

UNIVERSITY OF EDUCATION, WINNEBA

**THE EFFECTS OF USING ENGLISH LANGUAGE AS A MEDIUM OF
INSTRUCTION IN THE MABANG SENIOR HIGH TECHNICAL SCHOOL**



SHIRLEY AGYEMANG-PREMPEH

SEPTEMBER, 2018

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(7160080009)



**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS,
FACULTY OF FOREIGN LANGUAGES EDUCATION AND
COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
UNIVERSITY OF EDUCATION WINNEBA, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN
TEACHING ENGLIAH AS A SECOND LANGUAGE
(TESL)**

SEPTEMBER, 2018

DECLARATION

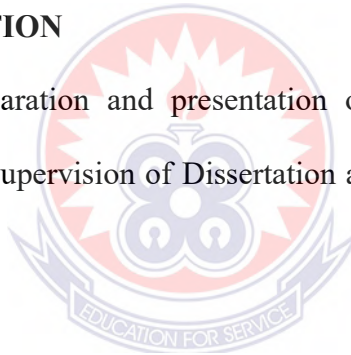
I, **SHIRLEY AGYEMANG-PREMPEH**, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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



NAME: Doctor Charlotte Fofu Lomotey

SIGNATURE:

DATE:

ACKNOWLEDGEMENTS

I am greatly indebted to God whose grace has been sufficient for me throughout the writing of this project work. I am very grateful to my supervisor, Doctor Charlotte Fofu Lomotey of the University of Education, Winneba, through whose guidance and direction this work has become possible. I also owe a lot of gratitude to my dear family through whose love and untiring support I have been able to complete this work. Finally, I am grateful to all my friends and well-wishers for their prayers and support.



DEDICATION

I dedicate this piece of work to my FAMILY for their prayers, encouragement and support throughout my studies.



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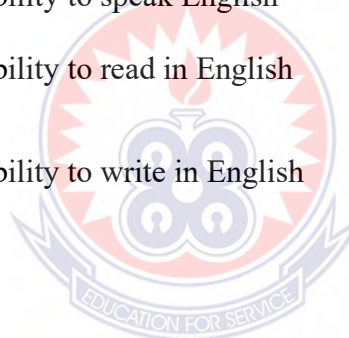
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ABSTRACT

The purpose of this study was to assess the effects of using English Language as a medium of instruction in the Mabang Senior High Technical School. The study was basically a cross-sectional descriptive survey involving the quantitative and qualitative approach. Structured questionnaires, interviews and observation were used to gather the data and the results were analyzed using descriptive statistics such as frequencies and percentages. A total of 150 respondents were selected randomly from the Mabang Senior High Technical School. The study revealed that the highest frequency of 98% for English Language improves employability prospects of local students who come out as the most important factor of using English Language as a medium of instruction. It is important to note that majority of the participants (70%) agreed that students develop positive attitudes to English, English Language helps to improve proficiency level of students, and it also makes students globally accepted as the three most important effects of using English Language as a medium of instruction. This study recommends that students should be encouraged to develop reading habit by introducing them to school library to enable them to build upon their vocabulary in English language.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

English, although a second language, has now become as much a Ghanaian language as any other languages in Ghana. English has been used as a medium of instruction in our schools and colleges for many decades. It occupies the position of an official language and is used widely as a link language in offices and among the educated in Ghana. It is a compulsory subject at school as well as the medium of instruction. It is the language of science and technology and occupies the position of a second language in the school curriculum and for higher education. English language has been assigned the role of library language. Without exception, every learner in Ghana has to learn English as a subject for 12 years

This contemporary position of English in Ghana shows English language teaching occurring at all levels of Education, mainly as a second language. This brings us to our present topic of interest - a history of English language teaching in Ghana. English language teaching as a discipline has come into its own during the past several decades both in Ghana and abroad and along with it, the history of English language teaching also has gained prominence. It is now possible to cite a large body of literature devoted to this area of study. However in Ghana, although English language teaching has been going on for many decades, there is no document which contains a comprehensive history of English language teaching in Ghana. Now English language teaching has gained the status of a new discipline and also has gained relative importance in our educational programmes. It is felt that a comprehensive history of English language teaching in Ghana is needed (Andoh-Kumi, 1992; Yates, 1995). In line with this argument, the issue of the best language of instruction in schools has been a thorny one for years in many African countries, including Ghana.

Approximately 60 languages are spoken in the country with none being a national language. Ghana uses English, its official language, as a medium of instruction from Primary 4 through University, yet the majority of Ghanaians do not speak English as a first language (L1). The use of English as a medium for school work demands a reasonable ability to understand, read, and write it, yet most children enrol in school with limited or no proficiency in English. They are very proficient in their own mother tongue, however, and ready to learn the new ideas and concepts that are taught in the early years of school.

Researchers have established that the use of the L1 as the medium of instruction during one's early years of schooling results in improved and faster acquisition of knowledge. In addition, the use of the L1 as the language of instruction is also effective in helping with the acquisition of the second language (Andoh-Kumi, 1992; Collison, 1972; Fafunwa, Macauley and Funso, (1989). The Government of Ghana has formulated the following Language Policy for schools, which takes into account the tenets of research on learning and language: In the first three years of primary education, the Ghanaian language prevalent in the local area is to be used as the medium of instruction, while English is studied as a subject. From Primary 4, English replaces the Ghanaian language as medium of instruction, and the Ghanaian language is then treated as just another subject on the timetable.

Attempts to implement the Language Policy in Ghana have been beset with problems. Unsubstantiated statements are made regularly about the use of the Ghanaian language as a medium of instruction (English in Upper Primary) and as a subject of study in school. Significant among these is the belief that the policy itself largely accounts for the low level of literacy in English among pupils and students. Lack of resources, teacher preparedness, and other concerns confound schools' ability to carry out the policy as intended. Negative

attitudes toward the use of Ghanaian languages in instruction also compound the problem. In spite of this, English has become the language of Government, education, advancement, jobs, and a symbol of self-improvement. The new ideas about language, the dimensions of usage, and the new development in educational technology have given rise to branches in the use of English. Though the use of English as a medium of communication in Ghana dates back to the colonial days, the native non-English speaker, especially from the rural inland, frets and fusses when exposed to a situation where he has to communicate inevitably in English Ramirez (1994)

Similarly, teaching English to the Ghanaian students is the biggest challenge. Though enough awareness is prevailing among the students, parents and society and even among politicians, the majority of our students struggle a lot to acquire the language. On the other hand, teachers equally toil to find a suitable methodology to facilitate the students in acquiring the English language (Lalope, 1981). In other words, education is a process that develops the whole man physically and spiritually and empowers him or her to function effectively in any society he finds himself. Education focuses on the cultivation of literate individuals who can participate effectively in promoting cultural, political and socioeconomic development. This no doubt is not achievable without language. Language is the cornerstone of any academic success. Language plays an indispensable role in education and this is captured in the opinion of Lalope (1981) cited in Onoyovwi (2004) who describes a literate person as “a person who in a language that he speaks, can read and understand everything he would have understood if it has been spoken to him and can write so that it can be read, anything he can say”.

From the foregoing, it could be seen that there is a strong relationship between education and language. Furthermore, Osagie (1985) opines that an effective language of education in our schools is that which inculcates in the learners the real value of education,

which includes the needed skill for finding solution to problems encountered in one's geographical and social environments. According to him, a child who has grown and acquired proficiency in his mother tongue has along with such acquisition imbibed and internalized the society's concepts of the world. We have, in general, urban, semi-urban and rural students. And even among these, we have learners who have all studied through English medium and learners who have studied through the regional medium with English as one of the subjects.

In addition, we have learners from varied socio-economic, linguistic and complex cultural backgrounds. This situation stands to testify that we have an awesome number of learners, an amazing variety among them and varying kinds of competence of English language among the learners. To narrow down this classification, we can see three kinds of students in any classroom. They are students who are really good in handling the English language, students who are not capable of learning the language, most often from the first generation category, but carry in their innate hearts the insatiable desire to speak in English, and finally, students who refuse to learn the language. As a language teacher, something must be done to attract and satisfy all these students and enable them to acquire the language (Onoyovwi, 2004).

Conventionally, teachers of English teach the foreign language either by explaining the meaning or by translating the text in English into the regional language that is the first language. This sort of teaching helps the learner in learning the text and simplifies the job of the teacher in explaining the text. But in reality, the learners are incapable of weaning themselves from the mother tongue, because the teacher has also made them more dependent on the mother tongue. As such, the students have not acquired any skill of the language and not confident in English. The situation will be worse in the areas of productive skills; speaking and writing.

We all know that when a student enters college, coming from a regional medium school, coping with the English medium instruction is his greatest difficulty. As such, college teachers are compelled to teach using regional language. If the teachers refuse to use translation, then they cannot reach the students through their teaching and students resort to the use of bazaar guides, which have the translated and transliterated version of the essays. Of course students feel comfortable through the language, which they have acquired naturally, as a part of the process of growing up. As such, in a multi-lingual country, it is a difficult problem to reconcile the use of regional languages with a common language (Graham, 1990).

This situation generally prevails in most of the educational institutions and we cannot blame the students and teachers alone. Many Commissions for educational reform in Ghana have presented their contemplated reports and we are yet to achieve the much-expected reform. The main reason for such a situation could be the absence of any concrete and applicable language formula and even the existing ones could not be implemented for want of enough cooperation and support from political institutions, Central Government and of course from Universities. As a result, teachers are made to teach English language without any clear cut and achievable aims. To add to this, teachers of English are given the conventional course books, prescribed by the authorities. However, realization is growing to the dire need to modify English language teaching to suit a multilingual and multicultural country. Moreover, the objectives of teaching English language should be narrowed down to the application of the language by the students in their day-to-day conversation and to make the student aware of discourse organization and to develop proficiency in manipulating and producing discourses well-formed in terms of grammar, meaning, intention and contextual appropriateness (Graham, 1990).

But then, conservatively or conventionally most of the teachers are happy at explaining the meaning of a text in English language, as if it is a subject. Due to the system of education and the non-availability of standardized text books, the dearth of regular training to teachers of English and the lack of preparedness among teachers, opportunity to offer a skill based teaching programme is mostly absent. These particular issues need to be checked critically if not immediately as there tends to be consequent effects on other subjects. This is because English language is the conduit through which other subjects or courses are communicated. Hence, to be a good student in Medicine in Ghana you must necessarily be knowledgeable in the English language. The same is true for Engineering, Law and a host of other disciplines. No Ghanaian child studies either Law or Medicine through his mother tongue as Twi, Dagbani, Kasem or Ewe as indicated by Asangba (2016).

1.1 Statement of the problem

Ghana has challenges in selecting a language for education and ensuring its successful implementation because of her multilingual nature. Ghana is linguistically and ethnically diverse with about 83 languages present (Owu-Ewie, 2013). In addition, English is Ghana's official language because of her historical past with the British. Though Ghana is a multilingual society, the country has no official/explicit language policy. The only language policy in Ghana is that formulated in education. The policy stipulates that L1 (a Ghanaian language) should be used as medium of instruction from KG1 to Primary 3 and English studied as a subject. The second part of the policy indicates that English should be used as medium of instruction from Primary 4 onwards and a Ghanaian language studied as a core subject up till the Junior High School level. The current language policy adds that where teachers and learning materials are available and the linguistic composition of classes are fairly uniform, the child's L1 must be used as the dominant medium of instruction in Kindergarten and Lower Primary.

The corollary of this is that where these two conditions (lack of learning materials and fair linguistic uniformity of classes) are not met, the policy should not be implemented. This has made most teachers/educational practitioners hide behind this caveat and disregard the implementation of the policy. Most teachers disregard the language policy and do what they think is appropriate in the classroom. Teachers use English where the policy states that Ghanaian language should be used and do the contrary when they are to use English as the medium of instruction (Amoah, 2001; Andoh-Kumi, 2001). These studies and others (Amissah et al., 2001; Andoh-Kumi) indicate that the language policy of education in Ghana is not adhered to at the Basic Level. It is therefore crucial to research into how in practice teachers are implementing the language policy of education (the theory) in the primary and junior high school in Ghana and strategies that can be employed to improve the use of English as a medium of instruction at this level.

Dearden (2014, p.4) considers English-medium education as a growing global phenomenon and defines it as “the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population is not English”. An English-medium education is one that uses English as the primary medium of instruction. A growing number of English speaking countries including Ghana, of which the Ahafo-Ano North District is part, are using “English as a medium of instruction” instead of their mother tongue. English language has achieved the status of the language of international communication. It is the only widely spoken language in the world. International trade and businesses are carried out in English. Most of the scientific and technological information in the world is expressed in English language. Without English, students cannot have access to this information and might lose contact with this great source of knowledge.

Each and every student needs to have a good command of the English language in order to access the information stored in the computer as well as use the internet and email

available on it. Students who are not proficient in English are likely to fail examinations since examinations are conducted through the medium of English. Graduates who are in tune with the English language can have more chances of employment both at home and abroad. We need English basically in order to survive in the 21st century. It is therefore incumbent on teachers to ensure students get exposed to the English language and become prolific in its

usage so as to fit in this rapidly growing global phenomenon. Unfortunately, the Senior High School students of the Ahafo-Ano North District seem to be lacking behind on this fast growing trend. This is because most of them cannot really grasp concepts in the classroom when the English language is used as a medium of instruction as it is required.

This situation has become a source of worry to stakeholders especially teachers of this District. At present, the language policy of education in Ghana states that English Language should be used as the medium of instruction from Primary 1, with a Ghanaian language studied as a compulsory subject to the senior high school (Ameyaw-Akumfi, 2002). Since most of the students come from the remote part of the District, they do not get a firm foundation in the English language as a pre-requisite of their education at the Basic and Upper Primary levels. This condition therefore poses a threat to their comprehension of concepts in the classroom when they are able to make it to the senior high school where the English Language is used as a medium of instruction. If this issue is not checked and addressed, it would affect the final grades of students of the District and they would consequently become school drop-outs. This research focuses on the use of interview and questionnaire to find out the effect “English as a medium of instruction” have on students of senior high schools in the Ahafo-Ano North District of the Ashanti Region of Ghana.

