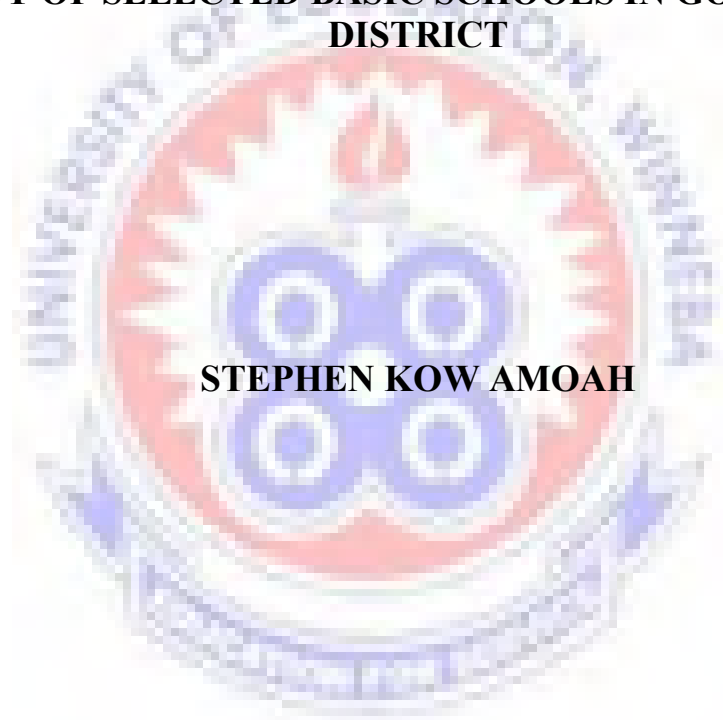


**UNIVERSITY OF EDUCATION, WINNEBA**

**ENGLISH ONLY POLICY IN THE CLASSROOM: A CASE  
STUDY OF SELECTED BASIC SCHOOLS IN GOMOA EAST  
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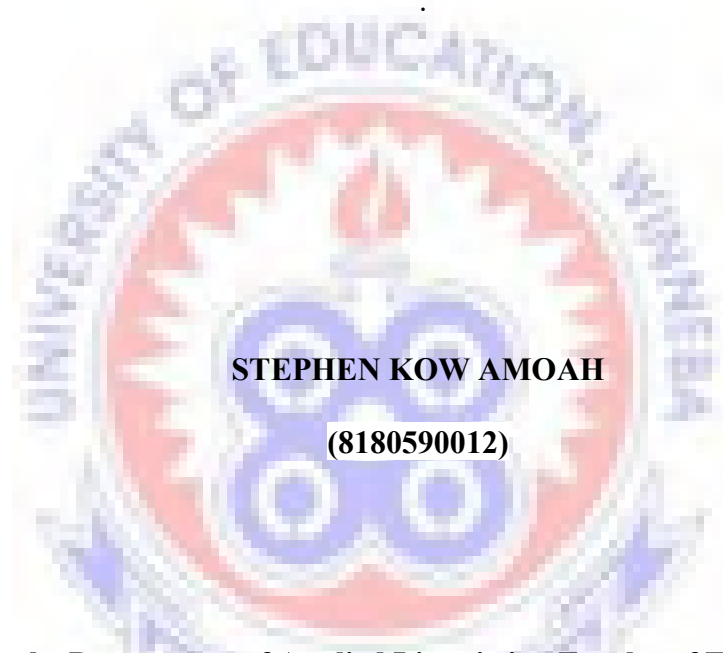


**STEPHEN KOW AMOAH**

**2019**

**UNIVERSITY OF EDUCATION, WINNEBA**

**ENGLISH ONLY POLICY IN THE CLASSROOM: A CASE STUDY OF  
SELECTED BASIC SCHOOLS IN GOMOA EAST DISTRICT.**



**STEPHEN KOW AMOAH**

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**A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages  
Education and Communication, submitted to the School of Graduate Studies in  
partial fulfilment  
of the requirements for the award of the degree of  
Master of Philosophy  
(Teaching English as a Second Language)  
in the University of Education, Winneba.**

**SEPTEMBER, 2019**

# DECLARATION

## STUDENT'S DECLARATION

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

Signature:.....

Date:.....

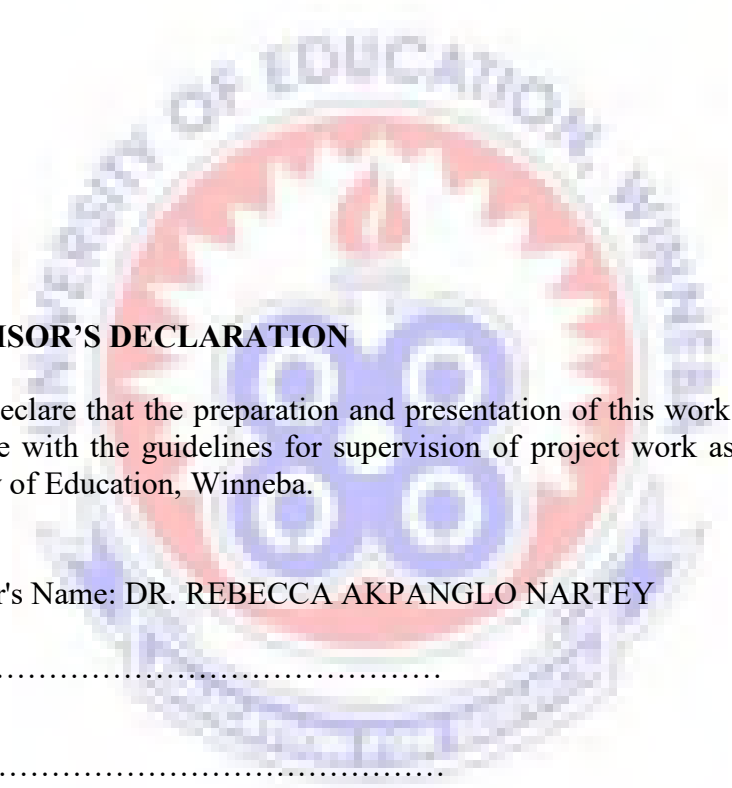
## SUPERVISOR'S DECLARATION

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

Supervisor's Name: DR. REBECCA AKPANGLO NARTEY

Signature .....

Date:.....



## **DEDICATION**

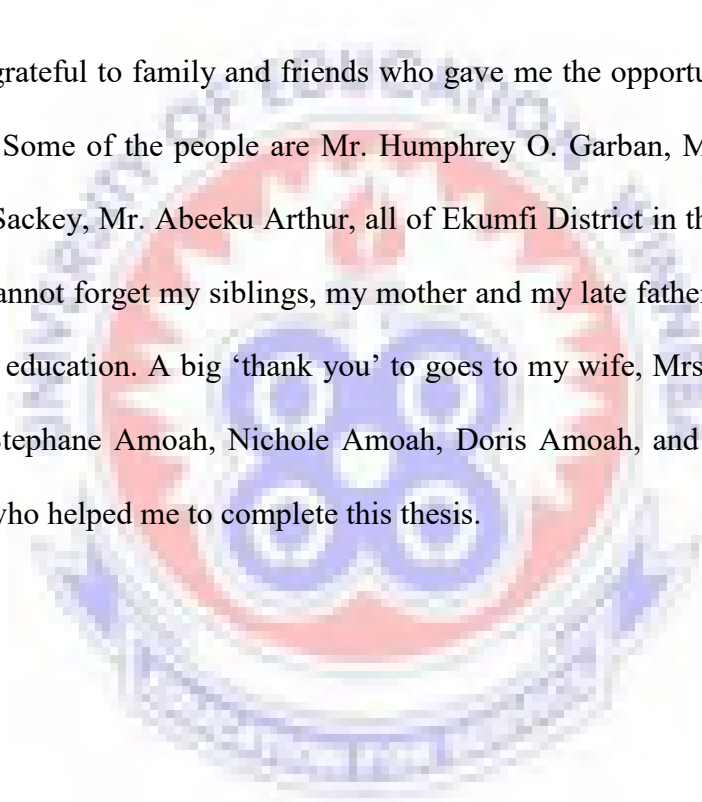
I dedicate this work to my parents, my wife, my siblings, my children for their sacrifices, prayers and pieces of advice.



## ACKNOWLEDGEMENT

I am grateful to all who contributed in various ways to the completion of this thesis. Ingratitude is said to be the worst of all human vices and gratitude the least of all human virtues. It is upon this that I express my heartfelt gratitude to my lecturers, Dr. Charlotte Fofu Lomotey, Dr. Rebecca Akpanglo-Nartey, Dr. Rogers Asante, and Dr. Kwaku Ofori, for their immense support; corrections, suggestions, and advice which made it possible for me to complete this work.

I am also grateful to family and friends who gave me the opportunity to continue my education. Some of the people are Mr. Humphrey O. Garban, Mr. Abraham Arthur, Mr. Isaac Sackey, Mr. Abeeku Arthur, all of Ekumfi District in the Central Region of Ghana. I cannot forget my siblings, my mother and my late father who advised me to further my education. A big 'thank you' goes to my wife, Mrs Joanna Amoah, my children; Stephane Amoah, Nichole Amoah, Doris Amoah, and Nadia Amoah and everyone who helped me to complete this thesis.



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## **LIST OF ABBREVIATIONS**

EFA	=	Education For All
EMI	=	English as a Medium of Instruction
LI	=	First Language or Mother Tongue
L2	=	Second language (English Language)
Mol	=	Medium of Instruction
NALAP	=	National Literacy Accelerated Program
TBE	=	Transitional Bilingual Education
P1-P3	=	Primary one to Primary three
LiE	=	Language in Education
GES	=	Ghana Education Service
WAEC	=	West Africa Examinations Council
CPP	=	Convention Peoples Party
PNDC	=	Provisional National Defence Council
NDC	=	National Democratic Congress
NPP	=	New Patriotic Party
NLC	=	National Liberation Council
PP	=	Progress Party
NRC	=	National Redemption Council
SMC	=	Supreme Military Council
ELL	=	English Language Learner
SEI	=	Structured English Immersion
ESL	=	English as a Second Language
BLE	=	Bilingual Education

## ABSTRACT

The language current policy of education in Ghana requires that English should be used as the sole medium of instruction (MoI) from Primary 4 onwards, with the native language taught as a subject. However, this policy has not been thoroughly observed and put into practice by teachers and educational administrators. This qualitative study therefore sought to find out the challenges of English only policy in Ghanaian upper primary 4 schools, the strategies employed by teachers in English as medium of instruction (EMI) classrooms to achieve their lesson objectives in P.4., and strategies that can be employed to enhance the use of the English Only in the classrooms. The study was conducted in ten (10) public basic schools in Gomoa East District in the Central Region of Ghana. The researcher found out that the influence of L1 on L2 class, low proficiency and understanding of English by pupils, lack of enforcement of the policy, the environment or locality of the school, lack of in-service training for teachers, the early-exit model among others have militated against the use of English as the sole medium of instruction in the public upper primary (P.4) classroom. The researcher observed that the use of teaching aids, code-switching, translation, safe-talk, previewing and reviewing were the strategies teachers used in EMI classrooms in the selected schools. It is believed that if we adopt the bottom-up approach, provide textbooks, give effective supervision, give in-service training as well as adopting the late-exit transitional bilingual education practice will enhance EMI usage in classrooms.



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter discusses the background to the study. It deals with the English Only policy in Ghana. The statement of the problem depicts the real situation of the policy. The chapter also deals with the purpose of the study, the objective of the study, the research questions, the significance of the study, limitations and delimitations of the study. The chapter ends with the conclusion on the areas discussed in this chapter of this study.

### 1.1 Background to the Study

It is an undeniable fact that there are various factors to consider in delivering quality basic education in Ghana. One of the factors is the language of instruction. The language of instruction is the basis for all communication in every classroom. Therefore, in order for teachers to teach to the understanding of the pupils and ensuring that classroom instructions are followed correctly, there must be a common language. That is, teachers and students must understand each other linguistically so that communication of ideas and information is passed effectively. Hence, it is necessary for the teachers and learners to use the language of instruction appropriately for effective teaching and learning. Due to the vital role play by language of instruction in the classroom, many governments adopt language policy to be used in schools.

Issahaku (2007, p.28), defines language policy as the course of action adopted and pursued by a government, party or ruler of a particular country to develop or improve upon the already existing communication skills of that particular group in order for

the citizens to communicate effectively with one another orally or in written. This language policy may differ from country to country depending upon the linguistic nature of that nation.

There has been a continuing disagreement on the language of education in Ghana. While others believe that mother of the pupils should be used as the medium of instruction, others believe that there should be a neutral language that should be used as a medium of instruction. According to Owu-Ewie and Eshun (2006, p.43), “nations whose native languages are not the languages of education have promulgated language policies to solve communication problems in their school systems”. Due to the multilingual nature of Ghana, it has put into effect a language policy which uses the child’s L1 as medium of instruction at the lower basic level (KG1 to Primary 3) and English (L2) used from Primary four onwards. English as medium of instruction (EMI) is defined by Dearden (2014, p. 4) as “the use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.”

In any classroom, the teacher uses the language of instruction to communicate whatever knowledge the children have to acquire through the language of instruction. The teacher also issues instructions to the students through the same language. The students, on the other hand, communicate their responses to the teacher's questions in the language of instruction. It is through this that the teacher is able to assess the level of understanding of what he or she has taught them. It is also through the language of instruction that the children express their needs to the teacher.

The Language of instruction in Basic Education has been and continues to be a major problem for multilingual countries in Africa, especially, Ghana. The status of English

as L2 in Ghana dates back to the colonial period during British rule. After independence in 1957, Ghana, like other colonized countries was left to adopt English as its official language. In Ghana, this contention began during the era of the missionary activities in education. While the Basel and the Bremen missionaries believed that the use of the local language as a medium of instruction was the best way of promoting learning, the Wesleyans, with a contrary view, believed in the adoption of English language (L2) as a medium of instruction in all their schools (McWilliams & Kwamena-Poll, 1975). Many linguists as well as experienced and successful bilinguals argue that it is highly desirable for multi cultural societies to support the use of a first language (L1) in the learning of young bilinguals in schools. According to (Ndamba, 2008, p.73), the mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a second language".

The adoption of English was necessary because Ghana is a country that consists of different ethnic groups. Each of the ethnic groups wants its local language to be given national recognition. Hence, Ghana has not been able to choose a lingua franca or adopt one indigenous language as a national language. This is so because the number of languages spoken in Ghana is so many and choosing one language to be used as a medium of instruction has become a big problem for the country. Ansah and Agyeman (2015, p.91), for instance, argues that Ghana has about 68 indigenous languages from three language families: Gur, Mande, Kwa (Niger-Congo).

Due to the inability of the country to choose one of its numerous languages as the medium of instruction to be used in schools, it has changed its language policy of education for about four times with the current language policy of education stating that the mother tongue prevalent in the community in which the school is situated is



be used as the medium of instruction from Kindergarten to Primary three and English taught as a subject. After three years of English being taught as a subject, it is then used as the medium of instruction from Primary four onwards while the LI (the mother tongue) is taught as a compulsory subject from Primary 4 to JHS. Unfortunately, most teachers disregard the language policy and do what they think is appropriate to them in the classroom. Casual visit by the current researcher to some of his friends in some basic schools in Gomoa East District revealed that teachers use the local languages when they are to use English as the medium of instruction. This meant that the language policy of education in Ghana is not adhered to at the basic level classroom. This revelation by the researcher confirmed the findings observation made by Ansah and Agyeman (2015, P.97), that teachers aware of the policy but they were unable to apply the policy to the letter. Kraft (2003, p.3) adds that the main weakness of the policy is that very little has been done with its implementation. It is against this background that this researcher wants to find out the challenges of the policy to teachers and learners in the in Ghanaian upper primary four (P.4) classrooms. The study would also find out the strategies used by teachers to avoid an English Only language policy in Primary 4 (P4). It also seeks to find out the strategies that can be employed to enhance the use of the English Only in the classrooms.

