language is only used for teaching but not for serious issues like advising or reprimanding or even in everyday life. At least, the likes of such simple expressions could be said in the L2 without necessarily changing one's tongue to say them. The question, then, is: what prompts teachers to resort to the use of local languages at certain points in their lesson delivery?

The beliefs, views or perceptions one holds about an idea, a phenomenon or a policy, whether positive or negative, shall have (in one way or the other) some influences on the way one approaches it. This is because the attitude of teachers towards the implementation of the EMI policy is contingent on their views about the policy. A host of researches has been conducted all over the world to ascertain the opinions teachers hold about this policy. Based on those researches and the discussion done so far, I would like to outline some of the reasons why teachers of Asafo Catholic JHS and those who find themselves in a similar situation have a negative attitude towards the implementation of the English as a medium of instruction policy. Firstly, teachers of Asafo Catholic JHS are of the view that pupils perform better in some subjects like Mathematics and Integrated Science when the local language is used in teaching them than they do when EMI is used. Andoh-Kumi as cited in Owu-Ewie (2006) reported that pupils performed better in Mathematics and General Science when they were taught in Fante. Amna, Tanveer and Rabbis (2012) said same for Urdu in Pakistan. Opoku-Amankwa (2009) and Ankrah (2015) also share the same finding. Teachers having this opinion do not worry themselves with EMI when their motive is to assist pupils to understand what they teach them.

Secondly, teachers of Asafo Catholic JHS perceive that the use of EMI leads to a descent in participation of pupils in lessons. They have come to realise that sometimes pupils may have good ideas to share with their colleagues but they would keep these ideas to themselves because they cannot express themselves in the target language (Martin, 1999; Cantoni, 2007; Ibrahim et al, 2017). This creates a boring classroom environment filled with anxiety, leaving the discussion for a few vocal ones (Opoku-Amankwa, 2009). EMI basically deters pupils from asking or answering questions and taking part in group work (Belhiah & Elhami, 2015). Lessons taught in EMI are usually teacher-centred (Opoku-Amankwa, 2009; Namuchwa, 2007 as cited in Ibrahim et al, 2017). So in order for teachers to avoid all these negative occurrences, they do away with EMI in its strict sense and adopt the practice of code mixing and code switching (Ibrahim et al, 2017). Lastly, teachers of Asafo Catholic JHS sometimes detect incidence of rote learning and memorisation when they use EMI. There were so many instances where pupils were unable to explain answers they gave to questions. A similar situation was found by Brock-Utne (2004) in Tanzania. The exclusive use of EMI reduces the creative and innovative abilities of pupils (Pattanayak, 1997) so teachers try to not to stick to it in its strict sense in order not to put their pupils on the losing side.

4.3 Conclusion

This chapter discussed the factors that militate against the use of English as a medium of instruction at Asafo Catholic JHS as well as the consequent attitudes put up by teachers towards the implementation of the policy. It was realized that teachers and pupils, as well as the content or subject matter to be taught, play major roles in inhibiting the use of EMI in the school mentioned. A common factor found with teachers and pupils was the low level of proficiency in the English language. This,

among other things, compels teachers to put up a negative attitude towards the implementation of EMI. It became evident that code-mixing is the usual practice in Asafo Catholic JHS classrooms which is contrary to the dictates of the language policy in the country.



CHAPTER FIVE

CONCLUSION

5.0 Introduction

This chapter presents the summary of the findings of the data presented and analyzed in Chapter 4. The chapter also deals with the pedagogical implications of the study. Also based on the findings of the study, the researcher presents some recommendations that will help improve the language situation in our basic schools and teaching and learning as a whole. The issue of code-mixing shall be seen not to be a bad idea in its entirety as perceived to be. There is also a suggestion made for further research into an area of concern: the late-exit model.