1.2 Objectives of the study

The general objective of the study is to assess the effect of using English Language as medium of instruction at Mabang Senior High Technical School. Under this broad objective, the specific objectives of the study are to:

1. Find out the significance of using English Language as a medium of instruction using Mabang Senior High Technical School;
2. Find out the challenges of using English Language as medium of instruction at Mabang Senior High Technical School;
3. Assess the effects of using English Language as medium of instruction.

1.3 Research Questions

The following research questions guide the study:

1. What is the significance of using English Language as medium of instruction at Mabang Senior High Technical School?
2. What are the challenges of using English Language as medium of instruction at Mabang Senior High Technical School?
3. What are the effects of using English Language as medium of instruction?

1.4 Significance of the study

There are already a lot of studies on the implications of the English medium in post primary education in Ghana. This made me interested in finding out what staff and students at the senior high school think about the use of English language as medium of instruction. My hope is that this study will be helpful in putting focus on and illuminate the situation in higher education. According to Vulliamy (1990), qualitative research strategies have considerable potential for contributing to educational theory, policy and practice in developing countries. However, if the full potential of qualitative research is to be realised, there needs to be opportunities to disseminate such research both to policy-makers and members of the academic community. Accordingly, the significance of this study will depend to a great extent on how it is received by the Ghana government and society.

1.5 Limitations of the study

There is the potential for bias responses from respondents because of the fear of divulging vital information about the operation of their institutions. To resolve these limitations and limit their effects on the validity of the study, purposive random sampling was employed to ensure that respondents are Ghanaians from different backgrounds and ethnicities. The study also assures respondents of anonymity and confidentiality in their provision of responses so that they do not feel restrained or afraid to provide necessary data. Furthermore, I have had to limit myself to interviewing a sample of students and teachers, at a single school. With regard to teachers, I have made a purposive random sampling, interviewing academic staff known to have separate views on the issue.

When it comes to the students, I have made a mix of convenience sampling and purposive sampling. I interviewed students I came across around the campus area. However, to ensure that I got a more representative sample of the student body, I was selective in the way I made efforts to gain information from both female and male students of various subjects. The fact that English was the only common language the informants and myself were able to communicate in, also limited access to information somewhat in this study as it is not the first language of either of us, thus causing the conversations to be less fluent and descriptions less rich.

1.6 Delimitation of the study

This research work focused on assessing the effect of using English Language as medium of instruction. The study covers teachers and students of Mabang Senior High Technical School. Geographically, the study focused on only one school in the Tepa District Educational Directorate of Ahafo-Ano North in the Ashanti region.

1.7 Organization of the Study

The rest of the thesis is organized as follows:

Chapter 2 is devoted to a review of literature on what other researchers and authorities on the subject have written. Chapter 3 also deals with methodology of the study. Chapter 4 analyzes the data collected and discusses the findings of the study. Chapter 5 is the summary of major findings, conclusions, recommendation and implications of the findings.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter discusses a historical view of English in Ghana and the language policy of Ghana. It also discusses arguments in favor of and outlining the significance of English as a medium instruction as well as arguments opposing and depicting the challenges of the use of English as a medium of instruction. The role of English and its effect in addition to the attitude of students and teachers towards English medium of instruction are also discussed.

2.1 Historical view of English in Ghana

When the British first arrived in the early part of the 16th century, like the Europeans who had arrived before them, they trained some of the inhabitants as interpreters. It is indeed from this perspective that Boadi (1994) describes the English used in Ghana in the early years as Mercantile English with the limited possibility of being the precursor of the educated English varieties used in West Africa today.

Later, the British elbowed European competitors out of business and acquired their forts and castles. These buildings were subsequently used to house schools for the teaching of English to the inhabitants on more structured bases (Sackey, 1997). Sackey goes further to argue that some of these English schools, especially the ones in Cape Coast, at most survived into colonial times because of the extraordinary effort of Philip Quarcoe who gave his students lessons in reading, writing and the study of the Bible. The colonial and missionary language policy also contributed to the consolidation of English in the country. Of significance was the role of Reverend Denny who became school master of the cape coast castle school in 1824. He advocated the exclusive use of English in the school, violations of which attracted a penalty. At the same time, the missionaries also saw the use of English as

vital in their missionary work; therefore, its use became popular in several Wesleyan mission schools.

Two educational ordinances were passed in 1822 and 1887 respectively. These introduced into the English educational system, financial support in the form of grants and a system for schools established by the missions. Early accounts about the establishment of these schools indicate that the indigenous language as medium of instruction could not qualify for financial support. Leadership in the colonial office in Britain felt that instruction in the native language could be left to the stimulus of self-interest and government subsidies were not needed to encourage them. In contrast, the Phelps-Stroke report of 1926 advocated for the use of indigenous languages in lower elementary stages of all schools, Sackey (1997; 130) Opposed to this. According to Sackey, was the Jeffrey 1951 study group commissioned by the colonial office. This group argued that the absence of empirical evidence to support the view that the literacy levels of children would be enhanced if first taught to read and write in the vernacular made such positions untenable. There is similarity between the colonial language and that of successive post-independence government policies. Government has not been able to commit to the need for promoting indigenous languages as medium of instruction despite the various arguments that have been put forward to support it. Therefore, the debate then and now appear to be no different. Several years ago, students were learning through translation and this made bilingual teaching the „norm“. Hence, the use of L1 to study L2 was universally accepted. However, the impact of mass migration and colonialism strengthened the Monolingual Approach in the 20th century.

Hawks (2001) argues that the mass migration of people to other countries especially from Europe to other countries, especially from Europe to America was important because it forced educators to refocus their lessons, from smaller translation-oriented classes to bigger classes, and perhaps more important from students with a common L1 to students with mixed

L1. Teachers could no longer rely on using L1 to help them. The only way to teach was to use the L2 as the medium of teaching. Experiences gathered by the many teachers who went abroad during the colonial teaching period helped the monolingual tenet to evolve as did the British colonial policies (Hawks, 2001; Phillipson, 1992).

As English became the predominant culture in the British colonies, those who were not a part of it were forced to assimilate if they wished to better their lives or be part of the ruling elite. This led to the perceived superiority of English above all other languages and in part gradually led to a commonly held assumption that English was the only language that should be spoken in the English-language classroom. The rapid spread and ordinance of English, both at home and overseas, has been labelled linguistic imperialism (Phillipson, 1992). The rise of an English-only classroom conversely brought about the exclusion of the student's L1. Those caught using L1 were often punished or shamed for doing that (Phillipson, 1992) and the idea of bilingual education was seen as unnatural or inefficient (Cook, 1994). Furthering the desirability of an English-only policy was the fact that many teachers themselves were monolingual and did not understand the students (Phillipson, 1992).

2.2 The language policy of education in Ghana

(Shohamy, 2006), sees language education policy as a mechanism that is used to create de facto language practices in educational institutes, especially in centralized educational system. It is these policies, especially in a centralized system, which represent a language manipulation of what kind of language or languages should be used as a medium of instruction and to what degree that usage is accepted. Ghana, like many African countries, has not been spared of this challenge of choice. In fact, it has become a major matter of concern to many stakeholders of education. Language policies in Ghana have an interesting history, especially in the field of education. The controversy about the language to use as the medium of instruction in Ghanaian schools, especially at the lower basic level, dates back to

the castle schools and missionary era. Before formal education was introduced into Ghana in the name of “white love” (Spring, 1998), traditional education was conducted in the indigenous languages. With the inception of formal education and the subsequent use of English as a medium of instruction, the indigenous languages were seen as *inadequate* as teaching media (Bamgbose, 2000).

Bilingual education in Ghana commenced with the inception of formal education in Ghana which began with the castle school and was later continued by the Christian missionaries. This period is the pre-colonial period (1529-1925). The languages used were those of the home language country (the metropolitan languages). Portuguese, Dutch, Danish and English were the media of instruction wherever and whenever the Portuguese, the Dutch, Danes and the English respectively were in power. The situation however changed with the arrival of missionaries, who resorted to the development of the local languages, in both their educational and proselytizing efforts. The Basel and Bremen missionaries were more successful in this area than the Wesleyans (Graham, 1971). The language policies during this period were as varied as they were independent (Andoh-Kumi, 1994). The use of Ghanaian language during the period from 1529-1925 had gained root to the extent that when the British colonial government took over the administration of education in the country in 1925, it could not reverse the trend (Bamgbose, 2000). During this period, a systematic pattern began to emerge with regard to both education and language use. The first legislation on the use of a Ghanaian language in education was promulgated (Gbedemah, 1975; Graham, 1971; MacWilliam, 1969).

Ghanaian language was to be used as the medium of instruction only at the lower primary level, with English used thereafter. The policy was reversed and became unstable when the administration of the country came under the jurisdiction of indigenous Ghanaians in 1957. Since then, the use of a Ghanaian language as the medium of instruction at the lower

primary level has had a checked history. From 1925-1951, a Ghanaian language was used as medium of instruction for the first three years. Between 1951 and 1956, it was used for the first year. From 1957 to 1966, a Ghanaian language was not used at all; from 1967 to 1969, it was used for the first year, between 1970 and 1974, a Ghanaian language was used for the first three years and where possible beyond (to the sixth year). From 1974 to 2002, a Ghanaian language was used for the first three years. A Ghanaian language in this case is the language of the locality which includes one of the following: Akan (Fante and Twi), Nzema, GaDangme, Ewe, Gonja, Kasem, Dagbani, and Dagaare.

At present, the policy states that English should be used as the medium of instruction from Primary 1, with a Ghanaian language studied as a compulsory subject to the senior high school (Ameyaw-Akumfi, 2002). The government on 15th August 2002 approved this policy to be implemented in September 2002. Since the announcement of the change in policy, the debate over the language of education has picked up momentum from academics, politicians, educators, educational planners, traditional rulers, and the general populace. Ghana has been a strong advocate of the African personality since Nkrumah's era. The promulgation of the use of English as the medium of instruction in education and the abandoning of her indigenous languages in education is therefore in opposition to this ideology.

Unlike most Francophone countries which had French forced on them as medium of instruction through the Brazzaville Conference of 1944 and made the use of local languages in schools forbidden (Djite, 2000), Ghana had the British lay a solid foundation for the use of the indigenous languages as media of instruction at the lower primary level. For example, Cote d'Ivoire, prior to independence in 1960, entered into an agreement with France to maintain the cultural and linguistic policies of their colonizers (Djite, 2000). Ghana, unlike most Francophone countries, has come a long way in the use of indigenous languages as a

media of instruction. The multimillion-dollar question is what necessitated the change of policy.

Terminating the policy of using a Ghanaian language as the medium of instruction is an unscientific way of ameliorating the problems of the old policy. Ghana promulgated an English-only policy during Kwame Nkrumah's era (1957-1966) but that was when students' English language proficiency felt below the adopted threshold (Andoh-Kumi, 1994). The problem is not with the policy but its implementation. We have not provided our teachers and learners with the needed resources to teach and learn the English language. According to Carroll (1962), a programme, which ensures success in a second language provides quality instruction and enough opportunities for learning the language, this includes adequate time. Krashen and Terrell (1983) identified the constant use of the target language by the instructor in the teaching and learning process as a factor in enhancing the learners' proficiency in the language. Research regarding language attitudes has yielded information that is valuable in determining the language to be used as the medium of instruction. It would benefit the teachers and the policy makers to identify the attitudes of teachers towards the language they use in their fields of specialization.

2.3 Arguments supporting and outlining the significance of English-medium instruction

Dearden (2001, p.4) considers English-medium education a growing global phenomenon and defines it as "the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population is not English". The following literatures support the use of English as a medium of instruction by outlining the significance. In a study on the training and accreditation of English medium of instruction teachers in European universities, O'Dowd (2015) argues that teaching subjects through the medium of English has several advantages. First, it promotes the internationalization of

Universities and enables international students to access study programmes. It also improves employability prospects of local students. According to the proponents of English-only theory, the use of L1 in the classroom is not in accordance with Second Language Approach (SLA), which advocates modified input and negotiation in L2 only as a means of learning (Polio, 1994).

Mutamba (1999) and Sarinhan (2005) argue that the education sector where English is the medium of instruction can be seen as a vehicle for creating an elite class that rules the masses since it limits the involvement of the majority of the students who do not have access to English Education in economic and social development. According to Brown (2014), using English as a medium instruction can be seen as an investment. MacDonald (1993) asserts that Target Language (TL) use will result in increased motivation as students realize the immediate usefulness of TL. Philipson (1992) concurs with this assertion and claims that the language being studied should be the mode of communication during the lesson. Such support for exclusive target language use has led professionals, publishers and teachers to accept target language use as best practice in second and foreign language learning and teaching.

Other reasons for preferring English as a medium of instruction against vernacular language are given by researchers as being that, at academic vocabulary level, the necessary lexicon and registers of the indigenous languages have not been fully developed as those of the European languages (Mchazime, 2001, pp. 117-118; Wildsmith-Cromarty & Gordan, 2009, pp. 366-368). Furthermore, the use of indigenous languages as medium of instruction hinders understanding, as opposed to use of European languages, which are said to have logic and a level of abstraction which the indigenous languages do not have (Makgalemele, 2005, p. 17). Teachers also expressed difficulty in teaching concepts through the home language,

especially given that assessments were conducted in English (Wildsmith-Cromarty & Gordon, 2009, pp. 366-367).