## **1.2. Statement of the Problem**

Ghana as a multi-lingual nation adopted English language as the medium of instruction because it was not able to adopt one of its indigenous languages as a national language to be used as a Medium of Instruction in schools. For instance, the Government's decision to adopt English as the sole medium of instruction in 2002 generated incensed public interest and criticisms and community reactions toward the sole English medium of instruction, Ansah and Agyeman (2015, p.33).

Observations by the researcher of this study during his casual visits to some basic schools in Gomoa East District showed that the language of instruction used by some teachers does not go in line with the language policy of instruction at primary school level. The current researcher noticed that teachers were using the local languages (L1) to teach when they were actually not supposed to do that. It is against this background that the researcher wants to find out the challenges of the policy to teachers and learners in the in Ghanaian upper primary four (P.4) classrooms. The study would also find out the strategies used by teachers to avoid an English Only language policy in Primary 4 (P4). It also seeks to find out the strategies that can be employed to enhance the use of the English Only in the classrooms.

A research conducted by Mwinsheikhe (2009, p.72), in a study about the dilemma of using English as a medium of instruction in the Tanzania, the teachers in that study submitted that they used the local language so that pupils could understand the lessons which would culminate in the achievement of lesson objectives. The teachers added that they used the local language because they wanted their pupils to take active part in the lessons because when they used English as the only medium of instruction, participation in the class activities was very low. According to Owu-Ewie & Eshun (2015, p.77), when teachers were asked why they used Ghanaian language (Fante) in a class where English was supposed to be the sole medium of instruction, they indicated that the proficiency of the pupils or students in English language was very low.

Yiboe (2011), revealed that majority of pupils he interviewed in the Volta Region wished they were taught in the local language. Kwapong (2006), also showed that the use of local language improves pupils' performance in problem solving more than English. In addition to the above researches, 'Improving Educational Quality Project'

undertaken by American Institute for Research and report across Ghana as reported by Asare-Amoah (2001 p.58), saw that pupils were active, vocal, and participated highly in lessons when the teachers switched from English to Twi. He added that teachers use Fante as a medium of instruction in the upper primary, (p.59).

The language policy for instruction at the primary school level is clearly stated in the language policy on Education. However, in reality, teachers are not going by the tenet of the policy. This is because there has been little attempt made to explore the challenges, strategies used by teachers in EMI classroom and strategies to enhance the policy in upper primary 4, especially, in schools in metropolitan and fishing communities. Hence, it is worthwhile to explore the EMI policy in some of the schools in some metropolitan communities in Gomoa East District. It is the aim of the researcher to find out why teachers tend to use the local language (Fante) instead of using English as a medium of expression. It would also find out the strategies used by teachers in English-Only classrooms. Finally, the research seeks to find out the strategies that can be employed to enhance the use of the English Only in the classrooms.

### **1.3 The purpose of the Study**

The purpose of the study is to find out the challenges of the English Only policy in the classrooms in Ghana. The study will suggest to all stakeholders in Education, the strategies that can be used to enhance the use of English as the medium of instruction. It would also contribute to the understanding of using either English only as medium of instruction in teaching pupils in upper primary, as the policy stipulates, or using both the LI and the L2 as a medium of instruction as other teachers are adopting in teaching and learning in our classrooms.

#### **1.4. The Objectives of the Study**

The objectives of this study are to find out:

1. the challenges of English only policy in Ghanaian upper primary 4 schools.
2. the strategies employed by teachers in EMI classrooms to achieve their lesson objectives in P.4.
3. the strategies that can be employed to enhance the use of the English Only in the classrooms.

#### **1.5 Research Questions**

The study attempts to answer the following research questions.

1. What are the challenges of English only (EMI) policy in the classrooms in Ghanaian upper primary 4 schools?
2. What strategies do teachers employ in EMI classrooms to achieve their lesson objectives in P.4?
3. What strategies can be used to enhance the use of English as a medium of instruction in Ghanaian upper primary 4 schools?

#### **1.6 Significance of the Study**

Many studies have been conducted in Ghana and some other countries on the suitable language to be used as a medium of instruction in schools. These studies such as Collison (1972), Andoh-Kumi (1992), Asare-Amoah (2001), Owu-Ewie (2006, 2012,) Arhin (2014), Owu-Ewei and Eshun (2015), did not cover the reality of the challenges of English Only policy in the classrooms especially in the Primary 4 classrooms. It must be emphasized that most of these researches done on English as a medium of expression were conducted mostly in monolingual communities where teachers' use of the local language was easily understood by the students. However, Gomoa East district has multilingual communities, and the research will be conducted

in schools of some multilingual communities and some fishing communities to ascertain the challenges of the English Only policy in the classrooms.

This research will be beneficial to all stakeholders in Education including parents, teachers, researchers, the Ministry of Education, and the Government as a whole. This is because the study would contribute to the understanding of using either English only as a medium of instruction in teaching pupils in upper primary as the policy stipulates or using both the LI and the L2 as medium of instruction as other teachers are adopting in teaching and learning in our classrooms. It will also inform educational planners about how to plan effectively and formulate appropriate language policy of education for use in the upper primary classroom.

### **1.7 Limitation**

This research is restricted to only the human resource manager, the circuit supervisors, the teachers and pupils in the selected schools in Gomoa East District. The researcher should have gone to all the schools in the District but could not do it due to financial constraints.

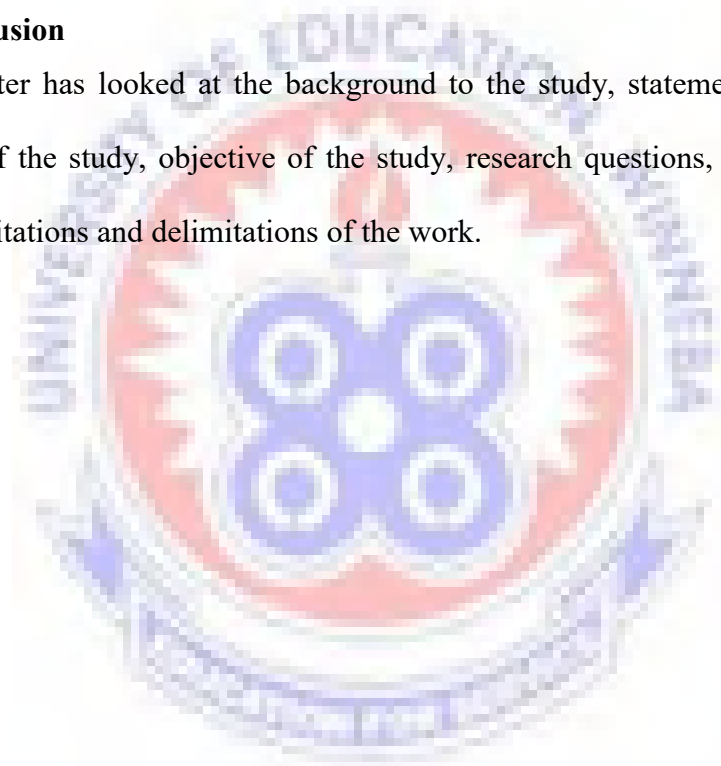
### **1.8 Delimitation**

The study is restricted to the English Only Policy in the upper primary 4 classrooms in Ghana and how can it be improved. The participants are pupils in primary four (P4) and teachers who teach them. The study was conducted in Gomoa District in the Central Region. The schools used in the study are all public schools since the language policy of education is compulsory for all public schools. The choice of upper primary 4 stems from the fact that teachers begin to use English language as the sole medium of instruction to teach pupils from upper primary 4 onwards after English and the mother tongue prevalent in the locality have been used as the medium of instruction from Kindergarten to Primary 3.

The study was conducted in only ten (10) public schools in only six (6) communities in the Gomoa East District. The researcher used the purposive and random sampling techniques to select ninety-six (96) respondents only from the ten (10) schools including the district education human resource manager (HRM), the circuit supervisors, headteachers, the teachers and pupils in the selected schools in the district. The selection of schools in the district covers schools in urban, semi-urban, fishing and rural communities.

### **1.9 Conclusion**

This chapter has looked at the background to the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitations and delimitations of the work.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

Various attempts have been made by various researchers to contribute to issues related to Medium of Instruction (MoI) in EL, EFL, and ESL classrooms. This section will look at some of these relevant contributions of these studies and their relevance to this research. The literature review is put into categories as; the meaning of medium of instruction (MI), the historical overview of the language policy in Ghana taking into consideration the pre-colonial, colonial and post colonial era. The study also discusses the current language policy, the importance of English Only as a Medium of Instruction (EMI). The study is underpinned by the following conceptual framework; challenges of English only (EMI) policy in the classrooms, the strategies used by teachers in English Only classrooms to achieve learning outcomes, and strategies to enhance the use of English only in the classrooms.

#### **2.1 What is Medium of Instruction?**

A medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. The medium of instruction has always been a key issue among educational institutions across the world, especially in those nations who were once British colonies. "This situation is common in multilingual communities, especially, where a foreign language has infiltrated into the linguistic fabric as a national and a formal language as a result of historical and political consequences", (Owu-Ewie, 2006, p.13). Hence, the language to be used in the classrooms in most African countries is based on non-indigenous language of wider communication, typically the language of the former colonial power as an official language or language of instruction in the classrooms.

## **2.2. Historical overview on Medium of Instruction in Ghana**

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*, traditional education was conducted in the indigenous languages (Spring, 1998). With the inception of formal education and the subsequent use of English as the medium of instruction, the indigenous languages were seen as “inadequate” as teaching media (Bamgbose, 2000). Bilingual education in Ghana began with the castle schools and was later continued by the Christian missionaries. This period is the pre-colonial period (1529-1925). The languages used as medium of instruction then were Portuguese, Dutch, Danish and English whenever the Portuguese, the Dutch, the Danes and the English respectively were in power. The situation, however, changed with the arrival of the missionaries, who resorted to the development of the local languages in both their educational and proselytizing efforts. The local language (Ghanaian Language) in this case, the dominant language of the locality which includes one of the following: Akan (Fante and Twi), Nzema, Ga-Adangbe, Ewe, Gonja, Kasem, Dagbani, and Dagaare. During this period, the Local Language was to be used as the medium of instruction only at the lower primary level, with English used thereafter, (Graham, 1971, p.74).

The use of a Ghanaian language during the period from 1529 to 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). From 1925 to 1951, a Ghanaian language was used as medium of instruction for the first three years and English as a medium of instruction in the fourth year. Between 1951 and 1956, a Ghanaian language was used only for the first year and English used as a medium of instruction from the second year. 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 or English as the medium of instruction at the lower primary level has had a checkered history. From 1957 to 1966, a Ghanaian language was not used at all. English was used as a medium of instruction. From 1967 to 1969, Ghanaian was used only for the first year and English as a medium of instruction took over from the second year as was witnessed between 1951 and 1956. In 1970 to 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 and English from the fourth year.

The English-Only policy was adopted by the NPP administration through a cabinet decision which attracted a lot of criticisms from all walks of life and the President appointed a committee to review it. The Educational Review Committee was headed by Professor J. Anamuah-Mensah. The committee recommended the use of either English or the local language as a medium of instruction at the kindergarten and lower primary level. The committee's recommendations on the medium of instruction were as follow;

1. Either the local language or English language should be used as a medium of instruction at the Kindergarten and lower primary as appropriate.
2. Where teachers and, teaching and learning materials are available, local languages must be used as the medium of instruction.
3. Within a period of five years, the Ministry of Education and the Ghana Education Service should make the necessary preparations for a more effective implementation of the use of local languages as a medium of instruction. This

include: the training of more local language teachers and the provision of teaching and learning materials.

4. As much as possible, teachers posted to teach at this level should be familiar with the local language.
5. Emphasis should be on the production of more teachers in various local languages. In posting teachers to teach at the kindergarten and the lower primary, their local language competence should be taken into consideration. (Anamuah-Mensah, 2002 p.4-5).

This recommendation was presented to government and upon a careful study of the report; the government came out with a White paper in October, 2004. The White paper stated the following;

1. Government accepts the recommendations that the children's first home language and Ghana's official language, English, should be used as a medium of instruction at the kindergarten and primary level. Government is aware of the importance of children's native language as an effective communication tool for reaching learners at this level. Government is also mindful of the depth of research, which provides a scientific basis for the uses of the parental language as a medium of teaching, and of communication in general, in the early stages of education, thus, the formulation of a policy to that effect.
2. The difficulties, however, of implementing that language policy pushed Government to review the modalities of its application. Given the great multiplicity of Ghanaian languages, the most obvious of these difficulties is how to provide for a class of children with diverse home languages as is increasingly the case in both urban and rural school settings.

3. Government is very much aware of its responsibility to promote Ghanaian culture, especially through the use of local languages. Hence, every effort would be made to promote the development of teaching and learning materials in Ghanaian languages, together with support for the training of teachers in the use of Ghanaian languages in teaching. Government, therefore, further accepts the recommendation of the committee that where teachers and materials are available and linguistic composition of classes is fairly uniform, the children's first language must be used as the dominant medium of instruction in the kindergarten and lower primary school.
4. At the same time, it is also well established that an early and routine acquaintance with second, third or even fourth languages confers on children great advantages in their lifelong proficiency in those languages. The facts of geography impose on Ghana a necessity to promote among wide segments of the commercial and financial sectors' work forces a proficiency in the French language. Being an English-speaking country is also a source of considerable competitive advantage in international economic and political relation, which Ghana needs to build upon. Therefore, government has in the past encouraged a policy of early introduction to English and French, which is intended to maintain in a balanced way with the primary use of mother tongue in kindergarten and lower primary school and then with increasing intensity in high school.
5. It is the decision of Government that apart from assuring primary-tongue proficiency in English by the end of primary school, all people at Junior High schools should attain a good working and communication proficiency in English. Second cycle institutions should then be able to concentrate on

enrichment of communication skills in English rather than spending so much study time in the remedying of basic deficiencies that have been carried over from the primary level. (Ministry of Education Youth and Sports, 2004 p.27-30).

The language policy of education in Ghana from 1967 until May 2002 has been the use of a Ghanaian language as a medium of instruction from primary one (P.1) to primary three (P.3) with some fluctuations while English is studied as a subject. From primary four onwards, English was used as the medium of instruction and Ghanaian language taught as a subject till the end of JHS. The study of Ghanaian language becomes optional at the secondary school and the university.

It must be stated however that the inconsistency in the medium of expression in Ghanaian classrooms began even before independence with the colonial masters and their different ideologies in education. The overview of medium of instruction in Ghanaian educational system is discussed based on three major political happenings in the country over the years. These are the pre-colonial, colonial and post-colonial eras.

### **2.2.1 The Pre-Colonial Era – (Castle Schools)**

Formal education in Ghana began with the castle schools and later continued by the Christian missionaries (1529-1925). The castles and forts along the shores of Ghana were built for slave trade and later for trading of European merchants; it was later turned into schools. The sole aim of turning the castles and fort into schools by these merchants was to communicate with their clients. They were not interested in any of the local languages because they thought, the local languages were primitive. They were only interested in educating their mulatto children and forcing the local people

to learn their languages which they described as the Master's language so that they can serve as interpreters in order to promote their trade, (Ekeha, 2012 p.15)

During this period, the language of the merchants of a particular castle became the language of instruction (McWilliam, 1962, p.14). The schools were built for the children the missionaries had with the natives and for the children of wealthy chiefs and clerks, (Graham, 1971). The local languages were not used in the schools because the white fathers who were also the teachers could not speak the local languages. They therefore used the Portuguese, Dutch, Danish and English as the medium of instruction whenever the respective masters were in power.