5.1 Summary of Findings

The data presentation and analysis revealed a lot of findings specifically on the effects of using EMI in a rural basic school like Asafo Catholic JHS and the attitudes of teachers in relation to EMI. The following is the summary of the findings: First, it was revealed that the classroom interaction and participation of pupils always centre on a few pupils when English is used as the medium of instruction. The huge majority of pupils are usually left out in class discussions mainly because they cannot express themselves in English language. Pupils rarely ask or answer questions, seek clarifications or make any contributions to lessons even when they were expected to be able to do so. They rather become vociferous only when they are requested to provide chorus responses usually by reading something from a text or repeating something already produced by the teacher in the EMI context. However, when teachers allow code-mixing and code-switching, their contributions and participation in lessons increase immensely, thereby breaking the teacher-dominance in the classroom as well as reducing anxiety in pupils and encouraging pupil-centeredness in

lesson delivery, as has been advocated by major stakeholders in education all over the world.

Second, EMI is seen as a major factor which contributes to boredom in the classroom. Apart from it being restrictive with respect to pupils' participation in lessons, it also resists teachers from using certain teaching strategies such as role play and dramatisation which are known for lightening up the classroom environment. Moreover, pupils do not get the import or meaning of jokes created by teachers to break the ice in the classroom when jokes are said in English. All these lead to creating a boring classroom atmosphere when EMI is used. Another finding was that even though teachers are aware of the fact that pupils mature as and when time passes, they ignore to factor that in the way or rate at which they use the target language. Code-switching and code-mixing are seen to be useful in the classroom interaction in the context of Asafo Catholic JHS but teachers misuse them; they overuse them in the higher classes and underuse them in the lower ones. There appears to be no significant variations in the way teachers use them in the three different classes with varied abilities, maturity levels and competence in the use of the target language, as proposed by Owu-Ewie (2006).

Again, the study revealed that some teachers at Asafo Catholic JHS choose to give pupils assignments that usually request them to mention or list ideas which they have learnt through memorisation rather than those that demand explanations. This practise encourages rote learning and retards their creative and innovative skills. It was further revealed that inasmuch as teachers are mandated by the educational policy to use the English language as much as possible, there are certain concepts that appear to be too difficult to explain only in English teachers and even more difficult to understand by pupils. As a matter of fact, some topics in Mathematics and Science are

better understood when explained using the local language. Moreover, teachers at Asafo Catholic JHS also face some proficiency challenges in the use of English. They sometimes lack the right vocabulary to use in explaining some concepts in their teaching. Finally, based on the aforementioned factors, teachers at Asafo Catholic JHS are usually fond of using the local language when teaching. Code-switching and code-mixing are the dominant practises found in the classes. However, teachers overuse them, sometimes making the L1 very dominant at the expense of the L2 which must be the language for instruction. Almost any time a teacher wishes to advise or reprimand a pupil, he or she uses the local language.

5.2 The role of Code-mixing in Basic Schools

Code-mixing involves the transfer of linguistic elements from one language into another: a sentence begins in one language, then makes use of words or grammatical features belonging to another” (Crystal, 2008, p. 83). The study revealed that this practice is dominant in Asafo Catholic JHS classrooms. Although, it is not a cherished practise, research has found that it plays some positive roles in some contexts. For example, as Owu-Ewie (2006) puts it, a bit of code-mixing augers well for the high achievement of learners because the prolongitivity of L1 use in schools enhances the learning of the L2. Also, it was realised through this study that certain concepts in Mathematics, Integrated Science and Social Studies were better explained by teachers when they added a bit of the local language in their lesson delivery. Furthermore, both teachers and especially pupils were seen to feel more comfortable to participate in lessons when Asante Twi, which is understood by almost everybody in the school, was used.

5.3 Pedagogical Implications

This study has a number of implications in teaching and learning especially in most rural communities such as the Asafo Circuit. The study has revealed that EMI in its strict sense reduces pupils' creative and innovative abilities and retards their abstract thinking. This may result in rote learning, memorisation and cheating in examination (Brock-Utne, 2004). It will also slow down the pace of learning a subject matter because both students and teachers will have to go roundabouts to produce comprehensible input (Brock-Utne, 2004). On the contrary, pupils demonstrate competence in abstract thinking when they are tasked to work in the L1. So teachers who may find themselves in such situations are forewarned. Again, the study will provide a clear message to all stakeholders in education about the language-in-education policy and how it is to be implemented, especially at the remote regions of our country. It shall inform authorities about the prospects that may exist in the late-exit model.