While one is sympathetic to the plight of the financially challenged masses, who are seemingly being prejudiced by the use of English as Medium of Instruction (that is, in terms of slowing down their intellectual development), conceding their right to mother-tongue instruction alone could be even more damaging (Villegas, 2000). Lack of proficiency might worsen the inequality in economic opportunity of the masses, as other well-to-do children would have access to alternative means of English proficiency acquisition. One's opportunities in life are affected by one's proficiency in the use of a language. These opportunities include schools, jobs, positions, memberships and clubs (Egbo, 2001). Many researchers are of the view that using English as a medium of instruction can be seen to kill two birds with one stone, giving students a chance to increase their English proficiency skills and enhancing their academic progress in other subjects at the same time. They believe that instructing in English has innumerable benefits since students, who are taught in the English language become bilingual, get higher opportunity to work and study abroad and also become globally competitive.

2.4 Arguments opposing and depicting the challenges of the use of English as a medium of instruction

The following review believes that the benefits of using one's mother-tongue as a medium of instruction outweigh that of a second language. It is believed that if a learner cannot really understand the language of instruction, it becomes difficult, if not impossible, to grasp the content of the subject. (Basibeka, Doolmacib, Cengize, Burd, Dileke, Karaf, 2014), point out that some educators are opposed to English-medium instruction because it leads to reduced ability to understand concepts, low-level of knowledge about the subject studied, excessive consumption of time, feeling of alienation and separation, and least amount of

participation in the classes due to low level proficiency in English. Brock-Utne (2007) argues that the use of an unfamiliar language as the language of instruction appears therefore as a strategy to keep the masses down in order to fool them and make it difficult for them to rise out of poverty. He believes that learning in one's language enables one to customize knowledge and use it for real life functional purposes.

Research has found that evidence for the practice of English-only is never conclusive nor pedagogically sound (Auerbach, 1993). The L1 is recommended when it assists pupils' understanding of a particular concept (Cook, 2001). For instance, Sawin and Lapkin (2000) noted that using L1 to mediate L2 learning can create a more conducive and effective learning environment. Kirkpatrick (2014) raises a concern that the increased use of English as a medium of instruction has the potential of further advantaging speakers of English and disadvantaging speakers of other languages. Poor language proficiency often translates to poor academic performance. In 2009, Malaysia abandoned the use of English to teach mathematics and science because teaching in English had caused results in those subjects to slip (Brock-Utne 2012, p. 41).

Wolfaardt (2001) carried out a vast study where she investigated the language policy of Namibia schools and where she saw several obstacles in English being the medium of instruction. Among other things, she claims that the students' level of proficiency in English is not high enough to meet the requirements of the grade they are in. Consequently, the learners are not always able to understand instructions and as a result they are not able to perform as they would have done in their mother tongue. A test that was made in South Africa school on students in fourth and seventh grade (Desai, 2001) can give a hint to what type of problems there can be when using a foreign language as the medium of instruction. The purpose of the study was to compare their language proficiency in their mother tongue,

Xhosa and their second language and medium of instruction, English. The students were given pictures that they had to put together and then write a story about in both languages. There was a great difference in the results of both languages: the Xhosa version was much more clearly expressed although in a more descriptive, than narrative, mode. This was the situation with all the scripts. Although the English used by the Grade 7 learners was markedly better than those in Grade 4, it still did not compare favourably with their Xhosa. On being asked in Xhosa how they experienced the task, all pupils said that they enjoyed the task but simply did not have the proficiency in English to express themselves clearly. It is sufficiently convincing that the proficiency in a language is manifested in the expression of the students (Desai, 2001)

Brock-Utne (2001, pp. 57-84) has also carried out some studies in Tanzania, a country that also chose English as an official language. She actually finds the English policy in there quite problematic, especially when considering the language context in the country. Tanzania has an indigenous language-Kiswahili- that could have been used as the medium of instruction according to Quorro (2001: 93-113).

Broke-Utne (2004, pp. 78-79) refers to Quorro who says that the key to success in English is not in using it as a medium of instruction, but rather, in improving the teaching of English as a subject. Otherwise, the students will learn neither of the two languages in a proper way. Furthermore, Brock-Utne (2004, pp. 61-76) discusses the problems in applying English as a language of instruction in a constructive rather than a destructive way in the classroom. She gives examples of code-switching, translation of what is not comprehensible in one language, rote learning, memorization and cheating at exams. She claims that the pace of learning a subject is slowed down by the fact that both students and teachers have to go roundabouts to produce comprehensible input.

While English is usually hailed as a global language that unlocks opportunities for students, the reality on the ground is that, the children in English-medium instruction classes become educationally disadvantaged because they do not understand the teachers nor the text books that is being used (Vu & Burns, 2014). According to Harbord (1992), the biggest reason for using L1 in the classroom is that it can save a lot of time and confusion. In general, the role of mother tongue in concurrent teaching is to foster L2 learning through more natural L2 using situation Cook (2001). The less confident students are in the language of instruction, the more likely they are to rely on rote learning without trying to understand what they are learning (Watkins, Biggs, Regri, 1991, pp. 338). Studies conducted by Brock-Utne (2012) in South Africa and Tanzania have debunked the myth English-medium education is cost effective, highlighting that most English-medium initiatives have been more costly with little benefits. It is evident, as has been argued by Haung (2015) and Kirkpatrick (2014) that the adoption of English as a medium of instruction in most developing countries is more of an economic and political decision rather than a pragmatic one based on research.

Kirkpatrick (2014) argues that English medium instruction should complement rather than eclipse other worldviews. He believes that the idea of internationalization, which is one of the reasons why many institutions of learning are embracing English medium instruction, is problematic if it is narrowly interpreted as “English-medium education”. Internationalization should therefore expose students to different perspectives and worldviews, which are embedded in different languages. The average student in an English medium classroom has poor reading abilities, does not master content areas in mathematics and performs poorly in science Nambissan (1994). The question that may need to be asked is how such a student would fare if they were instructed in their own language. Nambissan (1994) maintains that the child’s access to subject areas in the curriculum depends on a minimal level of proficiency in the language used for instruction within the school.

Roy Campbell (2001) also highlights that by requiring students to learn all of their subjects through a language in which they can barely communicate, knowledge and language is being equated.

Studies by Byun (2011) and Brock-Utne (2012) have shown that English as a medium of instruction is a handicap for both teachers and students in developing countries. Moreover, there is a huge gap between primary and secondary English language competency level of students and the English language competency level required by universities. UNESCO advocates for mother tongue instruction in a bilingual or multilingual education approach in early years because of its importance in creating a strong foundation for learning: the use of mother tongue with your children at home or in pre-school prepares them for the smooth acquisition of literacy in their mother tongue, and eventually, the acquisition of the second (perhaps national) language at a later stage in their schooling.

O' DOWd (2015) has shown that the language proficiency courses that are offered by universities tend to be inadequate and incapable of addressing the language gap. Most literature concur that students in third World countries face one basic challenge; the failure to understand lectures delivered in English and text books written in English. Students who study in a language they do not understand tend to engage less with their learning material and learn by memorization. This view resonates with Jayaram (1993) who argues that the pre-occupation with English makes student miss the purpose of education, which is to understand what has been learnt and use it in real life situations. Some educators oppose English medium instruction by arguing that it leads to reduced ability to understand concept, low-level of knowledge about the subject studied, excessive consumption of time, feelings of alienation and separation and the least amount of participation in the class due to low level proficiency in English (Mutamba, 1999: Vinke, 1995: Wachter & Miaworm, 2008). Vu and

Burns (2014) argue that English-medium instruction leads to social division, inequitable resource allocation and “language apartheid” a phenomenon whereby English dominates local languages.

2.5 The role of English language

According to Alexander (1999, p. 5), arguments marshalled to justify the adoption of English as an official language in various independent African states suggests that the alternative choice of any indigenous language may cause divisions in the country and may destabilize the country. For example, Du Plessis (2000) argues that given Africans’ concerns for restoring the dignity of their race, they accepted an official linguistic solution by accepting a foreign language as their official language. Geingob rationalizes the situation of English as an official language by stating that it serves as harmonizing the nation by steering people away from linguo-tribal affiliations and differences, thus, creating conditions conducive for national unity in the “realm of language”. Therefore, economically and technically speaking, the choice of English made more sense, as it was already in existence and had the appropriate infrastructure, such as books, dictionaries and trained professionals, and hence, did not necessitate duplication of these in any of the indigenous languages (Alexander, 1999, p. 6).

Webb & Kembo-Sure (2000, p. 6) showed preference of English attributable to it being a world language and of work; providing access to almost all the sources of knowledge, and it was the “language of struggle against apartheid”. Hence in South Africa, English was chosen as the language of both official communication and empowerment (Makgalemele, 2005, pp. 13-14). Cele (1999, p.182) also indicates that “the political merits and economic demerits of the present language policy cannot be understood in isolation from the historical perspective of the development of English as an official language in South Africa’. This view

is not peculiar to South Africa, as Villegas (2000, p. 2) has pointed out that there can be little contestation that “few can surpass the Japanese in nationalistic fervor”. Despite this, the Japanese have begun to accept the pragmatic view that mastery of the English Language by its populace is critical to its survival as an industrial leader. This begs the question as to why the mastery of the English language is critical, and what impact this has on the socioeconomic and socio-political landscape of nations.

A similar awakening is happening in other Asian countries, many of which are highly industrialized and enjoy economic success. According to Mitchell and Myles (1998), recent estimates in the late twentieth century suggest that the target language is highly likely to be English, with around 300 million people around the world speaking English as their first language, with another 700 million or so using it as a second language. To offer a somewhat divergent view on the efficacy of English as medium of instruction on the academic performance of learners, it was found that the differences in learners’ performance was not so much dictated by language per se but by the environment in which they found themselves, that is, that of teachers not using the medium of instruction during class activities (Amuzu, 1992; Nascimento, 2008).

Cultural, economic and political imperatives have brought about the expansion of education through a second or other language in Asia and around the world. Even in places where English as a language of instruction did not previously play a significant role in education, such as China and South Korea, there are moves to expand its use into this role (Hoare, 2007; Hu, 2005). In Asia, the transition to post-colonial education system has brought about understandable reactions in favour of the use of local languages in education for cultural, political and, not least, educational reasons (Bernardo, 2004). At the same time, however, this has been accompanied in many places by demands that education through English previously intended for the education of elite should be available for the majority if it

confers economic advantages (Chan & Tan, 2006). Unlike the use of some languages of instruction, notably, perhaps, French immersion in Canada, English as a language of instruction is intended to help students acquire high levels of English proficiency for economic and higher educational, rather than cultural purposes.

2.6 The attitude of teachers and students towards English medium instruction

Pascasio (2002) reveals that language use and positive attitude are important in achieving language proficiency. Attitudes take a positive or negative direction with very few cases being neutral (Kosslyn & Rosenberg, 2006). Since attitudes to language form a belief in individuals in relation to their effect on language policy change, it cannot be taken for granted since they play an important role leading to either acceptance or rejection of this policy change. Some teachers, especially the teachers of English, have a profound sense of guilt using the L1 in their instructions. Even when study shows that about 80% of teachers allow some sort of L1 use in the classroom, there is still a feeling of guilt among those teachers due to the prevalence of the English-only context (Auerbach, 1993). The onset of this guilt is that teacher training usually provides little of L1 use in the classroom. The topic of L1 use is ignored in teacher training because it is associated with the grammar/translation method which scared off teacher trainers.

Gardner (2001) proposes that the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the students. Not only that, teachers must encourage students to learn the materials and most importantly, use them. The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Today, educators are faced with the challenge of addressing the needs of the growing number of students whose primary language is not English (Gibbons, 2003). While mastering other skills and content in other subject areas, there is the necessity for these learners to gain proficiency in English. Many teachers themselves have come to believe that

as the classroom is often the venue for learners' exposure to the L2 that exposure needs to be maximized (Burden, 2000).

The attitudes of teachers come to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in languages growth or decay, restoration or destruction (Baker, 1988). Their attitudes, too, as part of their cultural orientation, influence heavily their younger students (Shameem, 2004). A study by Mwinsheikhe and Vuzo (2007) in Tanzania found that test results were significantly better when the students were taught in Kiswahili than when they were taught English. The study also confirmed that when lessons were conducted in Kiswahili the whole classroom atmosphere was also totally transformed.

A similar study in the Philippines by Amamio (2000) on attitudes of students, teachers and parents toward English and Filipino as media of instruction provided an interesting comparison. Students and teachers preferred the use of English as the medium of instruction with the teachers finding English as a more comfortable language for explaining ideas and concepts. Teachers further noted that English is an intellectualized language and a valuable tool to source information technology. However, the parents preferred Filipino because to them, it is a language in which they can think and express themselves and it is a language that they understand and through which they themselves are better understood.

Some students have varied views on Monolingual Approach according to some researchers who specifically examined learners' attitude towards English-only policy. In Critchley's (1999) survey among 160 university students, an average of 20% of teacher talk was preferred to be in the L1. Tien and Liu (2006) also found that low proficiency students in Taiwanese English Foreign Language classes consider the alternate use between their L1 and L2 as helpful towards achieving better comprehension, especially when providing equivalents and giving classroom procedures. However, while lower level students often show their

preference for Bilingual Approach, more advanced students often feel the use of L1 deter their acquisition of the L2 (Auerbach, 1993). Some other studies and findings reported that some students have no specific preference for monolingual or bilingual approaches. Low level students tend to prefer a bilingual class while more advanced students have a high preference for a monolingual class. In Ghana, there has being an astonishing limit of studies on the use of the L1 in the L2 classroom.

The number of teachers and students who are voicing their doubts about the English only classrooms are on the ascendancy. Universal generalizations and intuitive assumptions therefore cannot guarantee a specific approach of English as second language learning in Ghanaian classrooms. Teachers have to be equally prepared to perform their tasks not only by mastering their own subject area but also by achieving competence in the use of the medium of instruction. Learning science and language is reciprocal (Casteel & Isom, 1994). It has been found that second language learners differ greatly in the degree of ultimate success which they achieve, which can be attributed to what social psychologists call individual differences between learners. Learners are divided into those with two distinct traits, namely, the cognitive and the affective (Mitchell & Myles, 1998).