### **2.2.2 The Pre-Colonial Era (Mission Schools)**

According to Graham (1976, p.53), the missionary activities in Ghana started in the middle of the 16<sup>th</sup> century with the arrival of the Catholic mission in the Central Region. Others were the Wesleyan, the Bremen and the Basel missions. These missionaries came to Ghana purposely to preach Christian religion to people. They realized that they can only achieve success if they preach to the new converts in their local language so there was the need for them to do something about the language of the local people. They set themselves the task of reducing the indigenous languages to writing. This task was a very difficult one which needed linguists. They devoted their time to study and write in the local languages. They developed the languages in the areas in which they worked or settled. They also taught the people to read and write. According to Issahaku (2007), the languages they reduced to writing included Twi, Fante, Ga, Ewe, Kasem, Dagaree and Nzema.

The Catholic mission developed languages like Kasem, Ga, Nzema and Dagaree. The Wesleyan developed the Fante language. The Bremen mission developed the Ewe language while the Basel mission developed the Twi language. The medium of

instruction at the time of the mission schools was the use of the mother tongue as a medium of instruction at the lower primary school (P1-P3) and English was used as a medium of instruction from upper primary. As stated earlier, this linguistic policy was only stable depending upon the missionaries within the area. For instance, while the Basel and the Bremen missions encouraged the use of the local languages (Twi, Ga and Ewe) as the medium of instruction, the Wesleyans and the British government adopted the use of English language as the medium of instruction.

On the part of the Basel mission, the mission's committee instructed that the vernacular of the people should never be suppressed by the English language. The Basel missionaries took this initiative because they felt that the Gospel was best spread in the language of the converts and, therefore, made interest in linguistics work in the local language (McWilliam & Kwamena-Poh, 1975 cited in Kwapong, 2006). The Wesleyans, on the other hand, stuck to the use of English language. This is because one of the conditions for a public primary school to receive grant-in-aid at the time was that the subjects studied in the schools should be reading and writing in the English language.

### **2.2.3 The Colonial Era**

The colonial government era was from 1920 to 1950. The Phelps Stokes Commission 1920, an American missionary body, made an enquiry into the educational problems of both Africa and the U.S.A and noted that Tribal languages should be used in the lower elementary stages while in areas with a degree of linguistic differentiation a lingua franca of African origin was to be used in the middle forms, (Issahaku, 2007 p.38).

The colonial governments adopted the policies of the missionary era by using the Ghanaian languages as a medium of instruction at the first three years before

changing to English. This is confirmed in the Guggisberg's sixteen (16) principles on education which he adopted from the various recommendations and suggestions of the 1920 Educationist Committee. The twelfth (12) principle which concerns language states that "While English must be given; it must be based solidly on the vernacular", (McWilliams & Kwamena-Poh (1962, p.54). The Advisory Committee on Education in the Colonies in November 1943 submitted a Memorandum on Language in African School Education. It recommended the local language as a medium of instruction in the infant grade (lower primary) and points out that;

if the teaching of English as a subject is to be educationally effective, then it must proceed by gradual and natural step and not spasmodically. If the introduction of English as a medium is not to be a most serious handicap to educational progress, then here again the introduction must be gradual and not involve a catastrophic change.

This is an indication that the local language was the only language used in the lower primary schools and English introduced only as a subject in the upper primary (Primary four), but not used as a medium of instruction. English was introduced as a medium of instruction for only selected subjects in class six. This process continued gradually until the final grade before the English finally becomes the medium of instruction, (Graham 1971, p.47).

#### **2.2.4 Post -Independence Era.**

The period between 1920 and 1950 favoured the use of Ghanaian language as medium of instruction but the trend changed from 1955 (McWilliams, 1962, p. 7). This was the period when the British government was gradually handing over power to Kwame Nkrumah and his Convention People's Party (CPP) government. However, there was another change during the era of the National Liberation Council (NLC),

from 1966 to 1972. The NLC government appointed the Kwapong Committee in 1967 to look into the use of English as medium of instruction. The committee recommended that a Ghanaian language be used as medium of instruction for the first three years of the primary school course. The change to English as a medium of instruction should start in the fourth year whilst the Ghanaian language continues to be a subject of study. However, the change to English as medium of instruction may commence earlier than the fourth year of the course in the metropolitan and urban areas. This recommendation was rejected by the NLC and instead proposed that Ghanaian language should be the medium of instruction in primary class one only.

In 1969, the Busia government came into power and accepted the recommendation by the Kwapong committee and in 1970, the Ministry of Education Sports and Culture made Ghanaian language the medium of instruction for the first three years of primary education (Ekeha, 2012, p.11). It further added that where possible the Ghanaian language could be used for the next three years. The policy reads as follows;

it is now a government policy that the main Ghanaian languages at present provided for in the curriculum of primary and middle schools be used as medium of instruction in the first three years of the primary school course and where the subject makes it possible in the next three years as well (McWilliams & Kwamena-Poh, 1975, p. 119 cited in Kwapong, 2006, p.2)

Similarly, according to Kwapong (2006, P.7), the Dzobo Committee in 1974 recommended the use of the local language as a medium of instruction for the first three years in the child's education.



In February 2002, the Minister of Education, Professor Ameyaw Ekumfi, informed parliament of the Ministry of Education's decision to change the language policy. His submission is as follows:

The Ministry of Education's present policy on the study and use of Ghanaian Language in primary schools is that all pupils should study a Ghanaian Language in school and that pupils in PI to P3 should be taught in a Ghanaian Language. However, much as this policy is desirable, its operationalization needs to be carefully thought out to ensure effective implementation, and until then the following policy will apply. Hence, instructions at all levels of primary school will be in English (Parliamentary Debates, Feb. 28, 2002 cited in Kwapong, 2006 p.5)

Ghanaians received the Minister's decision on the language policy with mixed feelings. Some supported the Minister's position that English Language should be used as the medium of instruction at all levels of education (Davidson, 2002). Those in favour the Minister's submissions argued among other things that using English as a medium of instruction at all levels would not only improve academic performance but enable pupils to be able to read instructions and answer questions well and help them to develop certain speech habits, (Issahaku, 2007 cited in McWilliams, 1962 p.57).

Meanwhile, the Minister's submission did not go down well with some linguist and public associations in Ghana. According to Kwapong (2006), the Linguistics Department of the University of Ghana (2002), Graduate Students Association of Ghana (GRASAG), (2002), and the National Association of Graduate Teachers (NAGRAT) (2002) all cautioned the government to reconsider its decision on the language policy because they thought, among other things, that the use of the mother

tongue as a medium of instruction for the first three years helps to bridge the gap between the home and the school. This assertion agrees with Namuchwa (2007 p.30).

A critical study of the history of bilingual education in Ghana can be represented in the diagrammatic representation below:

**Table 1: Overview of language policy of education in Ghana from 1529 to date**

PERIOD	1 <sup>ST</sup> YE AR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR
<b>1529-1925</b>				
<b>a. Castle sch. era</b>	-	-	-	-
<b>b. Missionary era</b>	+	+	+	-
<b>1925-1951</b>				
<b>British Colonial Rule</b>	+	+	+	-
<b>1951-1955</b>				
<b>British Colonial Rule</b>	+	-	-	-
<b>1956-1966</b>				
<b>Post-colonial rule</b>	-	-	-	-
<b>CPP</b>				
<b>1967-1969</b>				
<b>NLC</b>	+	-	-	-
<b>1970-1973</b>				
<b>UPP</b>	+	+	+	+
<b>1974-2002</b>				
<b>OTHER GOVTS</b>	+	+	+	-
<b>2002-2007</b>				
<b>NPP</b>	-	-	-	-

<b>2007 –to date</b>	+	+	+	-
<b>NDC-NPP</b>	-	-	-	-

*Adapted from Ansah & Agyeman (2015, p.92)*

Note :+ = use of Ghanaian language as medium of instruction.

- = Ghanaian language not used (i.e. The use English as a medium of instruction)

The above indication proves that Ghana as a multilingual nation is facing numerous problems as far as the medium of instruction in the classroom is concerned. The table above depicts a continue change of the medium of instruction in education over the years. It is worth noting that, contrary to expectations, there was a complete disregard for the use of Ghanaian languages when Ghana won independence in 1957. However, within 1970-1973, Ghana saw a complete shift from English as a medium of instruction to Ghanaian languages. The reform which attracted the biggest debate was that of 2002-2007, which encouraged the use of English as a medium of instruction at all levels. In the rest of the instances, we see a combination of Ghanaian languages and English as languages of instruction in basic education. In all of these scenarios, the point of departure has been the language of instruction at the primary level.

### **2.3 The Current Policy: 2007-present**

The Government of Ghana launched a New Education Reform in 2007 in response to what was described as a national literacy and numeracy crisis. This was to ensure that primary school pupils will be functionally literate and numerate, and will have reading fluency in the mother tongue (L1) and in English (L2), (Ministry of Education, 2003). It had been reported that only 26% of pupils who reach the sixth and final year of primary school are literate in English and only 11% are numerate (Ministry of Education, 2008). Under the New Education Reform, the Ministry of

Education was tasked with the duty of developing a programme called the National Literacy Acceleration Programme (NALAP) to address the poor educational standards. The National Literacy Task Force of Ghana’s Ministry of Education, with support from United States Agency for International Development, crafted NALAP. NALAP postulates a bilingual approach to teaching so that pupils will first learn to read in their first language, and then the skills acquired will be transferred to read in English. NALAP aims to ensure that all children from kindergarten to Primary 3 have quality literary materials, effective instruction, and public support to learn to read and write in their mother tongue and English (Ministry of Education, 2009). In Table 2, the implementation plan of NALAP is outlined.

**Table 2: Implementation plan of NALAP**

<b>Class</b>	<b>% of Ghanaian Language (L1)</b>	<b>% of English (L2)</b>
<b>Kindergarten (KG) 1 and 2</b>	90%	10%
<b>Primary 1</b>	80%	20%
<b>Primary 2-3</b>	50%	50%
<b>Primary 4-JuniorHigh School</b>	0%	100%

*Adapted from Ansah & Agyeman (2015, p.93)*

Note: Ghanaian language (L1) refers to one of the nine government-sponsored languages.

The table shows the Ghanaian language and English ratios that NALAP recommends at the various stages of basic education. NALAP suggests that the majority of instructional time should be in a Ghanaian language (L1) at the initial stage, and be decreased gradually. This is because countless research demonstrates that knowledge of linguistic skills in L1 actually enhances the process of L2 learning (Andoh-Kumi,

1997; Bamgbose, 1991, 1997, 2000, 2005). Hence, under the current policy, English is introduced with a minimal percentage at the KG class and increased gradually until it finally replaces the L1 as the medium of instruction at the beginning of upper primary, (Primary 4).

#### **2.4 Importance of English Only as a Medium of Instruction.**

English as a medium of Instruction (EMI) is referred to as the use of English Language in teaching pupils or students in countries where English is not a first language. It is also known as English Only or English Language only. According to (Dearden, 2014, p.41), English-only refers to a movement promoting the declaration of English as the official language of the United States and an educational practice using English as the only medium of communication and instruction within the classroom. U.S. English and English First are the leading groups behind the English-only movement supporting national official English legislation.

English language is one of the most prominent legacies left behind by the British Empire. Even though those nations have gained independence from the British rule, yet its legacy still exists in one form or the other. Between 1995 and 2005, a large number of international education institutions expressed a significant interest in adopting English medium of instruction (Marsh, 2006). Adherence to English-only policies in the classroom would mean all classroom communication, instruction, and learning must be in the English language. The intent behind this is to provide students with high amounts of input in English and many chances to practice it. Proponents of this approach believe maximum English input without interference of L1 will allow students to learn English more quickly and proficiently.

In using EMI, two frequent assumptions are that the students' proficiency in English will improve, and as a result, the transition to normalizing their proficiency might be

unproblematic. Krashen and Terrell (1983) for example, identified that the constant use of the target language by the instructor in the teaching or learning process is a factor in enhancing their proficiency in the language. Several authors maintain that L1 has no essential role to play in EFL teaching and that much L1 use might deprive learners of valuable input in the L2.

Andoh-Kumi (1999) conducted a research in six deprived community schools on *what teachers and parents feel about the use of the mother tongue (LI) at P1- P3*. In his study, some of the teachers claimed that they do not feel comfortable using the L1 in the classroom. So, they always use the English Language. Others stated that they could not speak the local language so they always use the English as a medium of instruction. On the part of the parents; while the minority feel that both languages should be used, majority feel it is better the children concentrate on English because English is an international language and it can take people to places. In his other research on *Informing school language policy decisions*, Andoh-Kumi (1999), has also revealed in his research conducted at Apala, a village in the Eastern Region, that many of the students interviewed preferred to be taught in English.

Many studies conducted on EMI in different parts of the world reveal that EMI is vital and has a high stake in both educational and cultural setting. The British Council sponsored a survey in Nigeria and it was concluded that “EMI is highly supported by the parents” (Dearden, 2014, p. 21). This is because a primary school class in Southern Nigeria, just as Ghana, may have six or more different languages. So, teachers did not know which of the languages is to be used in teaching, hence, they resort to use English. Therefore, EMI is the best alternative when it comes to medium of expression in multilingual classrooms. As Matemilola, (2001, p.76) puts it, “when

Hausa, for example, is used as the Medium of Instruction (MoI) in Northern Nigeria, only a fraction of the class would have advantage over others”.

Another study was carried out by Egwuogu (2012) to investigate teachers’ perception of the use of EMI. The study adopted a descriptive survey involving 200 teachers of various subjects in primary schools. The findings revealed that English cannot be discarded as a language of instruction in Nigerian primary schools. This is due to inability of the indigenous languages to explain concepts and ideas especially with new innovations of the 21st century. A study conducted by Al-Jarf (2008), revealed that 96% of the participants consider English a superior language to Arabic because they think that the world has become a small village and English is the dominant language and the language of communication in this global village.

In an article published on the topic: *Re-examining English Only in the ESL Classroom*, Auerbach (1993) noted that while most ESL educators advocate and support language rights and oppose the English only movement, in practice, many were enforcing the idea that only English should be used in their ESL classrooms for effective teaching. Ndamba (2008), examined children and parents’ language preferences in view of the Zimbabwean language policy derived from the 1987 Education Act, which requires instruction to be conducted in the mother tongue in grades 1-3. Although his assessment and research was to find the language the inhabitants would prefer as Medium of Instruction, to his amazement, parents and even pupils preferred English to their mother tongue.

Advocates of the English-only contend that students must be exposed to a significant amount of the Target Language (TL) input if they want to develop better TL (English) proficiency. So, using L1 in the classroom deprives students of that valuable input.

Krashen (1982), believes that the best way for students to develop native-like language proficiency is to think in that language and use that language always. In order to avoid and eliminate the errors caused by L1 interferences, students are encouraged to suppress the use of L1 as a means of learning the TL.

## **2.5 Challenges of the English Only (EMI) Policy in the classroom**

In spite of the legal backing provided for the language policy on medium of expression in Ghana by successive governments, the teachers, especially, had not observed it to the letter. Kwapong (2006) recommends that the choice of using either the local language (L1) or the English (L2) as a medium of instruction in Mathematics at the lower primary should be left with the staff of the schools to decide”. In some schools, the teachers use the mother tongue (L1) in the classes where they are supposed to use English Only to teach. According to Ekeha, (2012), the non-adherence to the use of English as a medium of instruction is due to the factors such as: the positive role of L1 in EMI classroom, teachers and students’ lack of proficiency in English, lack of textbooks, the environment or the locality of the school and lack of supervision or enforcement of the language policy.

### **2.5.1 The Positive role of L1 in EMI classroom**

One of the factors given by teachers who do not use English only in the classrooms is their knowledge on positive role that L1 plays in a child’s academic performance. According to Owu-Ewie (2006, p.34), “the languages of a nation are its natural resources and they are on the same level as its cocoa, coffee, gold, diamond or petroleum. Like all natural resources, they have to be exploited (planned, developed) and used for national development”. He adds that “the promulgation of the use of English only in the classrooms in Ghana and the abandoning her indigenous languages in education is therefore in opposition to this ideology”, (p.38).