It will also bring to the fore, some benefits of the L1 and refute the notion that the use of the mother-tongue for instruction is the cause of poor performance of our pupils in the English language.

Those in charge of posting of teachers from the colleges of education and universities to schools should consider the languages spoken by the newly trained teachers and the languages that are widely spoken by the people in the community to which the teachers are posted. The practise of posting teachers to areas where they have no knowledge of the language spoken in the area does not auger well for the teaching and learning process. As have been established earlier, the L1 of the learner plays a very pivotal role in our classrooms in terms of enhancing pupils' understanding of concepts so a little knowledge of the learners' language is a

necessity. Also, workshops and seminars should be organised continuously for teachers to refresh their knowledge on the various techniques that enhance pupil participation in class. They should also be coached on how effectively they can employ code switching or code mixing without neglecting the use of English completely or overly using it to the disadvantage the pupils. Such refresher courses shall assist teachers to improve themselves in certain areas in the target language such as pronunciation which may offer some difficulty to them.

Again, there should be the establishment of the late-exit model especially at remote areas. Students who find themselves in those areas have less exposure to the English language compared to their colleagues in the cities. Therefore, the early-exit model does not auger too well for them. In addition, there should be proper monitoring and supervision of teachers to check the kind of exercises they give to pupils by way of assessing them. They should also be monitored to check them on the use of the L1 in order not to abuse it as have always been the practice. Finally, teachers, especially those in the rural areas, should also endeavour to upgrade themselves in the use of English as a medium of instruction. They should push extra hard to use the language themselves in school among their colleagues to serve as a yardstick to their students.

5.4 Suggestions for Future Research

It is the concern of every nation including Ghana to create an enabling and conducive learning environment for students. One of the reasons why research is usually conducted in education is to make known some theories, methods and best practices of teaching and learning. The researcher therefore suggests among other things that future researchers can research into the late-exit model to ascertain its effectiveness in our Ghanaian classrooms especially in the rural areas.

5.5 Conclusion

Language used as medium of instruction is as equally important as the subject matter itself; it serves as the vehicle through which the knowledge to be learnt is conveyed. The purpose of teaching is to help learners learn and understand whatever is taught. So it is ideal that a language which is familiar to both the teacher and the student be chosen as the medium of instruction. It rather becomes unfortunate when the medium of instruction becomes an impediment to effective teaching and learning. Ghana must choose a language or languages that will not impede the teaching and learning process as the medium or media of instruction.



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APPENDIX A
A QUESTIONNAIRE TO SOLICIT YOUR VIEWS ON THE USE OF
ENGLISH AS A MEDIUM OF INSTRUCTION AT ASAFO CATHOLIC JHS

Dear Sir/Madam,

This questionnaire is designed to solicit your views and opinions about the use of English as a medium of instruction in our basic schools. All responses are for the purpose of gaining an insight into the effects of this language policy on teaching and learning.

Please, be assured that all your response will be treated with utmost confidentiality and anonymity. Thank you.

PART A

Please write response as brief as possible

1. Which subject(s) do you teach? (Excluding Ghanaian language)
.....
2. How many years have you taught?

Please underline appropriately

3. What is your age?
20-29 30-39 40-49 50-59
4. Gender: Male Female
5. Highest educational qualification
Diploma Bachelor Masters

PART B

Please circle the digit that best expresses your view on each item

(1 = Never 2 = Rare 3 = Occasionally 4 = Often 5 = Very Often)