According to (Mitchell & Myles, 1998), a positive relationship exists between language attitudes, with greater academic demands creating higher levels of motivation and second language achievement. Other studies investigating students' attitude to English and its use as a medium of instruction in post-secondary schooling in Kuwait point to an overall positive attitude to English medium instruction (Malallah, 2000). Proficiency in two or more languages, it is argued, is attainable if the learners are provided with opportunities for active interaction with the language (McLaughlin, 1987). Villegas (2000) found compelling evidence that teachers were not providing learners with such opportunities to speak or listen to English, nor any access to or talk about texts through the medium of English.

2.7 Conclusion

This chapter presented a discussion on a historical view of English and the language policy of Ghana. It also discussed arguments that are in favor of and outlining the significance of English medium instruction as well as arguments that oppose and depict the challenges of the use of English as a medium of instruction. The role of English and its effect in addition to the attitude of students and teachers towards English medium instruction were also discussed.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the method and techniques adopted in gathering data for the study. It discusses the research design, the population, sample and sampling technique. The rest are instrumentation, data collection procedure, method of data analysis and problems encountered during data collection.

3.1 Research design

The study is a descriptive survey. A descriptive survey seeks to find answers to questions through assessing opinions or attitudes of individuals towards events or procedures (Cohen & Manon, 2001). The descriptive survey has been found appropriate in assessing the effect of using English Language as medium of instruction. The cross-sectional survey method for the descriptive survey was chosen so that the sample forms a representation of teachers and students of Mabang Senior High Technical School of the Ahafo-Ano North Educational Directorate. In this method, the perceptions and opinions of the target population are summarized in frequencies and percentages towards reaching decisions and recommendations.

3.2 Population

The target population for the research comprised all teachers and some selected students of Mabang Senior High Technical School in the Ahafo-Ano North Municipal Educational Directorate. The accessible population however was all the teachers and students of Mabang Senior High Technical School.

3.3 Sample and sampling procedure

Sampling is the process of taking a representative portion of a population with some common defining characteristic for study (Creswell, 2008, p. 152).

Specific sampling techniques allow the researcher to determine and/or control the likelihood of specific individuals being included or excluded in the study. The most basic consideration in sampling is “size and representativeness” (De Vos, et. al, 2005, p. 82).

The sample for the study consisted of 150 respondents. The objective of sampling for survey research is to produce a sample that is representative of the population under investigation and from which generalizations can be drawn. All the teachers of Mabang Senior High Technical were selected but students who participated in the study were randomly selected. Specifically, the lottery method was used for the selection. In the school, all the names of the students were written on pieces of paper folded and put in a box. After shaking it well, the required number of participants was randomly selected.

Table: 3.1. Sample of teachers and students selected

School	Students	Teachers
Mabang Senior High Technical	50	100
Total		150

From Table 3.1, it is observed that the researcher selected 150 respondents from the school.

The researcher selected 50 students and a total of 100 teachers from the schools.

3.4 Demographic characteristics of the respondent

Demographic information of the teachers such as gender, age, marital status, academic qualifications, experience and professional rank were sought.

Table: 3.2. Demographic characteristics of the respondent

Respondents' Background information	Response in Percentage	
Sex	Males-73%	Females-27%
Age	Below 30yrs-20%	Above 30yrs-80%

Marital status	Married-76%	Single-24%
Academic qualification	First Degree-70%	Second Degree-30%
Professional status	Professional-90%	Non-Prof-10%
Experience in teaching	Less than 2yrs-20%	More than 2yrs-80%

From table 3.2, it is revealed that out of the sample size of hundred (100) teachers, the males formed 73 representing 73% whilst females were only 27%. This item was necessary in finding out which gender was predominant among teachers in Mabang Senior High Technical School.

The result regarding the age indicates that, 20% of the teachers were below 30years. The majority of the teachers, 80% were aged above 30years. This finding gives an indication that all the sampled respondents were grown-ups and experienced enough to partake in a credible research endeavour such as this study.

The marital status of the respondents indicates that majority 76% of the study respondents were married against the minority, 24% who revealed themselves as single.

The result regarding the academic qualification indicates that 70% of the respondents had some form of tertiary education (Bachelor Degree), and the remaining 30% had postgraduate degree. The finding is indicative of high level of education amongst the respondents.

The majority of the teachers in Mabang Senior High Technical School representing 90% were professionals and the remaining 10% were non-professionals. This attest the fact that majority of the teachers were professionals.

To show the credibility of respondents, especially those in education, the respondents needed to have a certain level of experience on the job to qualify to give authentic and reliable response to the questionnaire instruments. The study shows that, majority of the

respondents, 80% had been in the education service for more than 2years. The remaining 20% had been in the education service for less than 2yrs.

3.5 Instrumentation

“Paradigms, which overtly recommend mixed methods approaches allow the question to determine the data collection and analysis methods applied, collecting both quantitative and qualitative data and integrating the data at different stages of inquiry” (Creswell, 2003 as cited in Mackenzie & Knipe, 2006, p.7). Furthermore, it is argued that the more contrastive the methods, “the greater the researcher’s confidence” (Cohen & Manion, 2001, p. 112). Thus, after careful consideration and through triangulation and subscriptions to the tenets of reliability and validity, data were collected through the use of questionnaire, interview and observation to gain a more holistic picture of the research topic.

3.5.1 Questionnaire

The structured questionnaire was used for data collection. A set of questionnaire items were designed to assess the effect of using English as medium of instruction in Mabang Senior High Technical School. The questionnaire was designed for both teachers and students. The questionnaires were divided into four sections; section 1 had the respondents’ background information, section 2 had 9 items, section 3 and 4 had 6 had 6 items each. Items in the questionnaires” were framed in close ended fashion. It was a 5-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4= Agree, and 5 = Strongly Agree) in which higher score indicate more perceived positive responses.

3.5.2 Interview

Interviews serve as an additional means of gathering information by providing access to what is “inside a person’s head” to make it possible to measure what a person knows (Cohen & Manion, 2001, p. 268). The focus of the interview was to investigate whether teachers’ perceptions of English used as a Medium of Instruction correlates with the learners’

perceptions, as well as its effect on the students' academic performance. Since the idea of interview is to gather further information on the same topic from a different sub-set of the sample population, teachers of Mabang Senior High School were interviewed.

3.5.3 Observation

It is suggested that ethnographers should achieve a deep understanding of their subjects through immersing themselves in the lives of their subjects and "produce contextualized reproductions and interpretation of the stories told by the subjects" (Denzin & Lincoln, 1994, p. 42). This entails qualitative observation occurring in a natural setting, observing people's behaviour occurring naturally, and providing opportunities to understand meanings that they make, which presents opportunities to gather live data (Cohen & Manion, 2001 p. 305; Mertens, 1998, p. 317). Based on these, the third source of data was from classroom observation of lessons taught and general language interactions used by teachers and students during teaching and learning. After obtaining permission from teachers, sitting in during classroom lessons provided opportunities to gain first-hand insight into the actual use of English as a Medium of Instruction in the classroom. This revealed the level of English usage by both the teachers and learners in their daily interaction during instruction.

3.6 Validity and reliability

The two most important aspects of precision are reliability and validity. Reliability refers to the reproducibility of consistent results of a measurement under circumstances where characteristics being measured haven't changed (De Vos, Strydom, Fouche, & Delpont, 2005; Leedy & Ormrod, 2010). Reliability is quantified simply by taking several measurements on the same subjects and by comparing one's measurement with values that are as close to the true values as possible. Poor reliability degrades the precision of a single measurement and reduces the ability to track changes in experimental studies. The instrument was pilot-tested

on 10 students and four teachers in the school. The result yielded a coefficient of 0.84. The result became feasible after the researcher had given the instrument to colleagues in the English and Social Studies Departments of the University of Education, Winneba, to ascertain the face and content validity of the items. Alhassan (2000) defines validity as the degree to which a test actually measures what it claims to measure. Face validity is the ability of each test items to establish a logical link with an objective (Kumar, 1999). Content validity is the extent to which statements or questions represent the issue they are supposed to measure (Kumar, 1999).

3.7 Data collection procedure

With a letter of introduction from the Head of Department, the researcher asked for permission and solicited the support and co-operation of the teachers and students of Mabang Senior High Technical School. The questionnaires were distributed to solicit information on the effects of using English language as a Medium of Instruction on the academic performance of students and they were briefed on what was expected of them in responding to the items. The completed questionnaires were collected on the same day on each occasion they were administered

3.8 Data analysis procedure

Responses obtained from the participants were collected and collated. Frequency counts and percentages were used for analyzing the frequency data obtained on opinions expressed through responses to the questionnaires by the respondents. According to Pagano (1990), frequency counts and percentages are also employed by the researcher in analysing frequency data. Thus basically, descriptive statistics such as frequency percentage and mean were used in representing the data.

3.9 Limitations of the study

Although the research is underpinned by universal norms and standards regarding English as Medium of Instruction, the findings based on data from the chosen sample are not easily generalised to the entire Ahafo-Ano North Municipality.

3.10 Conclusion

This chapter described the methodology for the study. It provided relevant motivation for the research design, orientation, sampling, ethical consideration and data collection methods elected. The process of piloting, administering of questionnaires, interview processes and observations were discussed. The chapter also discussed the methodologies and the data analysis processes that were selected for the empirical investigation of the research, as well as highlighted the limitations of this study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results obtained from the analysis of the data collected. A sample size of one hundred and fifty (150) was chosen. It analyses the effects of using English language as a medium of instruction in Mabang Senior High school. The chapter is divided into three main sections. The first section presents an analysis of the significance of using English language as a medium of instruction. Such significance includes the fact that it improves employability prospects of local students, widely used as a link language in offices and among the educated, assigned the role of library language, results in improved and faster acquisition of knowledge by pupils, helps to create an elite class, students who are taught in English become bilingual and it enhances the student's academic progress in other subjects. From this, English language improving employability had the highest frequency while English language enhancing students' academic progress had the lowest.

The second section presents the results of the challenges of using English as a medium of instruction. Such challenges include: it reduces ability to understand concepts, low-level of knowledge about the subject studied, excessive consumption of time during lesson, the least amount of participation during lesson and students that study in a language they do not understand learn by memorization. From this, English language reduces the ability to understand concepts had the highest frequency with students that study in a language they do not understand tend to learn by memorization as the lowest.

The third section analyzes the effects of using English language as medium of instruction. Such effects include developing positive attitudes to English in students, it enhances carrier opportunities of students, it helps to improve proficiency level of students, it makes students globally accepted, students cannot ask many questions, and it leads to school

dropout. Students develop positive attitude to English had the highest frequency with it enhances carrier opportunities of students as the lowest.

Based on the findings of the study, it was realized that using English as a medium of instruction had both positive and negative effects on students’ performance, thus, so much significance with its accompanying challenges. To both teachers and students, it was not the means of instruction alone that poses threat but other factors also account for their poor academic performance. Analysis of the main data is organized in line with the main themes of the research questions. For easy analysis, Strongly Agree and Agree were combined as Agree while Strongly Disagree and Disagree were combined as Disagree. The data have been represented in simple percentages and bar charts. These are further explained with examples in their sections.

4.1 The significance of using English Language as medium of instruction

Research Question 1 sought to find out the significance of using English Language as medium of instruction in the Mabang Senior High Technical School and the results are presented in Figure 4.1a and 4.1b.

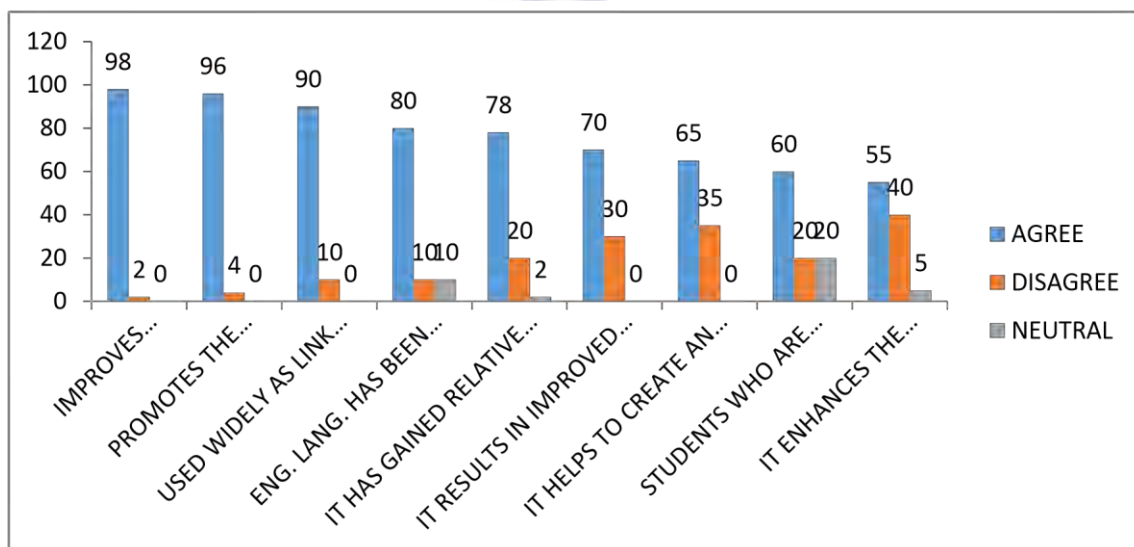


Figure: 4.1a. Responses of teachers on the significance of EMI.