The child's first language in education has been shown to enhance the academic, linguistic, and cognitive achievement of learners (Baker 2001, p.13). Second language acquisition research has shown that the level of proficiency in the L1 has a direct influence on the development of proficiency in the second language (Lewelling, 1991).

Thomas and Collier (1997) found a correlation between the amount of time ESL students spent receiving bilingual instruction to an increase in test scores and the quality of performance in school. Students who acquired reading skills in a language that they already knew allowed them to develop better skills in the L2 in the long term. The study exemplifies how L1 use in the classroom can contribute to greater student success in learning of English. A number of studies on the medium of instruction especially in many multilingual countries in Africa have also shown that the use of mother tongue or L1 in the early stage of children's academic life is very productive and improves upon pupils' academic performance, (Chumbow, 1985; Chang, 2009)

In addition to the aforementioned reasons on the positive role played by L1 in learning of L2, teachers also assert that when schools provide children with quality education in their primary language, they give them knowledge and literacy, and the knowledge they have gained in L1 helps them make the English they hear and read more comprehensible, Hakuta (1990 p.13)

According to Skutnabb-Kangas, (2000 p.52), "the linguistic diversity of our classrooms should not be seen as a threat to mother tongue instruction and unity in the classroom but as something that supports and strengthens our goal as educators". He

adds that, “educators should therefore affirm, accept and respond to the importance of children’s native languages as medium of instruction” (p.4)

Other scholars also believe English only in the classroom denies the total participation, community initiative and the use of relevant indigenous knowledge by students. Orekan (2011), believes that there should be a starting point for a search for the best choice among alternatives. Using English only is definitely not the best alternative. UNESCO report in 2010 stated that there is a need for a pragmatic approach to the medium of instruction whereby mother tongue and foreign languages will be on an equal basis (Cummins, 2007). Collinson (1972), undertook a study in language and concept development in Ghanaian elementary schools and the result proved that learning science in the Ghanaian language results in higher conceptual thinking than when the learning is done in English. According to Bamgbose (2015), when the growing child receives his initial education in the mother tongue, it helps the child to develop his power of thought and imagination. This means that to discard the mother tongue and substitute a foreign language is psychologically destructive and educationally unsound. So, if any nation wants to produce useful and effective scholars; there is the need for the citizens to be educated in the mother tongue. Cummins (1978), research concluded that the development of competence in the native language serves as a foundation of proficiency that can be transposed to the second language.

Furthermore, teachers also believe that the use of a Ghanaian language as the medium of instruction in the early-exit transitional model is too short-term for children to understand the complex workings of their L1 for them to transfer it effectively and efficiently to the L2. According Baker (2001, p. 167) “at that early stage, a children

has not crossed the threshold where competence in the L1 carries over to the L2". This means that the level of L1 proficiency that a child needs to attain is paramount if only we avoid the negative consequences of using two languages. Skutnabb-Kangas (1977, p.33) states "give learners the needed exposure in the L1 to make them 'balanced bilinguals' so that they can develop cognitively and academically and transfer the language skills acquired in the L1 to L2". Cummins (1976 P.4), also states "make learners appreciate their culture so that they can understand and appreciate the culture of the L2".

They argued that teachers utilized L1 to explain vocabulary, to communicate tasks, and to encourage students to speak in English. Furthermore, the students' use of L1 as an oral strategy enabled them to continue communicating in English. In another example of L1 used as an oral communication strategy, Bergsleighter's (2002) examination of grammar and interaction in a pre-intermediate EFL classroom revealed that L1 was utilized by students to achieve better self-expression in interactions with the teacher and to negotiate form and meaning. She also discovered that L1 was adopted by the teacher to effectively facilitate student comprehension of grammar topics.

Again, teachers do not use English Only in the classroom because many scholars (Cook, 2001; Harbord, 1992; Turnbull & Arnett, 2002) agree that L1 can be a valuable resource in foreign language classrooms. Storch and Wigglesworth (2003), analyzed data collected from twelve pairs of university ESL students as they engaged in a short joint composition task. They reported that the use of L1 enabled in-depth discussion of the prompt and the structure of the composition, thus allowing the students to complete the task more easily. L1 use may facilitate TL classroom

activities due to the fact that the use of L1 assists learners in understanding tasks and solving specific problems. According to Turnbull (2001), students tend to have positive attitudes towards their use of L1 when they feel their L1 and their status as competent users of the L1 are being valued.

Another reason why teachers do not use English Only in the classroom is due to the fact that using L1 empowers students to make meaning to tasks and content in the classroom, Storch & Wigglesworth (2003). This argument is also buttressed by findings emanating from a myriad of studies which have been conducted on the role of mother tongue and minority languages in education (Collison, 1972; Bamgbose, 1991, 1997, 2000)

### **2.5.2. Teachers and students' lack of proficiency in English**

It is an undisputable fact that one's ability to use and understand the language of instruction has repercussion on class participation and performance. It has been observed that many teachers and students in the L2 classroom are not proficient in English. When teachers and students are not proficient in English, they resort to the use of the Mother Tongue (L1) as a compensatory strategy. In Arhin (2014), a teacher indicated: *"I think we lack the expertise to use English to teach other subjects like science or mathematics to achieve our objectives, especially, when you meet students who do not know the English language."* This phenomenon obstructs effective teaching and so Zawdie (1998) refers to the use of English in Ethiopia as the *medium of obstruction*. This is also confirmed by Mekonnen (2005), that teachers' English language problems are more often than not a constraining factor in the teaching and learning process in Ethiopian education system. They lack the necessary skills to use

English as medium of instruction and when that happens, the pupils suffered greatly in the classrooms.

A study conducted by Kraft (2003) revealed that most teachers and students are neither proficient in their L1 nor the L2. And, as Wright, (2012) argued that the key to resolving education crisis is to radically train language teachers, whether they teach an African language or English. This according to him will build a richer linguistic future for the country. Arhin (2014) in her research in selected basic schools in Abura Asebu Kwamankese district observed that pupils in her study were not proficient in English. She added that whenever it came to class work, the teachers had to make extra effort to translate the questions written in English on the board to the pupils in the mother tongue. She added that when the teacher was teaching English comprehension, he had to translate the questions asked in the text book to pupils for them to answer correctly. Home works were given individually but also translated by the teacher to ensure that pupils do the right thing. In some schools, when teachers wish to communicate or request for something from colleague teachers, in a different classroom while lessons were going on, notes were written on sheets of paper and given to a pupil to take it to the teacher as the pupils could not speak the English language. Arhin also found out that some of the teachers could not construct good grammatical sentences in English. Both the spoken and written form of English they used in class were poor. Consequently, the teachers and the students resort to the use of more of the mother tongue to enable them also to understand topics and subjects better.

Owu-Ewie & Eshun (2015) adds that the major factor that militates against the use of English as the medium of instruction at the Upper Primary to the JHS is pupils' or

students' lack of proficiency in the English language. According to them, most students used in their study could not even express themselves appropriately in English. His observation also confirms with the findings by Mwinsheikhe's (2009) who also revealed that Tanzanian teachers were not proficient in English to confidently use English Only as a medium of instruction. A study conducted by Arhin (2014) revealed that when pupils were asked questions in English, the answers were often incoherent and irrelevant showing lack of understanding of the questions and inability to reply in English. However, when the same questions were asked in the mother tongue pupils gave relevant and articulate answers. This is what a teacher stated as reported by Owu-Ewie & Eshun, (2015, p.79).

*Sometimes, it is demoralizing; you use English to teach them and when you ask any question they cannot answer because they do not understand what you said in English so you need to say the whole thing in Fante (local language). It wastes a lot of time in the teaching and learning process. Sometimes, I am discouraged but what can I do?*

### **2.5.3 Lack of textbooks**

A textbook is a formal manual of instruction in a specific subject especially one for use in schools or colleges. The textbook helps both the teacher and the pupil for easy teaching and learning of subjects. As it gives teachers the ease to teach their topics, pupils also grasp the details of the topic of the particular subject. According to Ekeha (2012), when textbooks are absent in classroom, teaching becomes difficult for the teachers. A study conducted by Arhin (2014, p.53), indicated that due to insufficient textbooks in our classrooms, teachers are compelled to translate whatever in the teachers' textbook in the local language for easy understanding by the pupils.

Insufficient textbooks in the classrooms create a problem where teachers translate the part or all the contents of a particular subject from English to the local language. It is said that when there are sufficient textbooks in our classrooms, the pupils can learn on their own without the teacher, and peer teaching will also be encouraged. Ekeha, (2012 p.52) argues that “the provision of enough textbooks will go a long way in improving on pupils’ knowledge in English language so that they can use English effectively in the classrooms”.

#### **2.5.4. The environment of the school**

Another factor makes teachers to avoid the use English in the English Only classrooms is the environment or the locality of the school. The surrounding that one finds himself or herself directly or indirectly affects his or her decision making. The home environment provides foundation for learning. It is said that creating a positive physical and mental atmosphere in the home and the school helps prepare students to be ready and able to learn. For instance, if parents and teachers are not able to create the needed atmosphere for the student or child, there is little the student can achieve academically.

In a classroom where all children speak the same Ghanaian language, it is common for the teacher to use the native to teaching. However, if a classroom has more languages spoken by individual students in the classroom with the teacher speaking a different native language, it makes it difficult for a teacher to use a Ghanaian language, (Andoh-Kumi, 2011). It is said that in multi-lingual classrooms, teachers are forced to use English and the students will also try their best to express themselves in English in the classroom. In Arhin (2014 P.52), a JHS teacher indicated that “since all the children speak and understand the same Ghanaian language it is easy to use the

native language but if they speak different Ghanaian languages, it will be difficult to use local language to teach.”

#### **2.5.5. Lack of Supervision or enforcement of the language policy on EMI**

Supervision is defined as an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. It is a sure way of knowing whether a task given to a junior member is being followed or not. If it is done well, it puts the junior members on their toes to do the right thing. According to Bernard and Goodyear (1998, 60), “the relationship between the senior member and the junior member of the profession is evaluative, extends over time and it has the simultaneous purposes of enhancing professional functioning of the junior members”

Supervision can be directed at areas that relate to the classroom teachers which focus on checking on the availability of teaching learning materials, advising on the appropriateness of the teaching learning material, assessing staff levels, advising on the school climate assessing the availability and quality of advising and support services available to the teacher promoting curriculum change and innovation time tabling, attending to the welfare of teachers and many more. It is believed that when these areas are taken seriously both by the senior staff and the junior members, work is done efficiently and effectively.

Lack of supervision or enforcement of the policy has resulted in the use of Ghanaian language in English medium of instruction classrooms. Teachers mostly express concern about the enforcement of the language policy of education in Ghana. They indicate that some Circuit Supervisor encouraged them to use Ghanaian language (Fante) to teach at the upper primary, especially, when the pupils are not able to comprehend lesson taught in English (Ekeha, 2012). A teacher in a study conducted



by Ekeha (2012, p.61), indicated that “nobody supervises the use of English as medium of instruction in the schools. Teachers are allowed to do what they think must be done to help students understand the lesson”. The same teacher Ekeha’s study indicated that there were instances where Circuit Supervisors reprimanded teachers for not using Ghanaian language to help students understand lessons conducted in English.

## **2.6 Strategies Teachers employ in place of (EMI) in P.4.**

It has been observed that teachers use many strategies in the classroom in their quest to meet their lesson objectives. Jacobson (1990), identified four main strategies that teachers use in the classroom to achieve their lesson objectives. These include purposeful concurrent use of the two languages (L1 & L2), code switching or mixing, translation and safe talk. However, Arhin (2014), identified five main strategies that teachers use in the classroom to achieve their lesson objectives. She identified Previewing and Reviewing as one of the main strategies that teachers use in the classroom to achieve their lesson objectives. She also identified the purposeful concurrent use of the two languages (L1 & L2), code switching and mixing, translation and safe talk. The use of these strategies in the Ghanaian upper primary classroom agrees with other research done by Mwinskheikhe (2009, P.13), that states that who also stated that these four strategies employed by classroom teachers are the best if lesson objectives need to be achieved by teachers in the EMI classrooms. According to Arhin (2014), these strategies identified were not used separately in a lesson. Sometimes, they were mixed up in one lesson.

### **2.6.1. Purposeful concurrent use of the two languages (L1 & L2).**

One major strategy teachers employ in their quest to achieve their lesson objective in the EMI classroom is the use of both L1 and L2. In this way, teachers taught certain

things in the local language and others in English. According to Atkinson (1993), learning a language is a difficult and often frustrating process for many students, particularly at low levels. Therefore, TL-Only (Target Language) instruction can be frustrating, but the occasional use of L1 can have a powerful, positive effect. Chang (2009), states that students prefer that their teachers use both L1 & L2 as a medium of instruction in the classroom because concurrent use of both languages in the classroom help them to better learn the English basics, and are able to communicate more effectively with the instructor. Cook (2001), provides support for the use of both L1 and L2 in EMI classrooms. According to these scholars, 'optimal learning' in L2 takes place when students' prior knowledge is activated and built upon. Cummins (2009) added the exclusion of students' L1's from the language classroom prohibits students from fully utilizing this background knowledge as they are limited to sharing or drawing upon only what they can express or understand in the L2. Auerbach (1993, p. 17) states "denying the use of L1 within the ESL learning context may inhibit the acquisition of English as it promotes disempowering relations".

Several studies have demonstrated the benefits of using L1 to learn a TL. Villamil and de Guerrero (1996), states that L1 was an essential tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding student's action through the task, and maintaining dialogue. Similarly, Swain and Lapkin (2000), emphasizes that if students do not use L1 as a means of negotiation and communication, any tasks given them may not be accomplished effectively, or perhaps might not be accomplished at all. Again, teachers normally use both L1 and L2 in their classrooms because that alone makes students to feel comfortable and they are always regular in class, (Arhin, 2014). Fafunwa (1989), noted that attendance for English classes among the adults increased because of the use of students' L1 and

English in the classroom. According to the author, prior to the combination of L1 and L2 in literacy classes, the students in his study were frustrated in not understanding the subject matter discussed. Through participation in the native literacy program, the students became motivated to develop their literacy skills in both L1 and L2.

Moreover, a study conducted by Hall & Cook (2012), revealed that allowing students to give examples in their native language (L1) in L2 classroom was very valuable. They stated that the students would correct their grammar or word usage when they used their L1. The authors argued that “making connections between students’ L1s and the L2 within the minds of learners is an ‘indisputable fact of life’”. (Hall & Cook, 2012, p. 280)

Other scholars argued that students will inevitably reference their L1 when learning the L2, regardless of whether teachers explicitly draw connections to it. According to Hall & Cook (2012 p. 282), “when teachers make explicit references to or offer strategies specifically employing the L1, they may be helping students to learn L2 with ease”. Genesee, Lindholm-Leary, Saunders, and Christian (2005), encountered similar findings of levels of L1 literacy relating to successful acquisition of English. According to these authors, specific skills in the L1 which assisted in the development of the L2 included having phonological awareness, recognizing the representation of sounds through letters, and possessing a more extensive vocabulary in the L1. L1 use is a common occurrence in foreign language teaching contexts despite the fact that it often receives criticism for its interference with target language (TL) acquisition. While foreign language teachers should maximize their use of the TL, there is indeed a place for the teacher to use the students' L1 in their pedagogy (Lucas & Katz, 1994).

Again, many other researchers such as Atkinson (1987), Auerbach, (1993), Swain and Lapkin (2000), Cook (2001), Turnbull (2001), Storch and Wigglesworth (2003), have re-examined the position of English Only and have warned against the excessive use of L1. However, they also advocated that using L1 judiciously in occasions such as eliciting language, assessing comprehension, giving instructions, and explaining grammar are essential in Target Language classrooms. These researchers also added that the use of L1 in conjunction with TL is to promote the transition from L1 to TL use and to enhance TL comprehension.