No	Item	1	2	3	4	5
1	Pupils respond to questions when I teach them using English exclusively	1	2	3	4	5
2	Pupils ask questions when I teach them using English exclusively	1	2	3	4	5
3	Pupils seek clarification on issues they find difficult to understand when they are taught exclusively in English	1	2	3	4	5
4	Every pupil takes part in group works	1	2	3	4	5
5	Pupil's contributions in class become restricted when I teach exclusively in English	1	2	3	4	5
6	My lessons become somehow boring when I teach exclusively in English	1	2	3	4	5
7	I struggle to explain certain concepts in English	1	2	3	4	5
8	Pupils don't seem to understand certain concepts I explain to them using English.	1	2	3	4	5
9	I give lengthy explanations before pupils somehow understand me	1	2	3	4	5
10	Lessons take longer time to be completed when I speak exclusively in English.	1	2	3	4	5
11	Pupils score high marks when I teach exclusively in English	1	2	3	4	5
12	Pupils complete their class works early when I teach them using English exclusively	1	2	3	4	5
13	I speak English exclusively anytime I am teaching	1	2	3	4	5
14	I use the local language to explain certain concepts when teaching	1	2	3	4	5
15	The local language dominates my speech when	1	2	3	4	5

	teaching					
16	I use more of the local language in the lower classes.	1	2	3	4	5
17	The pupil's level of competence in the English language compels me to use the local language in teaching.	1	2	3	4	5
18	Every pupil understands me when I speak the local language	1	2	3	4	5
19	Pupils borrow vocabularies and expressions I use in teaching and use them in their speech and in writing.	1	2	3	4	5

Thank you for your cooperation.



APPENDIX B
A QUESTIONNAIRE TO SOLICIT YOUR VIEWS ON THE USE OF
ENGLISH AS A MEDIUM OF INSTRUCTION AT ASAFO CATHOLIC JHS

Dear Friends,

This questionnaire is designed to solicit your views and opinions about the use of English as a medium of instruction in our basic schools. All responses are for the purpose of gaining an insight into the effects of this language policy on teaching and learning.

Please, be assured that all your response will be treated with utmost confidentiality and anonymity. Thank you.

PART A

Please write responses as brief as possible

1. How old are you?.....
2. Which class are you?

Underline the appropriate response

1. Gender: Male Female
2. Local Language(s) Spoken
 Sefwi Twi Other (Specify)

PART B

Please circle the digit that best expresses your view on each item

(1 = Never 2 = Rare 3 = Occasionally 4 = Often 5 = Very Often)

No	Item	1	2	3	4	5
1	I ask questions in class when lessons are taught solely in English	1	2	3	4	5
2	I answer oral questions when lessons are taught solely in English	1	2	3	4	5
3	I seek clarification on issues I don't clearly understand when lessons are taught solely in English	1	2	3	4	5
4	I make contributions and suggestions when lessons are taught solely in English	1	2	3	4	5
5	I play active role in group assignment	1	2	3	4	5
6	I sit quietly and allow my colleagues to take care of our group assignments.	1	2	3	4	5
7	Lessons are lively and interesting when taught solely in English	1	2	3	4	5
8	I understand concepts better when explained to me solely in English	1	2	3	4	5
9	My teachers have to give lengthy explanations before I understand them	1	2	3	4	5
10	I understand my teachers better when they explain pertinent issues in the local language.	1	2	3	4	5
11	I score high marks when lessons are taught solely in English	1	2	3	4	5
12	I find class exercises difficult when lessons are taught solely in English	1	2	3	4	5
13	My teachers speak only English when they are teaching	1	2	3	4	5
14	My teachers explain some concepts using the local language even when they are teaching in English	1	2	3	4	5

15	My teachers speak solely in the local language when teaching	1	2	3	4	5
16	I learn to use vocabularies or expressions used by my teachers	1	2	3	4	5
17	I speak English when my teachers speak to me using English	1	2	3	4	5
18	I speak the local language when my teachers speak to me using the local language.	1	2	3	4	5
19	The more I speak English, the more I write correct sentences	1	2	3	4	5

Thank you for your cooperation.