The teachers were asked to rate over a 5-point Likert scale the significance of using English Language as medium of instruction in the Mabang Senior High Technical School. From the results, the respondents who agreed to the significance of English as a medium of instruction outnumber those who disagreed or stayed neutral. The Highest frequency of 98 teachers representing 98% for English Language improves employability prospects of local students come out most as the important factor of using English Language as medium of instruction. Only 2% disagreed. As much as 96% of the respondents agreed that it promotes the internationalization of Universities but 4% disagreed. Frequency of 90 teachers representing 90% against 10% agreed that English is widely used as a link language in offices and among the educated. Also, 80% of the teachers agreed that English has gained relative importance on our educational programmes. This was against 10% who disagreed as well as 10% who remained neutral.

It is worth noting that 78% of the respondents agreed that using English as a medium of instruction results in improved and faster acquisition of knowledge by pupils. However, 20% disagreed with 2% remaining neutral. As much as 70% against 30% agreed that English medium instruction helps to create an elite class. Most of the teachers, 60% agreed that students who are taught in English become bilingual but 20% disagreed and 20% were neutral. Fifty-five 55 teachers representing 55%, which was the lowest frequency, agreed that English language enhances the students' academic progress in other subjects. To this, 40% disagreed while 5% remained neutral. This clearly indicates that using English as a medium of instruction has so much significance that cannot be underestimated.

The findings are in line with a study by O'Dowd (2015) who argues that teaching subjects through the medium of English has several advantages. First, it promotes the internationalization of universities and enables international students to access study programmes and improves employability prospects of local students. Furthermore, an

interview with the teachers showed that it was not difficult to have English as the language of instruction. Therefore, they thought the language would be well-suited for teaching since most of the students are from different parts of Ghana with different language backgrounds. Moreover, they believed that it would probably make schooling more interesting because it would increase students' participation. However, at the senior high school level, they thought the best idea would be to teach in English. They also thought that all the teachers are competent enough in English to be using it as language of instruction. Furthermore, they thought using English as language of instruction is a good way of learning the language, because learning a language involves listening, adding that globalisation makes it very important to know English.

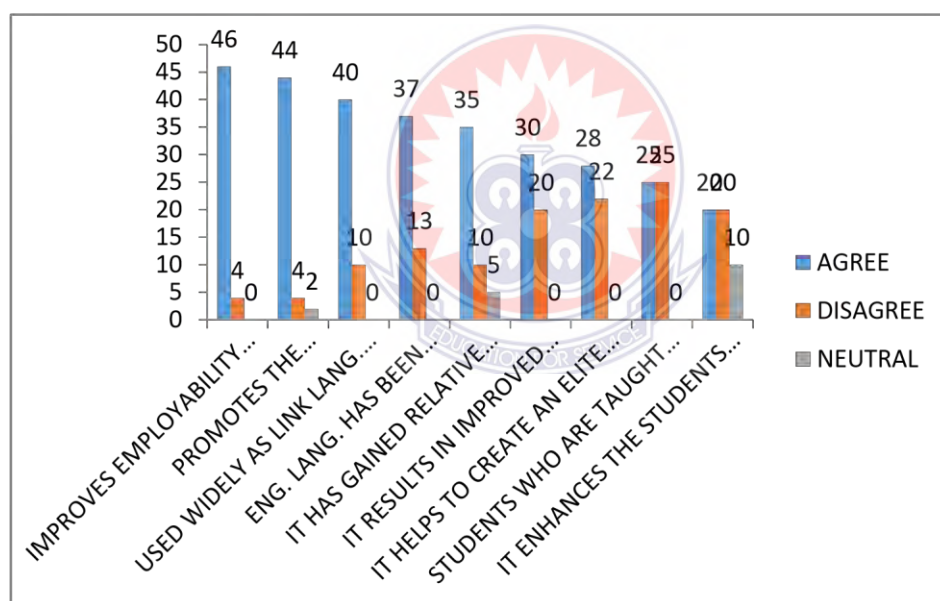


Figure: 4.1b. Students' responses on the significance of EMI

From the results, English improves employability prospects of local students had the highest frequency while it enhances the students' academic progress in other subject had the lowest frequency. The highest frequency of 46 students representing 92% for English Language improves employability prospects of local students came out most as the important factor of using English Language as medium of instruction. This was against 8% who

disagree. Egbo, (2001, p. 49) seems to agree and asserts that lack of proficiency might worsen the inequality in economic opportunity of the masses, as other well-to-do children would have access to alternative means of English proficiency acquisition. One's opportunities in life are affected by one's proficiency in the use of a language. These opportunities include schools, jobs, memberships and clubs. According to Brown (2014),

English medium instruction can be seen as an investment. As much as 88% said using English as a medium of instruction promotes the internationalization of Universities. To this, 8% disagreed while 4% remained neutral. 40 students representing 80% agreed that English is widely used as a link language in offices and among the educated. This is against 20% who disagreed.

Also, 74% of the students agreed that English has been assigned the role of a library language but 26% disagreed. It is worth noting that 70% gained relative importance on our educational programmes. This was against 20% and 10% who disagreed and remain neutral. The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Today, educators are faced with the challenge of addressing the needs of the growing number of students whose primary language is not English (Gibbons, 2003). Moreover, 30 students representing 60% agreed that English medium instruction results in improved and faster acquisition of knowledge by students while 40% disagreed with none remaining neutral.

As much as 28 students representing 56% of the participants agreed using English as a medium of instruction helps to create an elite class but 44% disagreed to this item. Mutamba (1999) and Sarinhan (2005) argue that the education sector where English is the medium of instruction can be seen as a vehicle for creating an elite class that rules the masses since it limits the involvement of the majority of the students who do not have access to English

Education in economic and social development. A total of 25 students representing 50% agreed that students who are taught in English become bilingual and use the target language of the world however, 50% of the respondents disagreed with none staying neutral. According to Mitchell and Myles (1998, p. 17), recent estimates in the late twentieth century suggest that the target language is highly likely to be English, with around 300 million people around the world speaking English as their first language, with another 700 million or so using it as a second language.

A number of the respondents, 20 students representing 40% had the lowest frequency for it enhances the students' academic progress in other subjects. Respondents of 40% disagreed while 20% remained neutral. This shows that the students share the same sentiments with their teachers that indeed using English as a medium of instruction has a lot of significance. MacDonald (1993) asserted that Target Language (TL) use will result in increased motivation as students realize the immediate usefulness of TL. Philipson (1992) concurs and claims that the language being studied should be the mode of communication during the lesson. Such support for exclusive target language use has led professionals, publishers and teachers to accept target language use as best practice in second and foreign language learning and teaching. Unlike the use of some languages of instruction, notably, perhaps, French immersion in Canada, English as language of instruction is intended to help students acquire high levels of English proficiency for economic and higher educational, rather than cultural, purposes.

4.2 The challenges of using English Language as medium of instruction.

Research Question 2 sought to examine the challenges of using English Language as medium of instruction in the Mabang Senior High Technical School. The responses are presented in Figure 4.2a and 4.2b.

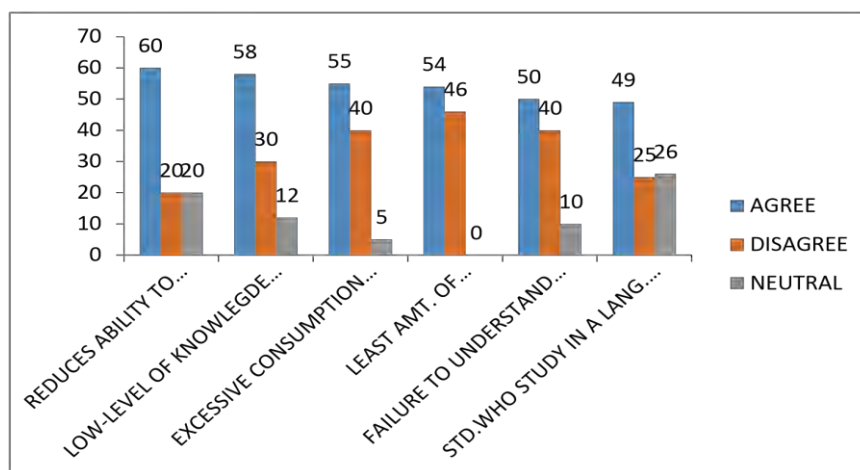


Figure: 4.2a. Teachers' responses on the challenges of EMI.

From Figure 4.2a, it is observed that for all the items relating to the challenges of using English Language as medium of instruction in the Mabang Senior High Technical School. Generally, the respondents agreed that the use of English Language as a medium of instruction has a lot of challenges. Of all the challenges, English as a medium of instruction reduces the students' ability to understand lessons had the highest frequency while Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization had the lowest frequency. It is important to note that majority of the participants 60% agreed that using English language as a medium of instruction reduces ability to understand concepts. This was against 20% who disagreed and 20% who remained neutral. A teacher's primary role is not only to enable the students to understand what he is intending to say or teach, it is also his duty to understand what the student wants and says. In the teaching-learning process, two things are extremely important; one is the delivering capacity of the teacher and the other one is the receiving capacity of the students.

Respondents of 58 teachers representing 58% agreed that there is a low level of knowledge about the subject studied among students. To this, 30% disagreed while 12% answered neutral. Also, 55% of the respondents agreed that there is usually excessive use of

time during lessons when English language is used as a medium of instruction but 40% disagreed whereas 5% was neutral. Furthermore, more than half of the respondents 54% against 46% agreed that there is least amount of participation in the classes due to low level proficiency in English. No one remained neutral. It must be acknowledged that some of the students have low level proficiency in English which somehow prevents them from expressing their views during lessons and this is seen as a major challenge. Their responses are in line with Basibeka, Dolmacib, Cengize, Burd, Dileke, Karaf, (2014) who observe that some educators are opposed to English-medium instruction because it leads to reduced ability to understand concepts, low level of knowledge about the subject studied, excessive waste of time, feeling of alienation and separation, and the least amount of participation in the classes due to low level proficiency in English.

Out of the 100 teachers, 50 respondents representing 50% agreed that one of the challenges of using English as a medium of instruction was the failure to understand lessons delivered in English and text books written in English. There is literature that points to the fact that students in third World countries face one basic challenge, which is the failure to understand lessons delivered in English and text books written in English. Roy-campbell (2001) also highlights that by requiring students to learn all of their subjects through a language in which they can barely communicate, knowledge and language is being equated. Generally, Research Question 2 sought to know the challenges of using English Language as medium of instruction. Quite a number of the participants 49% agreed that the students who study in a language they do not understand tend to engage less with their learning material and learn by memorization.

Furthermore, interview with the teachers suggests that the pace of learning a subject matter is slowed down by the fact that both students and teachers have to go roundabouts to produce comprehensible input. Among other things, teachers claimed that students' level of

proficiency in English is not high enough to meet the requirements of the grade they are in. Consequently, learners are not always able to understand instructions and as a result are not able to perform as they would have done in their mother tongue. Nambissan (1994) maintains that the child's access to subject areas in the curriculum depends on a minimal level of proficiency in the language used for instruction within the school.

Studies by Byun (2011) and Brock-Utne (2012) have shown that English as a medium of instruction is a handicap for both lecturers and students in developing countries. Moreover, there is a huge gap between primary and secondary English language competency level of students and the English language competency level required by universities. Finally, teachers expressed worry about the fact that most students, especially those from the remote part of the town, do not have a good foundation of the English language at the basic level to enhance smooth continuation at the secondary level and this, they believe affects the use of English language as a medium of instruction.

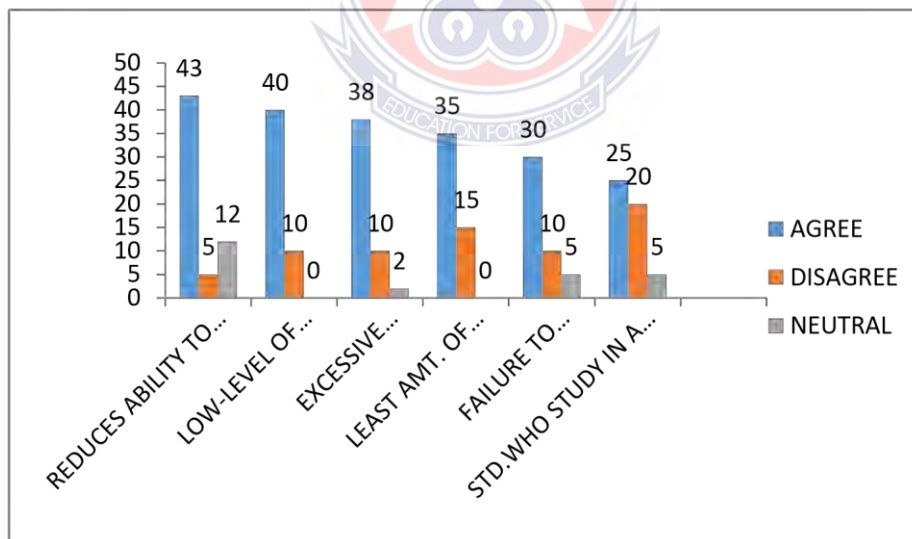


Figure: 4.2b. Students' responses on the challenges of EMI

From Figure 4.2b, it is observed that for all the items relating to the challenges of using English Language as medium of instruction, generally, the respondents agreed that the use of English Language as a medium of instruction can posed numerous challenges such as

reducing the learners ability to understand concepts in the classroom, excessive waste of time during lessons because teachers might have to repeat themselves to enhance better comprehension of lessons, and can also hinders the learners amount of participation in the classes due to low level proficiency in English. This is because most students prefer to keep mute even if they do not understand a lesson due to lack of vocabulary to ask further questions for explanations. Consequently, learners might even resort to rote-learning and memorisation which will not be of help to them in future.

A total of 43 students representing 86% agreed that using English language as a medium of instruction reduces ability to understand the concepts. This was against 10% who disagreed and 4% who remained neutral. A teacher's primary role is not only to enable the students to understand what he is intending to say or teach. It is also the duty of the teacher to understand what the student wants and says. In the teaching-learning process, two things play the vital roles; one is the ability of the teacher to present content of the lesson appropriately and the other one is the receptive nature of the students to the content of the lesson. Majority of the respondents 80% agreed that most students get low level of knowledge about the subject being studied when English language is used as a medium of instruction. This was against 20% who disagreed.