Additionally, teachers feel that switching from TL to L1 can be an effective strategy for improving student proficiency in TL. Harbord (1992), argues for the use of L1 for adult students, particularly those with lower proficiency, because if the L1 is not used at all, tasks and activities must be kept simple to ensure that the instructions are understandable and by keeping task activities simple, it might result in teachers treating adult learners like children rather than intelligent and sophisticated people. Brooks and Donato (1994), indicate that the L1 enables students to negotiate meaning and communicate successfully in the TL. These scholars argue that the avoidance of L1 use denies TL learners a valuable educational tool. According to Villamil & de Guerrero (1996), using L1 often assists TL learners in their creation of a social and cognitive space within which effective work can be done toward improving their learning.

Moreover, the teacher's use of L1 provides an enhanced form of input that is more salient for learners, and consequently promotes their learning of the target language (Van Lier, 2004). Furthermore, the use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the

TL. Seng and Hashim (2006), indicate that lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy in the TL and so they should be allowed to fall back on L1 to understand the TL. In fact, Dada (2013), has observed that when the TL is the only medium allowed in discussions, students remain silent due to their nervousness or lack of English competence. In contrast, when both L1 and TL are allowed as medium for discussions, more participation and meaningful communication is sustained. Therefore, the use of L1 results in an increased willingness by students to communicate verbally and express their ideas, (Atkinson, 1987; Auerbach, 1993; Cook, 2001).

Furthermore, a study conducted by Anton and Dicamilla's (1998), revealed that L1 helps in fostering and maintaining students interest in every classroom activities by making an otherwise difficult tasks more manageable. According to Lally's (2000), thinking in L1 results in the production of more elaborate content in L2. This argument may be extended to include the fact that teachers can facilitate student learning by making the L1 available to them. Lee, Seng and Hashim (2006), believe that the use of L1 to instruct words and patterns increases students' awareness regarding the differences between L1 and L2, thus eliminating negative transfer. According to Cook (1997), even advanced TL users are less efficient at absorbing linguistic information from the TL than they are from the L1. He argues that L1 should be used for grammar instruction because lower proficiency students possess little TL linguistic information, so L1 provides a shortcut for constructing associations between L1 and TL knowledge in students' minds. He added that L1 provides foreign language learners with a quick and efficient method for analyzing and comprehending the structure of the TL.

Strategically, teachers use L1 to help understand concept in L2 by explaining or demonstrating grammatical rules in L1 and then develop TL dialogues that integrate the rules governing the L1 and L2. This strategy helps students not only to grasp the main grammatical characteristics of TL but also to eliminate negative interferences from L1, (Liao, 2006). Scholars such as Willis (1981), Weschler (1997) feel that using L1 to give instructions for complicated tasks, particularly to lower-level students is justified. To these scholars, teachers achieve this by means of code switching and translation.

#### **2.6.1.1. Code switching/Mixing**

Code switching is a change between codes during the same conversation. According to Jacobson (1990), code switching or mixing is done within sentences and across sentences. Thus, it is realized when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Multilingual sometimes uses elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety, (Lucas & Katz, 1994)). According to Macaro (2005), code switching is very important because it is used; to fill a lexical gap, to conceal information, for economic reasons, for solidarity, for identification or signal group membership. To Macaro, the avoidance of L1 results in increased usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.). This in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax. He argues that, input modification might facilitate communication, but it does not

assist students in their acquisition of complex linguistic knowledge (e.g. vocabulary, phrases, and grammar).

Code Switching is grouped into three major categories according to Macaro (2001), Turnbull & Arnett (2002), Ferguson (2003), Tien (2004), Edstrom (2006), and Chang (2009). The first category is code switching for curriculum access. Examples of this include conveying meaning of words or sentences, explaining grammar, and displaying cultural issues. Category two is switching codes for classroom management discourse, examples of which are organizing tasks, disciplining, and praising students. The final grouping is that of code switching for interpersonal relations. Examples in this category include the humanization of the affective climate of the classroom, such as chatting with students and telling jokes. According to Arhin (2014), code - switching in the classroom helps students to understand and grasped content of every lesson.

#### **2.6.1.2 Translation**

Translation is the act of converting text or words from one language to another. The main aim of translation is to serve as a cross-cultural bilingual communication among people. Translation is necessary because even where people are literate there is no guarantee that they are literate in English hence, there is the need for translation in the English–Only classroom. According to Turnbull & Arnett (2002), two educational approaches related to translation in the language classroom are the grammar translation method and concurrent translation method. The former was the primary method used up until the late nineteenth century focusing upon the translation of written texts and memorization of grammar rules, and the latter provides students with a translation of classroom instruction immediately into their L1 (Cummins, 2007). According to Cook (2001), Grammar translation method did



not provide students with the opportunity to use language for verbal communication and it is not well supported today. Greggio and Gil (2007), offers the suggestion that L1 may play an important role in the facilitation of interaction between classroom participants as well as foreign language learning.

Chellappan (1991) suggests that teachers use translation exercises after instructing grammar rules. As Turnbull (2001), puts it, maximizing the TL use does not and should not mean that it is harmful for the teacher to use the L1. According to Jacobson's (1990), an integration of both L1 and L2 in a lesson is of great value to academic performance.

### **2.6.2 Safe talk**

Safe-talk refers to the rhythmically coordinated chorusing prompts and responses in which students and teachers collude to show that learning is taking place, (Chick & McKay, 2001, p.16). It is one of the techniques teachers adopt to engage their pupils to participate in teaching and also to find out if pupils understand what is being taught. According to Mwinskheikhe (2009), teachers who tried to use English most of the time in the English Only classroom often use questions to check whether students understood what was said or not. Some of these safe talks include *"do you understand?"*, *Any problem?*, *"Are you with me?"*, *"is it clear?"* *"Are you following?"* *"Am I making sense?"*, *"Are you ok?"*, *Should I go on ?"*

### **2.6.3 Previewing and Reviewing**

Previewing and reviewing is another strategy teachers use to teach pupils in the EMI Classroom. Previewing is an advance or preliminary view or sight of presentation. It gives a gist of what is to come. Arhin (2014), stated that when one previews something, one is more likely to remember what had been studied after the study



session. In other words, you are more likely to store it in memory by attaching it to items previously learned. With this in mind, teachers try to use what is prevalent in pupils' environment in order to draw their attention to the topic of the day and then they build on them gradually till the end of the lesson.

Reviewing on the other hand refers to a process of re-studying; re-examining or looking over what has been encountered before. “The aim of review is to help improve the quality of teaching and learning in the classroom”, (Arhin, 2014. P. 41).

### **2.7. What can be done to enhance the use of English as a medium of instruction?**

Many scholars believe that pupils understanding of the subject content taught are mostly limited even when teachers employ the strategies discussed. For instance, Ibrahim et al. (2017), argues that even with the use of the aforementioned strategies by the teachers, there is still other gap that needs to be filled. According to them, the use of code switching or code mixing, for instance, makes some of the pupils inactive during lessons and consequently has negative effects on their proficiency in English. They therefore identified a number of strategies to enhance the use of English as the sole medium of instruction. These are: strict enforcement of the language policy of education, improvement in the teaching of English, extension of the use of L1 as Medium of Instruction (MoI), and creation of a classroom atmosphere that is conducive to the use of English.

#### **2.7.1. Strict enforcement of the language policy of education**

Most teachers are of the opinion that the lack of enforcement of the policy had been a major factor hindering the use of English as MoI at the Upper Primary level. They argue that enforcing the policy is According to Ibrahim, Anka and Yabo (2017, p.29), “any language of instruction, including local or indigenous languages and the English language, should be implemented in accordance with the agreed provision”.

According to them, the effective implementation of EMI in this regard is the responsibility of both the government and other international communities, so that standards can be established and maintained. Owu-Ewie & Eshun (2015 p. 80) states that:

*“The best way to ensure that the policy of using English as MoI in the upper primary and beyond can be improved is by strictly enforcing the policy. There should be proper monitoring and supervision. Anything short of this will let both teachers and pupils use the L1 instead of English”.*

### **2.7.2. Improvement in the teaching of English**

Any programme for the effective implementation of EMI should give adequate attention to training and retraining of teachers, policy makers and primary school administrators or proprietors. According to Ibrahim et al (2017), there is the need to expose both teachers and pupils to the appropriate and adequate instructional materials for using EMI, particularly in primary 4-6 classes. Teachers should be properly trained on how to cope with English being the MoI as well as being proficient in the language. This is confirmed by a statement a teacher made in Arhin (2014. P 65), “I think teachers in the course of their pre-service training should be exposed to how they will use English as a language for teaching other subjects but not just the content.” She added that pupil teachers' who are employed by communities without adequate skills should be trained and informed of the current trend of education with workshops organized for them to upgrade themselves and use EMI effectively.

### **2.7.3. Extension of the use of L1 as Medium of Instruction (MoI)**

As stated earlier, the role of the mother tongue cannot be over-emphasized. Scholars such as Hakuta (1990) and Ndamba (2008) are of the opinion that mother tongue

education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a second language. Therefore, most teachers were of the view that the transition from the use of L1 as MoI to L2 should be extended to at least Primary four (P.4) and where possible to primary five so that pupils can transfer that knowledge and skills acquired in the L1 to the learning and use of the L2 (English). They were of the opinion that the use of L1 as MoI in just to primary three and the transition process is premature and abrupt respectively. They think the transition process should be gradual. This statement agrees with suggestion by Andoh-Kumi, (2001) that the language policy of education in Ghana should be changed from the early-exit transitional to the late-exit transitional bilingual education model. Other scholars such as Ball (2011) and Ibrahim et.al (2017) believe that when the use of L1 is extended, it will build confidence in the learners and they will be able to use the L2 at later stages. They added that for this transition programme to realize its outcome, there should be about 6 to 8 years of schooling in the L1 before transitioning to the use of the L2.

#### **2.7.4. Provision of textbooks**

Textbooks help both the teacher and the pupil in teaching and learning. At this transitional period, adequate provision of textbooks will help pupils to start reading and learning English language at this level since English is to be used as the sole medium of instruction from Primary 4 and beyond. As research conducted by Arhin (2014), suggests that pupils in Abura Asebu Kwamankese do not speak English well because there are few English textbooks in the various classrooms. She added that due to the inadequate textbooks in the classrooms, it makes it difficult for the pupils take active participation in the classrooms since most reading comprehensions in English are done in groups of about six (6) to ten (10) pupils in a group. She argues

that if EMI will be effective in public schools in Primary 4, then there should be enough reading books for pupils to practice reading to also help in their speaking.

#### **2.7.5. Creation of a classroom atmosphere that is conducive to the use of English.**

As it has already been established, using L2 EMI classroom is often cumbersome since there is much interference from L1. Therefore, teachers need to create a classroom atmosphere that is conducive to the use of English in the teaching learning process so that students can use EMI effectively without fear of intimidation. It is argued that most teachers treat errors from students as a 'disease'. Students are sometimes punished for making errors. As Owu-Ewie & Eshun (2015 p.80) puts it, "In situations like this, there is anxiety which leads to feelings of apprehension and unwillingness to speak in class". Students fell reluctant to risk to use English in the classroom. They are always quiet in most lessons unless teachers allow them to use the local languages.

Many scholars such as (Andoh-Kumi, 1999; Ibrahim, et.al 2017) warn teachers to avoid such behaviours. This is because learning cannot take place when students' harbour fears of being intimidated or punished. According to Mwinsheikhe (2009), to boost the use of English in the classroom, pupils or students should be allowed to practice the use of English in a welcome environment despite their errors.

#### **2.8. Conclusion**

It is clear that language plays a major role in the educational development of any country; and the role of medium of instruction cannot be overemphasized in any educational policy of any country. This chapter has attempted to discuss all the pros and cons of the use of the child's First Language or Mother Tongue (L1), Second

Language (L2/TL) or both First Language or Mother Tongue (L1) and Second Language (L2/TL).

Undoubtedly, the use of child's L1 in EFL, ESL classrooms is justified, but none of its supporters endorse its unlimited use. Many advocates (Atkinson, 1987; Cook, 2001; Swain & Lapkin, 2000; Wells, 1999) warn against excessive L1 use, instead they proposed that it should be used optimally. To these scholars, L1 should only be used to help construct knowledge in the target language, facilitate interpersonal interactions, and increase efficiency. In no way should L1 be accorded the same status as TL in the L2 classroom. EFL and ESL teachers should assist their students to take advantage of their existing L1 to facilitate their learning of L2.

Research studies discussed so far have revealed that L1 is not only an efficient learning tool but a useful teaching method if pedagogical activities are well designed. Students use L1 to facilitate their process of comprehension and to reduce any insecurity that may arise from their limited language proficiency. Teachers use L1 to consolidate knowledge that students have learned about the foreign language classroom, such as its vocabulary, sentence structures, and cultural aspects. L1 may be used from introductory to lower-intermediate levels on a decreasing scale. Lower-level students, especially those who are mature, can benefit from the explanation of grammar usage and instructions. In a nutshell, students' L1 is an overwhelmingly powerful tool that should neither be denied nor abandoned in foreign language classrooms.

There has also been much discussion on the importance of L2 in EMI classroom and the need for the teachers to use it to teach and encourage students to try their best possible to communicate in the L2 classrooms. Much attention has also been drawn to

the challenges of teachers and pupils in the use of English policy in the classroom. Strategies teachers use when they violate the policy that mandates them to use English only in the English classrooms has also been fully discussed. Finally, studies on the strategies that can be used by teachers in EMI classrooms have been dealt with in this section.



## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter looks at the methods used in collecting information for the study, English Only policy in the classroom: a case study of selected basic schools in Gomoa East District. The chapter begins with research design, population, sample and sampling techniques, instruments used in collecting the data for the study, ethical consideration, and data collection strategy and presentation.

#### 3.1 Research design

A research design is defined as a set of decisions that make up the master plan specifying the methods and procedures for collecting and analysing the needed information to make an informed decision, (Creswell, 2001). The researcher used a qualitative research design. A qualitative research is defined by Creswell (2001, p.20), “as an enquiry process of understanding, based on a clear methodological process that uses a social or human problem by building on a complex, holistic picture, analyzes words, reports detailed views of information conducted in the natural setting”. It involves deriving information from observation, interviews, or verbal interactions, and focuses on the meanings and interpretations of the participants, Creswell, (2011, p.49).

According to Creswell (2003), “a qualitative research deals with the collection of information in a natural setting through observation, interviews, and personal interaction to find a solution to an existing problem”.

The researcher used qualitative research to examine the challenges of English Only policy in the P.4 classroom, the strategies used by teachers in EMI classroom, and the

strategies that can be employed to enhance the use of EMI in Ghanaian upper primary 4 classrooms.

### **3.2. Population**

A population is also known as a well-defined collection of individuals or objects known to have similar characteristics (Creswell, 2003). According to Cummins (1978), individuals or objects within a certain population in every research work are known to have common, binding characteristics or traits.

In the current study, the population of the study are pupils in primary four (P4) and teachers who teach them. The schools used in the study are all public schools since the use of 'English Only' in primary four (P4) is compulsory for all public schools in the Ghana. The choice of upper primary stems from the fact that teachers begin to use English language as the medium of instruction to teach pupils from the upper primary 4 onwards after the mother tongue (L1) prevalent in the locality has been used as the medium of instruction from Kindergarten to Primary 3 and English (L2) used as a subject.