A total 35 of the respondents representing 76% agreed that there is indeed excessive use of time during lessons. Hence, this is one major challenge of using English language as a medium of instruction. Contrary to this, 10 students representing 20% disagreed whereas 2 students representing 4% remained neutral. According to Harbord (1992), the biggest reason for using L1 in the classroom is that it can save a lot of time and confusion. In general, the role of the mother tongue in concurrent teaching is to foster L2 learning through more natural L2-using situation (Cook, 2001). Furthermore, majority of the respondents 70% representing 35 students agreed that there is least amount of participation in the classes due to low level

proficiency in English. It must be acknowledged that some of the students have low level proficiency in English which somehow prevents them to express their view during lesson and this seen as major challenge. Against the 70%, 15 students representing 30% disagreed. none answered neutral.

Respondents of 30 students representing 60% agreed that one of the challenges of using English as a medium of instruction was the failure to understand lectures delivered in English and text books written in English. However, 10 students representing 20% disagreed while 5 students representing 10% remained neutral. O'Dowd (2015) has shown that the language proficiency courses that are offered tend to be inadequate and incapable of addressing the language gap. Most literature concur that students in third World countries face one basic challenge; the failure to understand lectures delivered in English and textbooks written in English. Generally, Research Question 2 sought to know the challenges of using English Language as medium of instruction. It is therefore not surprising that a reasonable number of the participants, 25 students representing 50% agreed that the Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization. Some of the respondents, precisely 20 students representing 40% however, disagreed and 10% remained neutral.

According to the results, the conclusion to be drawn is that together with other factors such as teachers' authority and methods, the use of English as a medium of instruction hinders the full participation of the students because it does not seem to provide comprehensible input. In addition, 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 education ministry.

4.3 The effect of using English Language as medium of instruction

Question 3 sought to identify the effects of using English Language as medium of instruction. The responses are presented in figure 4.3a and 4.3b. As much as 80% of the respondents agreed that students develop positive attitude to English. This was against respondents of 20% who disagreed. Pascasio (2002) reveals that language use and positive attitude are important in achieving language proficiency. Other studies investigating students' attitude to English and its use as a medium of instruction in post-secondary schooling in Kuwait point to an overall positive attitude to English medium instruction (Malallah, 2000).

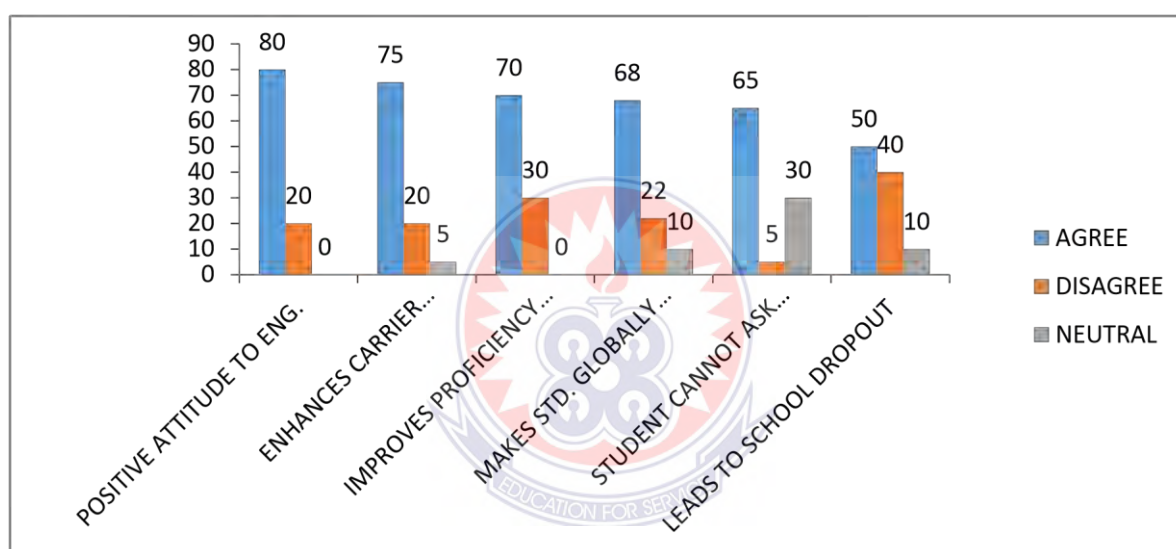


Figure: 4.3a. Teachers' responses on the effect of using English as a medium of instruction, a highest frequency of 80 teachers representing 80% against 20% agreed that English as a medium of instruction helps students to develop positive attitude to the English language. Majority of the respondents 75% also agreed that the use of English as a medium of instruction enhances carrier opportunities of students. This is against 20% who disagreed and 5% who remained neutral. Webb & Kembo-Sure (2000) show preference of English attributing it to being a world language and of work which provides access to almost all the sources of knowledge. As indicated in figure 4.3a, the item which stated the use of English Language as a medium of instruction helps to improve proficiency level of students, majority

of the respondents 70% responded in the affirmative against 30% who disagreed. None remained neutral. Krashen and Terrell (1983) for example, identified the constant use of the target language by the instructor in the teaching and learning process as a factor in enhancing their proficiency in the language. Many researchers are of the view that using English as a medium of instruction can be seen to kill two birds with one stone, giving students a chance to increase their English proficiency skills and enhancing their academic progress in other subjects at the same time. It is also important to note that as much as 68% of the respondents agreed that the use of English Language as a medium of instruction, makes students globally accepted. Some respondents 22% however disagreed while 10% remained neutral.

Out of the 100 respondents, 65% agreed that students cannot ask many questions due to lack of vocabulary. This is against 5% who disagreed and 30% who remained neutral. Ankrah (2015) observes that pupils would be able to freely express their opinions when they speak in the local Ghanaian languages unlike when using foreign languages, which distract the pupils because of lack of vocabulary to express themselves. In particular, he indicates that concepts are better explained in the local language and the use of foreign languages confuses students such that they end up failing to grasp spellings. This means that corrections have to be made students progress into other classes.

A number of 50 teachers representing 50% of the respondents agreed one effect associated with using English language as a medium of instruction was that it leads to school drop-out since they cannot grasp the content of what they are being taught. This was against 40% who disagreed as well as 10% neutral respondents. This view resonates with Jayaram (1993) who argues that the pre-occupation with English makes student miss the purpose of education, which is to understand what has been learnt and use it in real life situations. Finally, in an interview with the teachers concerning the effects of using English language as a medium of instruction, the result showed that the use of English hinders the full

participation of the pupils because it does not seem to provide comprehensible input and it does not seem to work as a tool for constructing knowledge in the content subjects. It is also seen as an obstacle for learner-centeredness that is desired by the Ministry of Education.

On the contrary, some teachers also claimed that, since the students are from different ethnic backgrounds with diverse cultural ideologies, using English language as the medium of expression is the best option. Their views seem to be in line with (Hoare, 2007; Hu, 2005) who argue that cultural, economic and political imperatives have brought about the expansion of education through a second or other language around the world. Even in places where English as a language of instruction did not previously play a significant role in education, such as China and South Korea, there are moves to expand its use into this role. Some teachers claim using English as a medium of instruction helps to improve the proficiency of learners which can gradually affect their academic performance positively and subsequently aid them to get better jobs in Ghana and beyond.

In line with this view, Krashen and Terrell (1983) for example, identify the constant use of the target language by the instructor in the teaching and learning process as a factor in enhancing their proficiency in the language. Many researchers are of the view that using English as a medium of instruction can be seen to kill two birds with one stone, giving students a chance to increase their English proficiency skills and enhance their academic progress in other subjects at the same time. They believe instructing in English has innumerable benefits since students, who are thought in the English language become bilingual, get higher opportunity to work and study abroad and also become globally competitive

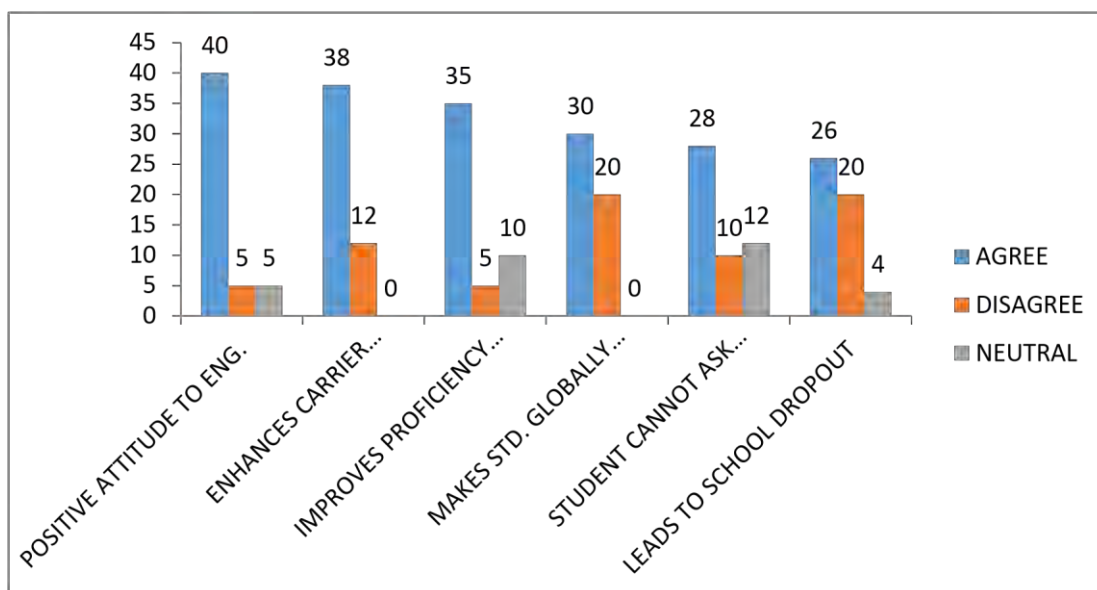


Figure: 4.3b. Students' responses on the effect of EMI

Figure 4.3b shows that as much as 40 students representing 80% of the respondents agreed that the Students develop positive attitude to English when it is used as a medium of instruction. to this, 10% each disagreed and remained neutral. Some of the respondents; 38 students representing 76%, agreed that the use of English Language as a medium of instruction enhances carrier opportunities of students to enable them gain economic freedom. This is against 24% who disagreed and none remained neutral. After independence, African countries embarked on economic development that required contact with international markets and use of technology (Bgoya, 1999).

Out of 50 students, 30 representing 60% of the respondents agreed that the use of English Language as a medium of instruction makes students globally accepted. Out of the 50

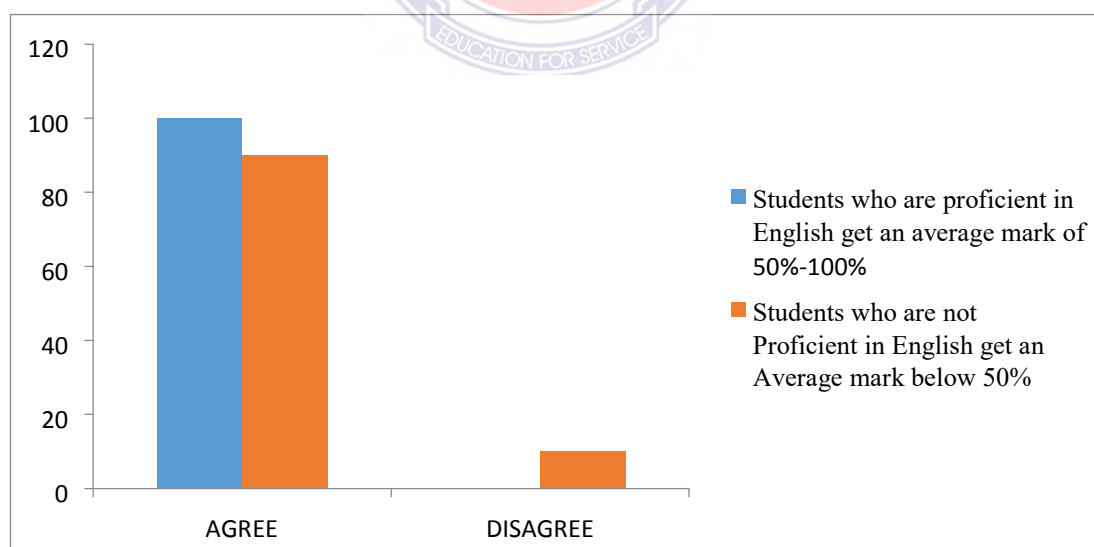
Students, 20 representing 40% of the respondent disagreed. As indicated in item 5 of Figure 4.3b, 28 students representing 56% of respondents agreed that Students cannot ask many question due to lack of vocabulary. This is against 10 students representing 20% who disagreed and 12 students representing 24% who remained neutral. Ankrah (2015), notes that, pupils would be able to freely express their opinions when they speak in the local Ghanaian languages. In contrast, their use of foreign languages distracts them because of lack of

vocabulary to express themselves well. In particular, he indicates that concepts are better explained in the local languages and the use of foreign languages confuses pupils such that they end up failing to grasp spellings. This means that corrections have to be made as the pupil's progress into other classes.

Finally, as indicated in Figure 4.3b, 26 students representing 52% of the respondents agreed one of the effects associated with using English language as a medium of instruction was that it leads to school drop-outs. This is because such students cannot usually grasp the content of what they are being taught. To this item, 20 students representing 40% disagreed while 8% which represent a frequency of 4 students remained neutral.

4.4 Average performance of learners who are proficient in the English Language

Teachers were asked the average performance at school for a learner who is proficient in the English Language (for all subjects). As shown in the figure above, all the 100 teachers representing (100%) agreed that students who are proficient in English get an average mark of 50%-100% in exams for all subjects.