### **3.3. Sample Size and Sampling Techniques**

Ten (10) Public Basic schools were selected in Gomoa East District for the study. The study was done in six (6) communities. This translates into three (3) schools in two (2) multilingual communities, two (2) schools in two (2) farming and five (5) schools in five (5) fishing communities. The schools are Buduburam DA Basic A, Buduburam DA Basic B, and Feteh Kakraba SDA Basic School (representing the multilingual communities), Ekotsi DA Basic School and Potsin DA Basic school representing the (farming communities), Nyanyano DA Basic A, Nyanyano DA Basic B, Nyanyano



Methodist Basic School, Feteh Dawson Memorial SDA Basic School and Feteh DA Basic school, (representing the Fishing communities).

The researcher observed all the P.4pupils and their teachers except the Ghanaian Language teachers in all the classrooms in the selected schools. The researcher believed that only the teachers who are supposed to use English to teach would provide enough data for the study. The researcher also used purposive sampling technique to interview the teachers that he had already observed them. The researcher believed that using the teachers he had already observed in the class would give him the opportunity to seek clarification on things he observed and noted in the classroom.

The researcher also used convenience and random sampling technique to select the pupils for the interview. He selected pupils who were on the first role in every class because of their convenient accessibility and proximity to the researcher. The researcher also noticed in all the classes he observed that pupils who sit in front of the class turned to pay attention to classroom learning and therefore they could provide accurate data to the researcher.

The District was selected because the researcher is a teacher at Potsin T.I. Ahmadiyya S.H.S., Gomoa Potsin, and he is therefore close to the selected schools (research sites). This ensured constant contact with the schools and participants which facilitated the data collection process. The schools were also selected because the researcher on some of his casual visits to some of his colleague teachers in some of these schools identified that some teachers of the schools had challenges in using English only in the classrooms.

The teachers used in the study were those with a teaching experience of three years or more. This was necessary because the researcher wanted teachers who were conversant with the language of instruction in Ghanaian schools and have lived with the phenomenon.

The pupils used in the study were primary-four (P4) pupils who had the benefit of using L1 as medium of instruction by their teachers during their lower primary education. This was necessary because the researcher wanted to know the challenges of the pupils because in the upper primary, they were mandated to use English only in their classroom activities after they had used L1 as a medium of instruction in their lower primary education.

In all, ninety-six (96) participants were involved in the study which was made up of sixty (60) pupils in Primary (P.4) class; this translates into 6 pupils from each school (three boys, three girls who were randomly and conveniently selected), Twenty (20) teachers (two teachers in each school), Ten (10) Head-teachers (one from each school) and six (6) GES district officials (One Human Resource Manager and five Circuit Supervisors).

### **3.4 Data Collection Strategies**

The data collection strategies used were interviews and observation. According to (Creswell, 2001), these data collection strategies ensured credibility and trustworthiness of the research. The advantage of these data collection is that the questions to be asked in the interviews, for instance, are based on specific themes that can provide a structure to make the analysis easier and less subjective, as well as provide a foundation for detecting similarities and differences in the interviewees' answers. It is also used to obtain a representation of the interviewees' thoughts and opinions in relation to the research questions.

### 3.4.1 Interviews

The interview for the pupils was conducted in both the local language (Fante and Twi) and English because they had limited proficiency in English. The researcher often had to translate questions from English to the Fante or Twi (Their L1) for them to understand and respond. Besides, most responses by pupils were better said in the Fante / Twi Language because they had difficulty expressing themselves in English Language.

According to Creswell (2003, p.56), interview as a data collection method has a lot of merits as it ensures flexibility since the interviewer can probe for more specific answers. It enables the researcher to control the environment and ensure privacy. It also makes participants more informative and less normative.

However, interview as a data collection method has some disadvantages for the researcher as well as the interviewees. According to Creswell, (2007, p.44), interview as a data collection method is time consuming, and costly. He adds that there is less anonymity (respondents cannot hide their identity), there is the likelihood of interview bias (researcher tilts the question to where he/she likes), there is no opportunity to consult records to ensure accuracy, and the wording of the questions may result in different responses and it creates inconvenience for participants.

To overcome the challenges identified by Creswell (2007), the researcher tried to be careful not to spend too much time with any of the interviewees. He also tried to make the questions very simple for the participants so as to avoid ambiguity and also create an enabling environment for the interviewees to operate freely. He also made the respondents to understand that the purpose of the interview was purely for research and nothing else.

The focus group interview approach was used for both pupils and teachers. The researcher randomly selected six (6) pupils which were made up of three (3) boys and three (3) girls from each class that he observed. He grouped the selected pupils in each class and interviewed them in each classroom. He also grouped the selected teacher he used for the study in each class and interviewed them. Hence, teachers were interviewed separately from the pupils. However, teachers were interviewed before the pupils. The researcher used this strategy because he did not want the teachers to know the motive of the researcher before he finally interviewed them.

Headteachers, Circuit Supervisors and Human Resource Manager of the District Education Office were interviewed individually by the researcher. This is so because the researcher could not bring the headteachers or the district education official together and interview them in groups.

### **3.4.2 Observations**

In addition to the interview, the researcher observed the students and teachers in the classroom. Creswell (2007), argues that the observation method of data collection is necessary because it allows the researcher to understand and capture the setting. This method of data collection gives the researcher the opportunity to see things likely to elude people in the setting. It also helps the researcher to learn about things the participants will not want to talk about (non- verbal issues). It also helps the researcher to discover things which people have not paid attention to.

Creswell (2001), argues that the observation method of data collection is time consuming and sometimes makes it difficult for the researcher to gain entry into the setting. However, the present researcher was able to gain easy entry due to the fact that he is well known in the area because he had worked in the area for seven (7) years. Other researchers such as Creswell (2007) argue that, in observation method of

data collection, the researcher is faced with the problem of the degree to which his or her presence changes the situation being observed. However, the presence of this researcher did not create any problem as he was well known by the teachers and most of the students. Also, the researcher had been visiting the schools before the commencement of the research and that made him a known person to the students.

The researcher used observation for 20 teachers who were part of the interview. Each teacher was observed for a period of ten (10) to twenty (20) minutes each on five (5) occasions teaching any of the following subjects: English, Mathematics, Integrated Science, and Social Studies. The researcher observed teachers and students during the teaching and learning of these subjects in the classrooms in order to know the challenges in using English Only in teaching these subjects that prescribe the 'educational future' for the pupils in Ghana. This is because these subjects are the most commonly taught on the school curriculum. The subjects are most commonly taught on the school curriculum because they are considered as 'core subjects' and any pupil who fails in any of these subjects in Basic Education Certificate Examination (BECE) cannot enter any of the public Senior High Schools (SHS) in Ghana. Again, the same subjects are considered as core subjects in SHS and any student who fails in any of these subjects in SHS could not continue his Education in any public University in Ghana.

To ensure that teachers did not change their use of language in their respective classrooms due to the presence of the researcher, the first three observations of every teacher was not used in the analysis rather the last two were used because by that time the teachers had been familiar with the presence of the researcher. Also the main reasons for the observation were not made known to the teachers. This was necessary

because the researcher thought that the teachers would change their use of the language of instruction if they were informed of the reasons for the observation.

Again, the observation was conducted before the interview so that much information about the study would not be disclosed to the teachers for them to change their use of language in teaching and learning.

### 3.5 Demographic Information of Teachers used for the study

Before the commencement of the interview, the basic information relevant to the study was collected from the teachers. These relevant information include; class taught, academic qualification, teaching experience, native language and second Ghanaian language. It should be noted here that dominant Ghanaian languages used in the research site are Fante and Asante or Akwapim Twi. About sixty (60) percent of the pupils speak Fante, thirty-five (35) percent of the pupils speak Asante Twi or Akwapim Twi and the rest of the five (5) percent speak other Ghanaian language. The information about the teachers who were used for the study (observation and interview) is presented in the table below:

**Table 3: Demographic information of teachers used for the study**

Teacher	Gender	Class Teaching	Academic Qualification	Teaching Experience(yrs)	Native Language	2 <sup>nd</sup> Gha. Language
1	Female	P4-P6	B'Ed (Basic Edu.)	10	Twi (Ak)	Fante
2	Male	P4-P6	B'Ed(Soc. Studies)	8	Twi (As)	Fante
3	Female	P4	B'Ed (Basic Edu.)	14	Fante	Twi(As)
4	Female	P4	B'Ed (Basic Edu.)	5	Fante	Ga
5	Male	P4-P6	B'Ed (Basic Edu.)	7	Nzema	Twi (As)

6	Female	P.4	B'Ed (Basic Edu.)	18	Ewe	Twi (As)
7	Male	P.4	B'Ed (Psychology)	8	Twi (As)	Fante
8	Female	P.4-P.6	B'Ed (Basic Edu.)	12	Ewe	Twi (As)
9	Female	P.4	B'Ed(Soc. Studies)	6	Fante	Twi (As)
10	Female	P.4	B'Ed (Basic Edu.)	10	Ga	Twi (As)
11	Female	P.4	B'Ed (Basic Edu.)	7	Twi (Ak)	Ga
12	Male	P.4-P.6	B'Ed (Basic Edu.)	15	Fante	Twi (As)
13	Male	P.4-P.6	B'Ed (Basic Edu.)	5	Fante	Twi (As)
14	Male	P.4-P.6	B'Ed (Basic Edu.)	6	Twi (As)	Ga
15	Female	P.4	B'Ed (Basic Edu.)	20	Fante	Ga
16	Male	P.4	B'Ed (Basic Edu.)	13	Fante	Twi (As)
17	Male	P.4	B'Ed (Basic Edu.)	5	Fante	Twi(As)
18	Female	P.4	B'Ed (Basic Edu.)	9	Ga	Twi (As)
19	Female	P.4	B'Ed (Basic Edu.)	12	Twi (Ak)	Ga
20	Male	P.4-P.6	B'Ed (Basic Edu.)	11	Fante	Twi (As)

\* As = Asante Twi      \*Ak = Akwapim Twi

\* Asante/Akwapim Twi and Fante are mutually intelligible

The table above indicates that all the twenty (20) P.4 teachers used for the study spoke and understood one of the dominant Ghanaian languages (Fante and Twi) in the area of study. The researcher realized from the study that these teachers spoke and understood these dominant languages very well and could use it to teach to their pupils' understanding. This made it possible for them to interact with the pupils in these dominant languages in the classroom activities. This scenario has an influence on classroom dynamics in terms of language of instruction.

It was also realized that the teachers used for the study were not new in the Ghana Education Service in terms of teaching experience. Out of the twenty teachers, ten (10) teachers constituting fifty percent (50%) had between five to nine years of teaching experience. The other ten (10) teachers constituting another fifty percent (50%) of teachers for the study had between ten (10) to Twenty (20) years of teaching experience. This is an indication that hundred percent (100%) of the teacher population for this research have taught for at least five years and it is envisaged that they were familiar with the current Language Policy of Education.

### **3.6 Ethical Consideration**

To gain access to the participants, the researcher took an introductory letter from the Department of Applied Linguistics to Gomoa East District Education Office. Based on the letter from the researcher's department, the District Education Director also issued an introductory letter through the researcher to the headteachers of the selected schools. Based on the permission by the Gomoa District Director of Education, the researcher went to the selected schools and had oral discussions with the headteachers and teachers in the selected schools for their consent and willingness to use their schools and also to participate in the study. In fact, the introductory letter from the education directorate made the researcher's work in the schools very easy because the headteachers gladly accepted the researcher and assisted him in his data collection.

The researcher also assured all the participants in the research that any data collected was purely for academic purposes and their identity would not be disclosed to any third party and that all data would be kept secret and confidential. This assurance made all the participants in the research to participate fully and freely. The researcher did not take part in the lesson delivery. This enabled the researcher to observe in the



natural environment. It was after the lesson, thus during the interview, that the various teachers saw what exactly the researcher was looking for.

### **3.7 Data Presentation and Analysis.**

The data analysis technique used is the inductive analysis and creative synthesis approach. According to Creswell (2003, p.68), this approach for data allows the researcher to create themes and then put them into conceptual categories that helped the researcher to describe the phenomenon under discussion. Here, the researcher grouped responses based on his judgment that the responses were similar. He later described these similarities conceptually.

The presentation approach that was used in this study was the narrative logic approach. This approach was used because it enabled the researcher to move from one example to another example like what narrators do when they are telling stories.

### **3.8 Conclusion**

This chapter looked at the research methodology which covered areas like research design, population, sample size and technique, research site, data collection strategies which include observation and interview, ethical consideration, data collection protocol, data analysis and data presentation.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter deals with the presentation and analysis of the data collated by the researcher for the purpose of this research. The researcher collected two categories of data. These are observations and interviews. Lessons observed lasted between fifteen (15) to twenty (20) minutes on five (5) occasions. The researcher used the teachers and some pupils he observed in each class and interviewed them in groups. There were ten (10) groups of primary four (P.4) teachers: a group of two (2) P.4 teachers in each school. The researcher also interviewed sixty (60) P.4 pupils which consisted of six pupils in a group in each school. He also interviewed Ten (10) head teachers: one head teacher in each school. Five (5) Circuit Supervisors and an officer in-charge of posting in Gomoa District Education Office were also interviewed.

The presentation as well as the analysis took the inductive analysis and creative synthesis approach which is in line with the qualitative research analysis. This approach was adopted in order to paint a vivid picture of the situation on the ground. The results presented were based on the three main research questions. Care was however taken to avoid the problem of over-generalization which is the main loophole of the descriptive method of analyzing a research data.

The main target of this researcher during the observation was to find out whether the teachers were going according to the current language policy of using English Only as the medium of instruction in P.4. Also, the researcher wanted to find out how effectively the children participated in the lessons. From the observations, it was realized that the teachers from the research site were not adhering to the Language

Policy of Education. Instead of using the L2 only as the medium of instruction, the teachers were using two languages, that is, both L1 and L2 in the classroom. This is a total deviation from the national language policy. However, it was also realized that the children seemed to be enjoying lessons taught in both L1 and L2.

The findings and discussions of this study were done based on the three main research questions indicated earlier in this study. Here, the researcher wanted to find out the challenges of English only policy in Ghanaian upper primary four (P.4) classrooms. The study also sought to find out the strategies used by teachers when they do not use EMI in P4 classrooms. Finally, it sought to find out the strategies that could be employed to enhance the use of the English Only in the classrooms.

#### **4.1. Challenges of English only (EMI) policy P.4 classrooms**

Teachers were seen using the mother tongue and English to teach pupils. This deviation from the EMI policy made the researcher decide to find out from teachers why they were not using EMI in the classroom and factors that could be responsible for the use of both languages instead of English Only.

Findings from the observation indicated that the languages used in the selected schools for this study were the English and the local language (Fante/ Twi). These languages were used both by teachers and pupils. Teachers mostly communicated to pupils using both languages in and outside the classroom. Pupils communicated among themselves mostly in the local language. There was no single classroom in the schools used for the study which used English as the sole medium of instruction.

The observation also found that both English and Ghanaian languages (in this case Fante and Twi) were used as medium of instruction. However, in most classrooms in the current research, the percentage use of English by the teachers was more than the Ghanaian language (Fante/Twi). This observation by the current researcher contrasts

with the research done by Owu-Ewie& Eshun (2015, p.76) at Ajumako Enyan Esiam District which states that “lessons in English were delivered in Ghanaian language as if Ghanaian language was the prescribed medium of instruction in theory”. With respect to pupils, the percentage use of the Ghanaian Language was more than English. This observation was also made by Andoh-Kumi (2001, p.11) that states "they all said that during break time they talked to their teacher in Twi. They spoke Twi with friends in class as well as during break time".

During the interview session, the researcher asked the teachers about the language used in the classroom and all teachers unanimously said they used both local language and English because pupils find it difficult to comprehend lessons taught in English only.

However, some teachers indicated in this research that they used English more than local language. Students interviewed confirmed that when their teachers used English as the medium of instruction, they did not understand the lesson. Most of the time, learners wanted their teachers to explain whatever was said in English in the local language. Pupils sometimes asked teachers indirectly to translate what was said in English to the local language by either being silent when questions were asked or they directly told their teachers to say what was said in English in the local language.