From figure: 4.4. Teachers' responses on students' performance for students who are not proficient in English, 90 teachers representing 90% agreed that such students usually get an average mark below 50% in all subjects. Against that, 10 teachers representing 10%

disagreed. The study therefore revealed that learners who are proficient in English Language perform better in terms of contribution in class and mastery of the language. The positive relationship implies that the more proficient learners are taught in the target language, the better their academic performance (Fayeye & Yemi, 2009). The significance of the study by Fayeye & Yemi (2009) is that their study showed further that “proficiency in English does have a significant impact on senior secondary school students’ academic achievement” (p. 494), meaning that the participants with higher language proficiency had higher academic achievement scores.

4.5 Learners’ ability to speak English

Students were asked to rate their ability in the speaking of the English language.

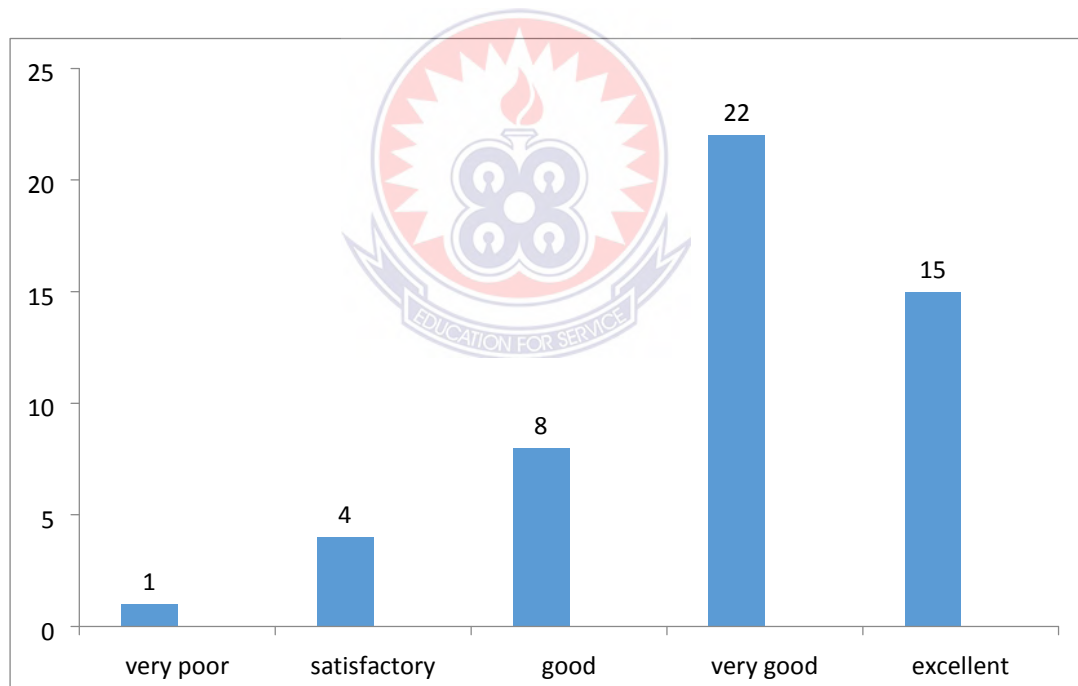


Figure: 4.5. Students’ responses to the ability to speak English

As shown in Figure 4.5, the study revealed that majority of the respondents, 22 students representing 44% cited they are very good which predict that they can speak English. Significant number of respondents, 15 students representing 30% cited they are excellent in

speaking the English language, 8 students representing 16% cited good, 8% cited satisfactory and only 1 student representing 2% responded that he speaks poorly in the English language.

The study indicates that there is a significant positive relationship between academic performance and the ability to speak English language. The finding also revealed that speaking in the classroom provides the most opportunities for improving English skills. It is accepted that a large part of classroom interactions is mediated through language. For the learner to receive and transmit knowledge lucidly, a certain level of language proficiency is essential (Mchazime, 2001).

4.6 Learners' ability to read in English language

Students were asked to rate their ability in the reading of the English language.

The researcher sought to find out the students' ability to read; according to the responses the significant majority of 18 students representing 36% cited that they can read excellently in the English language. Another 18 students representing 36% responded they are also very good in reading English text. 10 students representing 20% said they are good in reading in English.

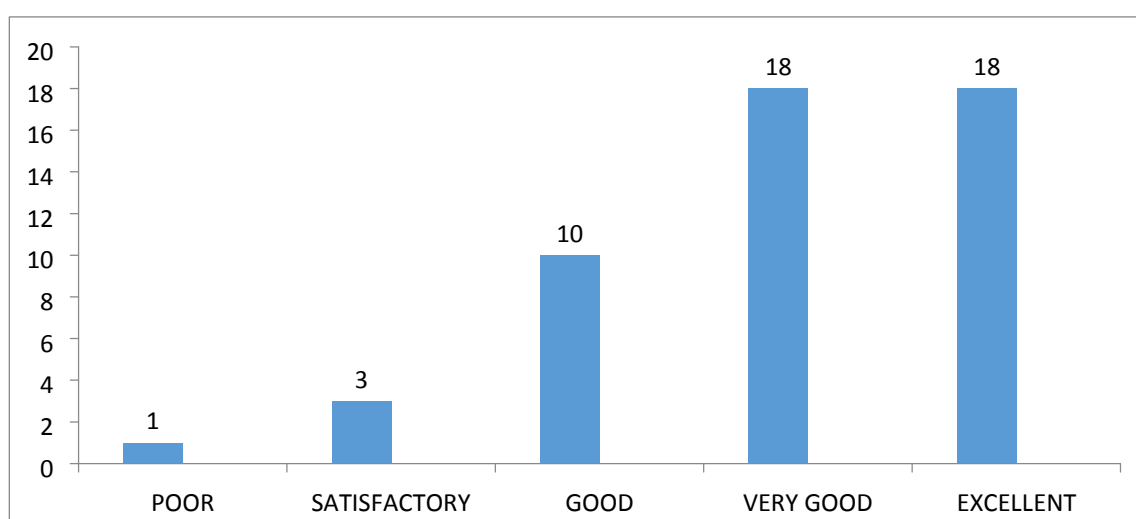


Figure: 4.6. Students' responses to the ability to read in English. Out of the 50 students, 3 representing (6%) and only 1 student representing (2%) responded satisfactory and

poor respectively. It is argued that reading and language learning are interdependent. Koda (2007) contends that while reading necessitates linguistic knowledge, reading ability enhances the expansion linguistic knowledge. From the discussion, it can be seen that teachers encouraged learners to read. This is understandable, given the definition of intelligence, which includes the ability to master and use a range of academic skills, like reading.

4.7 Learners' ability to write the English language

Learners were asked to rate their ability in the writing of the English language. The study revealed that the highest frequency of the respondents 20 students representing 40% cited they are very good which predict that they have good writing skills in English language, significant number of respondents, 18 students representing 36% cited they are excellent in writing. Again, 8 students representing 16% cited satisfactory whereas 5 students representing 10% cited they are good and the remaining 2 students representing 4% cited they are poor.

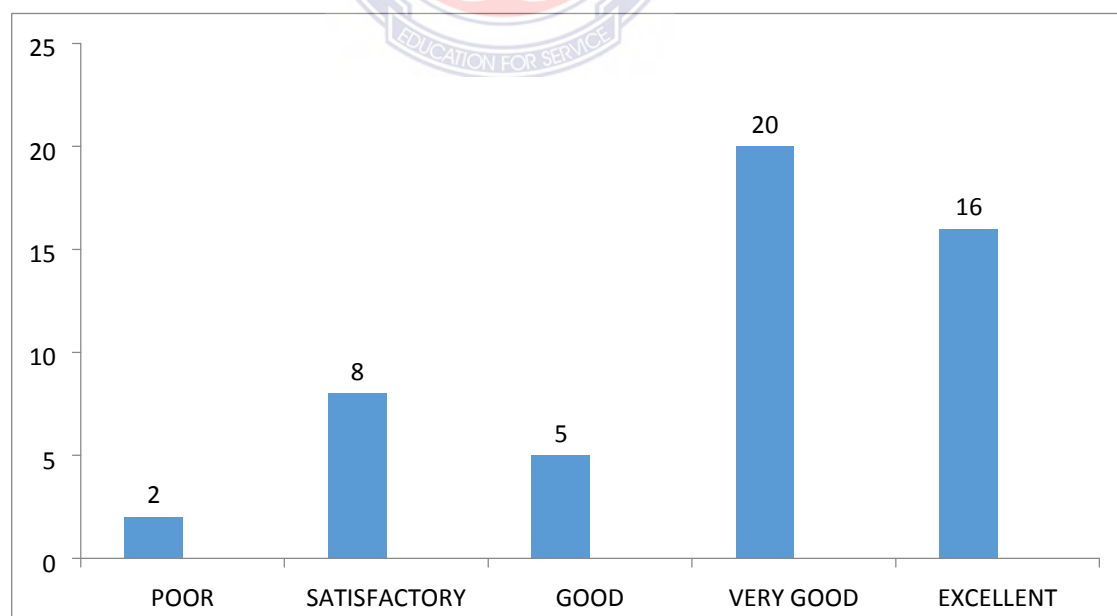


Figure: 4.7. Students' responses to the ability to write in English

One teacher remarked that: “*It can therefore be acknowledged that reading does in fact impact on the learners’ ability to pronounce and spell words*’. The study established that there is a significant relationship between academic performance and the ability to speak, read and write in English. It is maintained that writing competence comes from large amounts of self-motivated reading which is considered to provide the Competence for writing. Concomitant with the input hypothesis is the affective filter which, Naicker and Balfour (2009) claim to have an inverse relationship where improved self-confidence being an adjunct to lower affective filter, improves SL proficiency.

Granted, other reasons proffered were about learners not understanding the subject specific terminologies, lack of comprehension, and sheer inability to spell words. The strategy of getting more proficient learners to help slower learners is a strategy that Naicker and Balfour (2009) have found to help improve Cognitive Academic Language Proficiency. A vast majority of 85 % of learners have also agreed that such interactions with more proficient L1 speakers improved their skills in spoken and written English. Furthermore, the promotion of English can result in a diminution of literature written in indigenous languages, as educated people have learned to write in non-native languages.

4.8 The punctuality of learners

This explains the observational data on late punctuality of learners at the school. The study revealed that learners were punctual and those who arrive after the closure of the school gates (which is approximately 07:45) are not allowed into the school unless they return with their parent(s) either later in the day or the next day, contributing to absenteeism. While the school attempts to inculcate punctuality in learners, many days are lost as learners as are not allowed into the school on the days on which they come to school late. At times, it was observed that most of the learners reside in farming communities around the school but they managed to come to school. Some of them arrived late which was beyond the control of the

learners but they were still not allowed into the school. Of great concern is the plight of learners who are also stressed about home problems.

From the observation, it was clear that most learners absent themselves due to circumstances beyond their control which include long distances, household chores, coming from child-headed households and taking responsibilities for home problems. Schools, while building character in learners in terms of punctuality, do so at the expense of teaching and learning time. Learners have acclimatized themselves in not attending school if they perceive that they are going to be late and this becomes a vicious cycle of absenteeism leading to loss of teaching and learning time and probably increased drop-out rate.

4.9 Lesson observation/language use by teacher

The researcher sought to observe lessons to find out the kind of language(s) that is used as a medium of instruction by teachers. The attitudes of teachers come to the fore as they reflect upon the language they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in languages “growth or decay, restoration or destruction” Baker (1988). Their attitudes, also, as part of their cultural orientation, heavily influence the younger students (Shameem, 2004). It is observed that majority of the teachers used English Language only during teaching and learning because they believe they are very competent in it. Gardner (2001) proposes that the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the students. Not only that, teachers must encourage students to learn the materials and most importantly, use them. Besides, most teachers also feel that using the L1 to teach in the senior high school is a breach of the language policy.

A few of the teachers used English with little Twi for clarity while none of them used only Twi as a medium of instruction. It is acknowledged that code-switching carries out some basic functions which might be beneficial to language learning (Sert, 2005). Its usage is not

being encouraged by teachers to serve as a tool for language acquisition/learning. This contradictory finding prompted the researcher to ask teachers three additional questions regarding code-switching at the end of lesson observations. Their responses generated some interesting points that need further investigation.

In relation to the first question, most of the teachers said it is in fulfilment of the language policy of Ghana that only English should be used as the medium of instruction. To the second question, the teachers said they use code-switching to enhance better comprehension of salient points by the students. On how they assist learners who are not proficient/do not understand English, they responded that they voluntarily organise some tutorial classes outside the instructional hours without a fee.

4.10 Conclusion

This chapter presented data on variables and strategies that affect the academic performance of students of Mabang Senior High Technical School. It is evident that there are various factors that either facilitate or militate against the use of English as Medium of Instruction which can affect the academic performance of students. The analysis of the findings was based on three research questions. Based on the responses, the researcher realised that both teachers and students believe that English as a medium of instruction has a lot of challenges but its significance cannot be undermined. Most of the students feel that using English as a medium of instruction improves their English proficiency. However, they were less confident in it being an effective way to improve their subject knowledge since they do not get sound foundation at the basic level. Despite being aware of comprehension difficulties regarding their English level, they still want teachers to teach in English so that they can gradually develop their competence to go to the University. Studies by Byun (2011) and Brock-Utne (2012) have shown that English as a medium of instruction is a handicap for both lecturers and students in developing countries. Moreover, there is a huge gap between

primary and secondary English language competency level of students and the English language competency level required by universities.



CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter presents the summary of findings as well as recommendations and conclusion of the study. In all, a sample size of 150 was chosen from Mabang Senior High Technical School for the study. The summary of findings of the study is discussed and the role of English as medium of instruction is also discussed. The rest of the chapter is devoted to the implications of the findings and suggests relevant recommendations for teachers and students in relation to the research questions.

5.1 Overview of the study

The study assessed the effect of using English Language as a medium of instruction in the Mabang Senior High Technical School. Specifically, the study sought to find out the significance, the challenges as well as the effects of using English Language as medium of instruction. Data were collected from one hundred and fifty (150) respondents using random sampling. The data collected were coded, fed into the computer and processed using basic descriptive statistics. Frequencies and percentages and simple graphs were employed to analyse the effect of using English Language as a medium of instruction in Mabang Senior High Technical School. The following sections present the summary of findings:

5.2 Summary of the findings

This is a brief summary of findings on the effect of using English as a medium of instruction. The findings have been categorized based on the three research questions; (1) what are the significance of using English as a medium of instruction? (2) What are the challenges of Using English as a medium of instruction? And (3), what are the effects of using English language as a medium of instruction.

On the significance of using English as a medium of instruction, a highest frequency of 98 teachers, representing 98% as well as 46 students, representing 92%, agreed that, using English as a medium of instruction improves the employability prospects of local students.

Respondents of 96 teachers representing 96% and 44 students representing 88% agreed that EMI promotes the internationalization of Universities. Also, 90 teachers representing 90% and 40 students representing 80% for teachers and students respectively agreed that English language is widely used as a link language in offices and among the educated. As much as 80 teachers representing 80% with 37 students representing 74% agreed that English language has been assigned the role of library language.

It can be noted also that, 65 teachers representing 65% as well as 28 students representing 56% agreed that English as a medium of instruction helps to create an elite class. Participants of 60 teachers representing 60% and 25 students representing 50% agreed that students who are taught in English become bilingual. Finally, 55 teachers representing 55% as well as 20 students representing 40% agreed that using English as a medium of instruction helps to enhance the students' academic progress in other subjects.

With regard to the challenges of using English as a medium of instruction, a highest frequency of 60 teachers representing 60% as well as 43 students representing 86% agreed that using English as a medium of instruction reduces students ability to understand concepts in the classroom. As much as 58 teachers representing 58% and 40 students representing 80% agreed that students develop low level of knowledge about the subject they study. A number of teachers, 55 representing 55% with 38 students representing 76% agreed that using EMI leads to excessive waste of time during lessons. Respondents of 54 teachers representing 54% in addition to 35 students representing 70% agreed that EMI leads to least amount of participation of students in the classroom due to low proficiency in English.

Finally, 49 teachers representing 49% as well as 25 students representing 50% agreed that students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.

On the effects of using English as a medium of instruction, 80 teachers representing 80% with 40 students representing 80% agreed that the use of English as a medium of instruction helps students to develop positive attitude to English language. Also, 75 teachers representing 75% as well as 38 students representing 76% agreed that EMI enhances the carrier opportunities of students. Respondents of 70 teachers representing 70% and 35 students representing 70% agreed that EMI helps to improve proficiency level of students.

It is worth noting that, 68 teachers representing 68% with 30 students representing 70% agreed that using English as a medium of instruction makes students globally accepted. Other teachers, 65, representing 65% and some students, 28 representing 56% agreed that students cannot ask many question when English is used as a medium of instruction due to lack of vocabulary.

Finally, 50 teachers representing 50% as well as 26 students representing 52% agreed that EMI can lead to school dropout since students cannot grasp the content of what they are taught.

Based on the findings of the study, it was realized that using English as a medium of instruction had both positive and negative effects on students' performance, thus, so much significance with its accompanying challenges. To both teachers and students, it was not the means of instruction alone that poses threat but other factors also account for their poor academic performance. The other factors might include the students' ability to speak, read, and write in the English language also affect their academic performance.

5.3 Role of English as medium of instruction in the Ghanaian classroom

In any teaching and learning process, the language of instruction plays a very vital role in facilitating learning of subjects' content. So, it is necessary for teachers and learners to use the language of instruction appropriately for enhancing effective teaching and learning. Using English as a medium of instruction plays a significant role in motivating the participants to form positive attitudes towards their professional development program. Though it has some challenges, these challenges have to be faced bravely and a bold step has to be taken at least now for the future prosperity of the country as well as the student population since students are not only trained to be productive in Ghana alone but on the international front as well.

The role of English as a medium of instruction in the senior high school level is to help students develop mastery of English which is now regarded as the prerequisite for access to civil service, higher education and British-based professional-qualification examinations, such as accountancy, medicine and engineering. Besides, since Ghanaian students are not trained and educated only to be useful at the national level, but also international space, there is the need for them to be proficient and competent in the use of the English language which is regarded as an international language.

Furthermore, Since Ghana is an ethnically diverse country with several ethnic groups and tribes speaking different languages, the role of English as a medium of instruction in the senior High schools is to foster unity among students with different ethnic background and keep in touch with one another without looking down on any tribe.

5.4 Pedagogical implications

It is believed that the research results reported here have significance for teachers and students as well as other stakeholders in the educational sector. In this sense, measures must

be taken to ensure that students, especially those in the rural areas, get solid foundation in the English language by encouraging them to read wide as this will not only help them develop positive attitude to the language but also increase their proficiency. Using English as a medium of instruction will not just improve the employability status of students but will also make them globally accepted since English has become an international language. Teachers can also constantly review their methodology with regards to explaining concepts when using English as a medium of instruction in order to enhance better understanding of concepts by students. Stakeholders can review the language policy, especially for those in the remote areas so that teachers can code-switch to enhance better comprehension of subject content by learners.

5.5 Recommendations

Based on the findings of the study, the researcher recommends that:

1. School authorities must organize in-service training for all teachers in the school to enhance English proficiency in the school.
2. Students should be encouraged to develop the habit of reading by introducing them to the school library to enable them build upon their vocabulary in English language.
3. Students should be encouraged to participate in classes to develop the habit of speaking English to build their confidence level in the language.
4. Stakeholders in the educational sector should periodically review the language policy and also visit schools in deprived areas regularly to know the problems teachers and pupils face in teaching and learning in order to bridge the gap between performance in the rural and urban schools in the country.

5.6 Suggestions for future research

Because of the stipulated period for the study, the research was limited to specific area and suggests that, further research be done to cover more schools in the Municipal to present the true picture of using English language as a medium of instruction.

5.7 Conclusion

To conclude, this study realised that it is not so much English as a language which has a negative impact on the academic performance of learners of Mabang Senior High Technical School but rather, the environment. This is also echoed by Amuzu (1992), who concluded that the difference of learner's performance was not so much dictated by language per se but rather, by the environment in which they find themselves. Complicating the issue is the complexity of the English language in terms of its lexicon and registers, when juxtaposed against indigenous languages which lack the necessary lexicon and registers required for conceptual work across the academic discipline (Witwatersrand 2003). However, it is precisely this level of complexity of English, which is not commensurate with language development among learners, and in some cases teachers, which poses a challenge. This research concludes with the following excerpt from Alexander (1999, p. 10) who states:

“Besides the intrinsic value of being proficient in a number of languages, it is obvious that in the post-colonial situation where lingua franca which cater for the whole nation either do not exist or where the former colonial language functions as such in restricted domains, knowledge of two or more national language is a viable alternative and an essential practical strategy for the creation of national consensus and even of a sense of national unity”.

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APPENDIX A

APPENDIX A: QUESTIONNAIRE

DEPARTMENT OF APPLIED LINGUISTICS



MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE

UNIVERSITY OF EDUCATION, WINNEBA

(WINNEBA CAMPUS)

This study is being undertaken as part of the requirement of the MED program at the Department of Applied Linguistics, Master of Education in Teaching English as a Second Language at University of Education, Winneba Campus. You are welcome to take part in this study by providing answers to the questions in this questionnaire. Your responses will be treated with the confidentiality it deserves. Thank you.

Please tick your response in the appropriate space.

Questionnaire for Mabang Senior High Technical School Teachers

SECTION A

Respondents' Background Information Please

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

1.1 Please indicate your gender:

Male [] Female []

1.2 Please indicate your age range

Below 30 years [] Above 30 years []

1.3 Marital Status:

Single [] Married []

1.4 What is your academic qualification?

First Degree [] Second Degree []

1.5 What is your professional qualification?

Professional [] Non-Professional []

1.6 How long have you been teaching?

Less than 2yrs [] More than 2yrs[]

SECTION B

SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

2. What are the significance of using English Language as medium of instruction?

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

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

No.	The significance of using English Language as medium of instruction					
2.1	it promotes the internationalization of universities	1	2	3	4	5
2.2	improves employability prospects of local students	1	2	3	4	5
2.3	It is used widely as a link language in offices and among the educated people	1	2	3	4	5
2.4	English language has been assigned the role of library language	1	2	3	4	5
2.5	has gained relative importance on our educational programs	1	2	3	4	5
2.6	results in improved and faster acquisition of knowledge by pupils	1	2	3	4	5
2.7	It helps to create an elite class	1	2	3	4	5

2.8	Students who are taught in English become bilingual	1	2	3	4	5
2.9	It enhances the student academic progress in other subjects	1	2	3	4	5

SECTION C

CHALLENGES OF ENGLISH AS MEDIUM OF INSTRUCTION

3. What are the challenges of using English Language as medium of instruction?

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

No	challenges of using English Language as medium of instruction					
3.1	It reduces ability to understand concepts	1	2	3	4	5
3.2	low-level of knowledge about the subject studied	1	2	3	4	5
3.3	excessive consumption of time during lessons	1	2	3	4	5
3.4	The least amount of participation in the classes due to low level proficiency in English.	1	2	3	4	5
3.5	the failure to understand lectures delivered in English and text books written in English	1	2	3	4	5
3.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.	1	2	3	4	5

SECTION D**EFFECT OF ENGLISH LANGUAGE AS MEDIUM OF INSTRUCTION ON
STUDENTS' PERFORMANCE**

4. Please indicate what the effects of using English Language as medium of instruction?

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

No	effects of using English Language as medium of instruction	1	2	3	4	5
4.1	Students develop positive attitude to English	1	2	3	4	5
4.2	It enhances carrier opportunities of students	1	2	3	4	5
4.3	It helps to improve proficiency level of students	1	2	3	4	5
4.4	It makes students globally accepted	1	2	3	4	5
4.5	Student cannot ask many question due to lack of vocabulary	1	2	3	4	5
4.6	It leads to school dropout since they cannot grasp the content of what they are taught.	1	2	3	4	5

4. What is the average performance at school for a learner who is proficient in the English Language (for all subjects)?

Rating	
50%-100%	Below 50%

Interview guide

4. Please could you tell me some of the significance of using English Language as medium of instruction?

5. Please could you outline some of the challenges of using English Language as medium of instruction?

6. What are some of the effects of using English Language as medium of instruction?

Thank you for your contribution.

APPENDIX B: OBSERVATION TOOL

LESSON OBSERVATION/LANGUAGE USE TOOL

NAME OF SCHOOL:

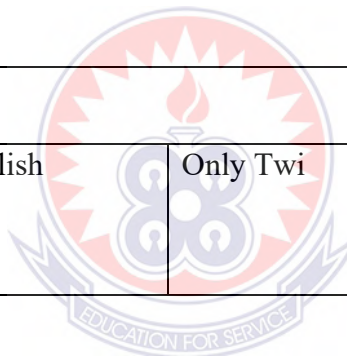
DATE(S) OF OBSERVATION)

IN CLASS OBSERVATION:

Punctuality of teacher(s)	
Punctuality of Learners	
What happens to learners who come in late?	

LESSON OBSERVATION:

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





**APPENDIX C
APPENDIX C: QUESTIONNAIRE**



DEPARTMENT OF APPLIED LINGUISTICS

MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE

UNIVERSITY OF EDUCATION, WINNEBA

(WINNEBA CAMPUS)

This study is being undertaken as part of the requirement of the MED TESL program at the Department of Applied Linguistics, at the University of Education, Winneba Campus. You are welcome to take part in this study by providing answers to the questions in this questionnaire. Your responses will be treated with the confidentiality it deserves. Thank you. Please tick your response in the appropriate space.

Questionnaire for Mabang Senior High Technical School Students

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

SECTION A

SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

1. What are the significance of using English Language as medium of instruction?

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

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

No.	The significance of using English Language as medium of instruction	1	2	3	4	5
1.1	it promotes the internationalization of universities					
1.2	improves employability prospects of local students					

1.3	It is used widely as a link language in offices and among the educated people	1	2	3	4	5
1.4	English language has been assigned the role of library language	1	2	3	4	5
1.5	has gained relative importance on our educational programs	1	2	3	4	5
1.6	results in improved and faster acquisition of knowledge by pupils	1	2	3	4	5
1.7	It helps to create an elite class	1	2	3	4	5
1.8	Students who are taught in English become bilingual	1	2	3	4	5
1.9	It enhances the student academic progress in other subjects	1	2	3	4	5

SECTION B

CHALLENGES OF ENGLISH AS MEDIUM OF INSTRUCTION

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

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

No	challenges of using English Language as medium of instruction	1	2	3	4	5
2.1	It reduces ability to understand concepts	1	2	3	4	5
2.2	low-level of knowledge about the subject studied	1	2	3	4	5
2.3	excessive consumption of time during lessons	1	2	3	4	5
2.4	The least amount of participation in the classes due to low level proficiency in English.	1	2	3	4	5
2.5	the failure to understand lectures delivered in English and text books written in English	1	2	3	4	5

2.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.	1	2	3	4	5
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SECTION C

**EFFECT OF ENGLISH LANGUAGE AS MEDIUM OF INSTRUCTION ON
STUDENTS' PERFORMANCE**

3. Please indicate what the effects of using English Language as medium of instruction?

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

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

Rate your abilities in English

Abilities	1	2	3	4	5
	poor	Satisfactory	good	Very good	excellent
Speaking					
Reading					
Writing					

Thank you for your contribution.