Again, during the observation session, it was realized that in the selected schools the pupils' response to the use of the mother tongue was very active. They could easily understand what the teacher wanted and could communicate back when needed. When it came to class work, the teachers had to make extra effort to translate the questions written in English on the board to the pupils in the mother tongue. For example, in Buduburam D/A, ‘A’ Primary 4 classroom where the teacher was

teaching Electrical Circuit, he had to translate the questions asked in the text book to pupils for them to answer correctly.

Teacher: *what is the function of the bulb? (Translation: ebeɛn dwuma na 'bulb' no dzi?)*

Home works were given individually but also translated by the teacher to ensure that they went home to do the right thing.

As stated earlier, all the subjects and topics observed from the various schools revealed that teachers used both English and the Local Language as the Medium of Instruction. In an interview with Primary 4 teacher of Buduburam D/A 'A' Integrated Science teacher about the reason for using Twi mostly to teach Integrated Science; this is what he said:

*Using English Only is very difficult because the children cannot contribute. Science, for instance, is so difficult to explain some of the terms to the pupils in English. So, sometimes, I use the Local Language to explain some of the things in their environments. You see, when you use what is around them and mention them in their languages; it helps them to understand what you are talking about.*

During the interview session, teachers made it clear that they were having many challenges that made it difficult for them to go strictly by the policy. These included: the positive role of L1 in EMI classroom, teachers and students' lack of proficiency in English, lack of textbooks or teaching and learning material, the availability of a common Ghanaian language in the environment or the locality of the school, the top-bottom approach of policy making, lack of enforcement of the language policy and the Early- Exit Model of EMI.

#### 4.1.1 The Positive role of L1 in EMI classroom

One of the factors given by teachers who did not use English only in the classrooms was their view on that positive role that L1 plays in a child's academic performance. To the teachers, the child's first language in education had been shown to enhance the academic, linguistic, and cognitive achievement of learners (Baker, 2001). Teachers argued that L1 helped pupils to learn easily. Most of the teachers also stated that the use of the L1 also helped them to achieve their lesson objectives in the classrooms. This is because the objective for teaching is one of the salient things a teacher projects to achieve at the end of the day or teaching. It is the goal set to achieve in class after a particular subject is taught.

Again, in order to achieve their teaching objectives, the teachers use the local language to aid understanding of the lessons taught. The teachers, in this case, considered the appropriate language for achieving their objectives not taking into consideration rules and regulations given by the Ministry of Education concerning the language to be used as the medium for instruction. A Teacher at Nyanyano Methodist Primary stated this in an interview:

*I have to make every effort to be able to teach every topic in the syllabus hence my changing the medium of instruction from English to Fante. Circuit supervisors who come here to find out how teaching and learning is going are only concerned about our lesson notes and not the challenges we are facing in the classrooms. Those who even observe our lessons in the classrooms even encourage us to mix the local language with the English language so that the children will understand whatever we are teaching.*

A Teacher at Fete Dawson Memorial SDA Basic School shared a similar concern and indicated that;

*I have objectives to achieve at the end of every lesson. How to achieve that objective rests upon me to use all that will make my pupils understand what I want to put across. I don't owe anyone. I am the master of the class and I don't care whatever somebody seated somewhere wants me to do.*

With these declarations made by teachers concerning the role of L1 in helping them achieving their objectives, the language of instruction as stated in the language policy does not even come in as far as their goals for teaching is concerned. Some of the teachers also argued that they used the local language so that pupils could understand the lessons taught which helped them to achieve their lesson objectives. They added that they used the local language because they wanted pupils to take active part in the lessons. A teacher at Ekotsi D/A stated:

*When I use English as the only medium of instruction, participation is very low and lesson objectives are so difficult to be achieved. This is due to the fact that the proficiency of the pupils in English language is very low.*

#### **4.1.2 Teachers' and students' lack of proficiency in English**

It is an undisputable fact that one's ability to use and understand the language of instruction has repercussion on class participation and performance. English language is the official and the national language of Ghana and since it is not any of the native languages of Ghana, learning it becomes difficult to the Ghanaian pupil in the classrooms. The observation revealed that some of the teachers used were not proficient in English language. This observation corroborates with Mwinsheikhe's (2009) findings that Tanzanian teachers were not proficient in English to confidently use it as a medium of instruction. This revelation also corroborates with earlier findings by Kraft (2003) that most Ghanaian teachers are not proficient in English. It

was observed from the study that some of the teachers made faulty constructions both in speech and in writing. For instance, some teachers made these grammatical errors in the cause of their teaching:

- *Teacher 1: What did I **said** yesterday? (What did I **say**, yesterday?)*
- *Teacher 2: George, who ask you to jump the table?(George, who asked you to jump the table?)*
- *Teacher 4: The mass range **are collected** into kilograms (The mass range **is converted** into kilograms)*

It must be noted here that some of the teachers spoke and wrote proficiently in English Language.

The study also revealed that pupils are unable to use English Language in the classroom. Most pupils used in the study could not express themselves appropriately in English. Communicating in English was a problem to many pupils. Due to the lack of English proficiency on the part of the pupils, almost all the interviews with the pupils were conducted in the local language (Fante/Twi). A teacher at Nyanyano D/A “A” expressed his sentiments that they (teachers) wish that they always use English Only in their classrooms in accordance with the language policy but they were always challenged by the pupils inability to express themselves in English Language. He stated;

*Teaching in a village like this; with pupils' understanding in English being low, we always have to use the mother tongue to explain things to them so that they have better understanding*

Another teacher at Potsin D/A Primary Four ‘B’ also added that pupils fail to ask questions when English Only is used because they lacked understanding. He however



stated that at some point, they (teachers) saw that the pupils had the knowledge but they could not express themselves in English.

#### **4.1.3 Lack of textbooks**

During the observation sessions, it was realized that almost all the schools used for the study lacked textbook in all the subjects observed. It was realized that in a class of eighty (80) to a hundred and ten (110) pupils, one could not count more than five (5) textbooks in that classroom. Sometimes, they asked the students to sit in groups. Each group consisted of over twenty (20) pupils with just a textbook. This made learning so difficult for the pupils in the classroom. Hence, teachers were compelled to translate contents in the textbook to the students. At least, for the benefit of those who could not read directly from the textbook because they were either sitting behind the textbook or sitting very far away from the textbooks. A teacher at Akotsi D/A Primary puts it this way:

*The only textbook in this class for English Language is the one I am using. So, I write everything on the blackboard and the children are compelled to read only from the blackboard. My problem is, when the teacher is writing on the board what will the children be doing? The only option is for the children to engage themselves in other activities that are not related to the lesson. There is the need for the children to have the books before them so that while the teacher is writing on the board the children will be making reference on their own.*

In an interview with the head teachers in the schools, it was revealed that the provision of textbooks is one of their headaches because efforts to get textbooks for the school from the Education Directorate always proved futile. Some of the headteachers added that they sometimes used their own money to buy textbooks for

the teachers to use in the classrooms. A teacher at Fetei Dawson SDA Primary school complained bitterly about lack of teaching and learning materials. According to him,

*I do not know if Ghana Education Service cares about the academic success of pupils in this school since there are few textbooks for almost all the subjects. This makes teaching very difficult for me. I make my pupils sit in groups and I share the few textbooks to them.*

Lack of textbooks is also confirmed in Andoh-Kumi (2001. P.55) as he states “the textbook situation during our first visit was not encouraging, hence teachers either used outdated books that followed old syllabus or created their own teaching and learning materials”.

#### **4.1.4. Availability of a dominant Ghanaian Language.**

One other factor which forced teachers not to use English in the English Only classrooms is the availability of a common local language to all the pupils and the teachers in the locality where the school is situated school. This is because where all children speak a common Ghanaian language; it is common for the teacher to use the native language as a supplementary language in the teaching-learning process, (Andoh-Kumi, 2001). This phenomenon was confirmed by Arhin, (2014 p.52) that since all the children spoke and understood a common Ghanaian language, it was easy for the teachers to use the native language but if the children spoke different Ghanaian languages, it would be difficult to use local language to teach. However, the researcher observed that even in the multilingual communities, teachers were still using the Ghanaian language in addition to English in their teaching. This may be due to the fact that teachers in these multilingual communities were able to speak and understand the local language dominant in those localities.

During the interview session, some of the teachers noted that the environment in which they find themselves encouraged their usage of the mother tongue more than the English language which is supposed to be the medium of instructions. This agrees with a report at the Minnesota University Extension which indicated that creating a positive physical and mental atmosphere in the home helps prepare students to be ready and able to learn. In other words, if teachers and parents are not able to create the needed atmosphere for the student by ensuring that the students try to speak at school and home respectively, there is little the student can achieve as far as L2 learning is concerned. Due to the significance of the environment and home on students' success in education, a lot is expected both from the teachers and the parents or the inhabitants in the locality of the school by trying to speak English with the students or encouraging the students to learn English well. A teacher at Nyanyano D/A 'B' indicated that although the language policy of education admonishes them to use English as the sole medium of instruction, he was not able to do so. This is how he puts it:

*How do you expect me to use English Only in the classroom in this community? Here, the town folks speak only Fante and they do not encourage pupils to learn or read wide when they go home. And because the pupils don't read frequently, expressing themselves in English is even a problem. Due to this, I use the local language to explain whatever I want to teach to the pupils. I do this because I want my pupils to get what I teach.*

#### **4.1.5 The Top- Bottom Approach of Policy Making**

The interview session with the teachers revealed that the policies were made through the top- bottom approach. The teachers indicated that the policies were made by the

various governments through authoritative declarations by our leaders. An Integrated Science teacher at Buduburam D/A Basic 'B' asked this rhetorical question:

*How should they sit at the top there and send a letter one day to implement a policy? We, the teachers, who are the implementers of the policy, are left out in the policy formulation and they expect us to do what?*

This suggestion by the teacher is in line with Ekeha's (2012) argument that the formulation of policies were done at the Ministry without any consultation with the grassroots (teachers). The policy makers then send letters or directives from the Ministry of Education to the Regional Directors calling on them to notify the District Directors. Hence, the teachers who are the implementers were completely left out in the policy formulation. The teachers see the policy as something far away so they do not make efforts to effectively implement them. There are indications that the changing of the policies were through letters from the Ministry of Education to the Regional Directors calling on them to notify the District Directors. These directives from the Ministry attest to the fact that the teachers who are the implementers were completely left out in the policy formulation. The teachers see the policy as something far away so they do not make efforts to effectively implement them.

#### **4.1.6 Lack of Supervision or enforcement of the Language Policy on EMI**

Lack of supervision is another critical challenge faced by teachers in the selected schools. During the interviews with teachers of the selected schools, they all lamented that District Education supervisors rarely came to the various schools to find out if all was going well or what their problems were. When the researcher asked why teachers do not use English language as the sole medium of instruction in the P.4 classroom as the policy stipulates, a teacher at Feteh Kakraba SDA Basic indicated as:

*Supervision is nothing to write home about in the district. Supervisors only come once in a blue moon. Those who come here periodically to find out how teaching and learning is going on are only concerned about our lesson notes and not the challenges we are confronted with as far as the syllabus and the language of instruction is concerned. We sometimes complained to our head teacher about the way supervisors do not show up to know our problems. In this case, my brother, we have nothing but to find any way possible to help our pupils.*

Almost every teacher interviewed expressed concern about the enforcement of the language policy of education in Ghana. They indicated that there is no supervision on the language policy of Education. Some even stated that supervisors only come and check the lesson notes of teachers and nothing else.

#### **4.1.7 Early- Exit Model**

Another striking argument made by some of the teachers during the interview was that the use of mother tongue from Primary 1 to 3 was another factor which contributed to the continuous use of it in the upper primary. According to these teachers, the same language policy of education which requires the use of only English as the sole medium of instruction in public upper primary also mandates teachers in Primary 1 to 3 to teach the pupils using English and the mother tongue prevalent in the community. To these teachers, the five continuous years of using the local language (from KG – P.3) makes it difficult for the pupils to change to the use of EMI abruptly. A teacher at Potsin D/A Basic School stated:

*The swift change from the local language as the medium of instruction to English is very difficult for the pupils. They are used to using local language in class. So any move to change it makes it very difficult for them. This is because at*

*P4, they do not have the basics. So, at P.4, if you want to use English Only in your class, you will be worrying your own self, my brother.*

Some of the teachers also expressed their displeasure about the policy of changing from the L1 to L2 as a medium of instruction from P4. According to them the pupils in the rural areas lacked the ability to use English especially at P.4 due to the fact that many of these pupils lack the proper atmosphere to study. So, they argued that these pupils should be allowed to gain a strong ground in the English Language before they completely change to using it as a medium of instruction. A teacher at Nyanyano Methodist Basic schools in an interview stated that:

*At p4, the child may be too young to understand and use the English effectively. So, they should still use the local language in addition to English until they get to P.6. At P.6., they would have acquired much vocabulary and using English Only may be a big problem. The fact is that the when these children go home, they use their local language instead of English to communicate. So, I think that minimum use of English language at P.4 is not bad at all.*

This argument by the teacher is in line with Ball (2011, as cited in Owu-Ewie & Eshun, 2015 p.80) “that for a transition program to realize its outcome there should be about 6 to 8 years of schooling in the L1 before transitioning to the use of the L2”. During the interview session, most of the participants believe that when the use of L1 is extended, it would help the learners to be able to use the L2 well.

#### **4.2 Strategies teachers employ in EMI classrooms**

This research question sought to find out the strategies teachers in the public upper primary use when they do not use English as the medium of instruction in P.4 as the policy stipulates. The study found out that the language policy of education which

requires teachers to use English as the medium of instruction in upper primary P.4 only was theoretic other than practical. In actual fact, the current researcher observed that none of the twenty (20) teachers in all the ten (10) schools in the six (6) communities used for the study used English as the sole medium of instruction in the classrooms.

It was observed that the teachers in the selected schools used many strategies in the classroom in their quest to meet their lesson objectives. Some of the strategies and techniques identified by the current researcher included: code mixing, translation, the use of teaching aid, safe talk and previewing and reviewing.

#### **4.2.1 Code Mixing / Switching**

Teachers tended to use two languages in the classroom as a strategy which helped them to achieve their lesson objectives in EMI classrooms. My observations in the selected classrooms saw this concurrent usage of two languages; the local language and English language used as the mediums of instruction in the in form of code switching/codemixing. Code mixing is a change between codes during the same conversation. According to Jacobson (1990), code mixing is done within sentences and across sentences. Thus, it is realized when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation.

It was observed that the use of the two languages was more or less a daily routine. Many of the teachers introduced their lessons in English and then switched to the mother tongue to explain it to the pupils. It was realized that, most of the time; learners wanted their teachers to explain the big words in English into the local language. It was also observed that there was no laid down procedure to use this strategy in the classroom. Sometimes, the teachers used the local language first followed by English or vice-versa. Teachers communicated with the pupils by mixing



both English and the local language in most of their sentences. Explanations and demonstrations made by teachers and pupils were all done in both mother tongue and English language. For instance, in teaching colour mixing and application in the class, this dialogue went on between the teacher and pupils:

Teacher: “*Abigail, bɔ wo favourite colour kyere hen. (Abigail, mention your favourite colour to us)*”

Pupil: *Madam, “Emi me colour a mepɛ ye ‘red’ (Madam, my favourite colour is red)*”.

Teacher: “*Yɛwɔ primary colour and secondary colour. Primary colour no ɔwɔ ho dadaada”.*(we have primary and secondary colour. The primary colour is natural)”

Interviews with the teacher and the pupils confirmed that the use of the both L1 and L2 in the EMI classroom made the students to understand the lesson taught which also helped teachers to also achieve their lesson objectives. A teacher at Ekotsi D/A Basic School stated in the interview:

*I think it will be good to blend the mother tongue with the English language since all heads are not the same. The students who are not fluent in English too would benefit if the mother tongue is used with the English. You see, in this community, the students are so much used to speaking their mother tongue. So, using English Only in the classroom is a bit challenging. In fact, it affects some of the students. When I even break key words down into the simplest form, still it becomes difficult for some pupils. So, I have to mix the local language with the English Language.*

In an interview with the teachers to find out the reason for code switching in teaching, they indicated that although the language policy of education requires that they used



only English as the medium of instruction, they had to use both English and the mother tongue for the pupils to understand. A teacher at Nyanyano Methodist Basic School indicated:

*At primary four (P.4), using only the mother tongue does not help the children but using it alongside the English language is good. This is because students fail to ask question when English Only is used. If they don't ask questions too, it means they lack understanding of the lesson taught. Some students too, may have the knowledge but cannot express themselves in English. That is why we allow them to blend them.*

In an interview with the pupils too, majority of the students indicated that they did not understand the English language so they benefited when their teachers used the mother tongue in addition to the English language. A pupil at Potsin D/A Basic said:

*Se tikya no ka borɔfo nkotsee a, menntse ase papa, naaso se ɔdze frafra a, ɔma metse ase kakra. Borɔfo bi wɔ hɔ a, no mu ye dzen dodow. Naaso se ɔdze Mfantse ka dem 'big word' no a, ɔno ɔma metse dza ɔbeka biara ase.*

(Translation: “When the teacher uses English Only, I do not completely understand. However, if the teacher mixes or switches the language, it brings understanding. Some English words are ‘difficult’. However, if the teacher says that ‘difficult’ in Fante, it helps us to understand everything”)

The use of code switching in EMI classrooms had also been identified in studies done by Jacobson (1990), Andoh-Kumi (2001), Ekeha (2012), Arhin (2014). Arhin (2014), for instance, states that students preferred that their teachers used both L1 & L2 as a medium of instruction in EMI classroom because the concurrent use of both languages in the classroom helped the pupils to better learn the English basics, and were able to communicate more effectively with the instructor.

#### 4.2.2 Translation

Apart from code switching, teachers were caught in some instances trying to explain all that they had said in English into the mother tongue for the pupils. Translation is the act of converting text from one language to another. The researcher observed that pupils in the community had little knowledge in English language. So, teachers had to translate whatever they said in English to pupils in their mother tongue for easy understanding of topics introduced. It was observed that pupils used the dominant local language (Fante / Twi) for communication among themselves and their teachers. This made the teachers not to force themselves to even use English Only in the classroom. This is because if a teacher tried to use English only in the classroom, that classroom became very quiet and boring because pupils could not understand what the teachers were teaching.

The researcher also realized that pupils sometimes asked teachers indirectly to translate what was said in English to the dominant local language. The pupils did this by either being silent when questions were asked or they directly told their teachers to say what was said in English in Fante/Twi. A teacher at Fete Dawson SDA introduced his lesson as quoted below:

Teacher: Ok! Sit down and keep quiet. (*Obiara ntsena ase na anye dzinn*)

Teacher: You remember that, on Monday, we treated components of Electricity.  
(*Hom kaa adze a yesuaa wɔ daano Dwowda no?*)

Pupils: Yes Madam.

Teacher: Let's read what's on the board. We will take it one after the other (*hom mma yenkenkan dza ɔwɔ ha yi. Yebefa no nkorkor*)

Teacher: "When we combine all these, what will be the result? (*Sɛ yekeka dem ndzɛmba yi nyinara bɔ mu a, yebɛnya dɛn?*)"

Pupil: Madam, ɔbɔsɔ light (Madam, it will produce light)

It was observed that the pupils did not fully understand lessons conducted when English is fully used unless some explanations were done in the local language (Fante). The researcher realized that anytime a teacher used English to explain anything to the pupils, the pupils sat down quietly. A teacher who was teaching reading comprehension (Drug Abuse) had to read the passage and asked individual groups to reread the same passage. After all, the five groups had finished reading the passage; the teacher explained the passage in English language. She took her time to explain the process involved in drug abuse and how it could be avoided. When the teacher finished explaining, she asked questions about the passage. Unfortunately, none of the pupils was able to answer any of the questions about the passage they had read. The teacher then took her time to explain the whole passage in the local language (Twi). When the teacher finished explaining the passage in the local language, the pupils got interested in the passage and they tried to give correct answers to the questions. Some of the pupils even tried to explain their answers because the teacher allowed them to give answers in their local language. Because the teacher allowed them to give answers in their local language, the pupils enthusiastically participated in the classroom activities and freely expressed themselves.

To avoid explaining a whole passage from English to the local language, teachers normally break the passages into sentences. Below is an excerpt of what took place at Buduburam D/A 'B' classroom when a teacher was teaching reading comprehension.

Teacher: *“Let’s read what’s on the board in groups. After that, we will see which group will be able to read all. (Translation: “groups no nyinara babɔ mu akan dza maakyereɔ egu board no do nyinara. Yewie a, yebɔbɔhwe group a obotum akan no nyinara”)*

Teacher: "Do you know how to look for a word in a dictionary." (Translation: *hom nyim kwan a yefa do hwehweword wɔ dictionary mu anaa?*)

Teacher: "Look into your books, when I finish reading, you will also read".

(Translation: "Hom nhwe hom book no mu, se mekenkan wie a, hom so hom bekenkan").

The researcher also observed that translation helped the pupils to grasp contents of whatever taught by the teacher. Interviews with the pupils proved that translation is necessary in the EMI classroom. In an interview with a pupil in Fetei Kakraba SDA Basic School, a pupil indicated:

*Mepe tikya no bekyerekyere biribiara a obeka wɔ Borɔfo mu no akyere hen wɔ Mfantse mu osiande se ɔdze Mfantse no kyerekyere mu a, metse ase yie.*

English translation: "I want the teacher to explain whatever he says in English into Fante (Local Language) for us because if the teacher uses the local language to explain any concept, I understand all that the teacher teaches.

A pupil at Potsin D/A Basic school also had this to say:

*Mepe de tikya ka Borɔfo na ɔkyere mu kɔ Mfantse kasa ama m 'atse ase. Osiande, se tikyia no ka Borɔfo nkotsee a, menntse ase koraa.*

(English Translation: I want my teacher to speak the English and then switch to Fante to explain so that I understand whatever he said in English". This is because, if the teacher speaks English Only, I do not understand whatever he says.

The danger with the translation method was that the students sometimes opted-out of listening when the teacher was speaking in the weaker language (English Language).

The researcher observed that most of the students did not pay attention when the

explanation is transmitted in English because they know the same thing will be said in the local language and they waited for that to occur. A teacher at Nyanyano Basic 'A' indicated in frustration in the translation method during the interview session:

*At a point, I feel discouraged by the repetitive form of teaching. Sometimes, it's so cumbersome when you have to translate whatever you taught before you get a response from the pupils. When it happens like that, it means we are marking time in our syllabus. However, if you don't do that too, the children will not understand you.*

The use of translation in EMI is also confirmed Asare-Amoah by (2001), remarks that "whenever the teacher used English, there was always silence in the classroom. But, the moment the used Fante, the responses were overwhelming and all pupils participated in the lesson", (Asare-Amoah, 2001 p.34).

#### **4.2.3. The use of teaching aids**

Teaching aids are an integral component in any EMI classroom. It has proven to be a formidable supplement for teachers when the reinforcement of skills or concept is necessary. Using aids such as graphs, charts, flashcards, videos, provides learners with visual stimulation and the opportunity to access the content of any lesson from a different vantage point. The use of these aids in the EMI classrooms gives the learner the opportunity to interact with the content in a way which allows them to comprehend more easily.

The researcher observed that some teachers employed teaching aids such as graphs, charts, and flashcards to facilitate students' understanding in the classrooms. Some teachers also watched students' faces to gauge their reactions, and adjusted their teaching speeds accordingly. For example, when they realized that their students listened with puzzled expressions, they repeated the same sentence more slowly or

they showed the same flashcards again so that the students could better comprehend the class material.

In an interview with some of the teachers who used the teaching aids, majority stated that teaching aids helped students to comprehend content in EMI classrooms.

A teacher at Feteh Dawson SDA indicated:

*I normally use teaching aids in my classrooms because the teaching aids help to make learning environment interesting and engaging and improve pupil's participation in the class. You see, their minds are always focused on what the teacher had written on the flashcards more than that on the chalkboards or in their books.*

Chuang (2015), believes that the use of teaching aids is an effective method that improves students' comprehension, encourages more class engagement, and promotes collaborative learning in EMI classrooms.

#### **4.2.4. Safe Talk**

Safe-talk refers to the rhythmically coordinated chorusing prompts and responses in which students and teachers collude to show that learning is taking place, (Chick, & Mckay, 20 01). It is one of the techniques teachers adopt to engage their pupils to participate in teaching and also to find out if pupils understand what is being taught. According to Mwinskheikhe (2009 as cited in Owu-Ewie, & Eshun, 2015 p.78), teachers who tried to use English most of the time in the EMI classroom often use questions to check whether students understood what was said or not. Some of these safe talks include "do you understand?", Any problem?, "Are you with me?", "is it clear?", "Are you following? "Am I making sense?", "Are you ok?", Should I go on ?"

The researcher observed that this strategy was used by the teachers in all the schools used for the research. When a teacher asked a question and the pupils responded in

the affirmative, it meant that the teacher could continue with his or her teaching. However, if the response from the pupils was in the negative, it meant that teacher could not proceed with his or her teaching. In this case, the teacher had to pause and find out what was the problem with the pupils. Sometimes, the teacher was made to repeat just an aspect of the topic or he or she was forced to repeat the whole topic or whatever he had already discussed with the pupils. Below are excerpts from what took place at Feteh D/A P.4 classroom when a teacher was teaching ‘Institutions that maintain law and order’.

Teacher: *“Ok! students, can I continue”*

Pupils: *“Yes Sir”*

Teacher: *“Ok. tell me! What do the police do”*.

A pupil: *“the police enforce law and order in the country”*.

Teacher: *“that’s good; this means that I can continue”*.

The response from the pupil convinced the teacher that he could actually continue. The teacher then explained to the pupils all the institutions that maintain law and order. He also discussed some of the laws in Ghana. In the course of the teaching, the teacher wanted to find out whether the pupils were actually following him. So, he asked the question:

Teacher: *“Do you understand?”*

Pupils: *“Yes Sir”*

Teacher: *“What are some of the laws in the country?”*

When the teacher asked the question above, no student even talked. This made the teacher to know that the children were not following him. So, he had to start everything afresh. It must be noted here that, sometimes, students can respond in affirmative but in actual fact, they do not understand what had been discussed.

In an interview with teachers as to why they used 'safe talk' in their classrooms, they all argued that it was one of the strategies they employ to evaluate the progress of their lessons and it made them to be aware of whether the pupils were following the lesson or were absent minded. A teacher at Buduburam D/A Basic 'B' indicated:

*Sometimes, when you are teaching, you see that the students are not active in class. So when you asked the question, it makes you the teacher to know whether you are making sense to them. It also paves a way for them to ask any question at the time of your teaching. It makes them feel free in class so they can participate more.*

A pupil at Fete Dawson SDA Memorial Basic School indicated:

*“Se tikya no rekyere adze na se nntse ase mpo a, runntum nnka nnkyere no wo ber a n'ano gudo rekasa. Ntsi se okasa wie na obisa wo de etse ase anaa nntse ase a, nna aka nokwar no akyere no”.*

*(Translation: “When the teacher is talking or teaching and you dont even understand what he is teaching, you cannot stop him while he is teaching. So, when he pauses and asked you a question, as to whether you understand or not you can then tell him the truth”).*

The use of safe-talk in the EMI classrooms has also been confirmed by Arhin (2014), who indicated that teachers adopt 'safe talk' as a strategy to engage their pupils to participate in teaching and also to find out if pupils understand what is being taught.

#### **4.2.5. Previewing and Reviewing**

Previewing and reviewing is another strategy teachers use to teach pupils in the EMI Classroom. Previewing is an advance or preliminary view or sight of presentation. It gives a gist of what is to come. Arhin (2014) states that, “if you preview something,



you are more likely to remember it after the study session”. In other words, you are more likely to store it in memory by attaching it to items previously learned. With this in mind, teachers try to use what is prevalent in pupils' environment in order to draw their attention to the topic of the day and then they build on them gradually till the end of the lesson.

Reviewing refers on the other hand is a process of re-studying; re-examining or looking over what has been encountered before. The aim of review is to help improve the quality of teaching and learning in the classroom, (Arhin, 2014. p.41)

During observation, the researcher realized that teachers in the study tried to use what was prevalent in pupils' environment in order to draw their attention to the topic of the day. For instance, a teacher at Buduburam D/A Basic 'B' who was teaching Electrical Energy asked:

Teacher: *“How many of you have Lights in your various homes?”*

Some students put up their hand indicating that they had light in their homes. Other pupils didn't put up their hands indicating that they did not have lights in their homes.

The teacher then asked:

Teacher: *“Who has seen a bulb before?”*

At this juncture almost every pupil put up his or her hand indicating that he or she had seen an electric bulb in their homes or somewhere else. She then asked:

Teacher: *“Do you know what makes it possible for the bulb to go on and off?”*

Pupils: *“No sir”*.

He again asked the pupils;

Teacher: *"how many of you have torch lights in your houses and do you know how you are able to put off your torchlight and how you can put them on?"*

It was realized that all that the teacher was trying to do was to bring the children's minds towards what was about to be discussed so that the pupils would be able to picture everything. This process is what is referred to as previewing.

Teachers also used the reviewing strategy when they were about to conclude their lesson. They use the reviewing strategy to find out whether the pupils had understood the lesson that had been taught. When the researcher tried to find out the importance of previewing and reviewing in the classroom, a teacher at Potsin D/A Basic School indicated in an interview:

*The previewing and reviewing strategy used by the teachers makes it easier for the teachers to introduce new and similar topics. Teachers are able to know whether to start a new topic or revise the old topic through this strategy. It also helped the pupils to participate fully in the lesson.*

A pupil at Nyanyano Methodist Basic School indicated in an interview:

*"Se etikyafu no bɔbɔ dza a yeesua no dadaw no do a, ɔma yetse dza yeesua no dadaw no ase. Anaade se wɔma mfatoho fa dza yerubosua noho a, ɔma obuebue hen adwen mu ma yeƷe ready wɔ adze fofor a yerubosua noho".*

(English Translation: *"When teachers preview and review any lessons, it helps us to understand the next topic to be taught. It also refreshes our minds on each topic tackled and prepares us to be ready before a new topic is even introduced by the teachers")*).

It must be noted here that the strategies identified were not used separately in a lesson. It was observed by the researcher that the strategies discussed were mostly mixed up in a single lesson.

### **4.3. Strategies to enhance the EMI in the classroom.**

The challenges identified in research question one (1) have become impediments to policy implementation in the Ghanaian schools and there is therefore the need to take some steps to overcome them. This section looks at the various suggestions that have been revealed to this researcher to enhance the use of EMI in the classroom. It is the hope of this researcher that if the following steps are taken, it will minimize the problems associated with English Only Policy.

The strategies identified by this researcher through the data collected from dual sources – observation and interview include: extension of the use of L1 as Medium of Instruction (MoI), the use of bottom-up approach of policy making, provision of textbooks, strict enforcement and supervision of the language policy of education, and creation of a classroom atmosphere that is conducive to the use of English and improvement in the teaching of English.

#### **4.3.1. Extension of the use of L1 as Medium of Instruction (MoI)**

One of the ways to enhance the EMI in the classroom is to adopt the Late- Exit Transitional Bilingual Education (TBE) of using two languages - English and Ghanaian language as a medium of instruction. The TBE is based on Ramirez & Merino (1990) model which allows for forty percent (40%) use of the mother tongue (L1) in teaching until the sixth year (Grade 6) of schooling. As indicated by Owu-Ewie (2006), when TBE is used, the mother tongue will be used as the medium of instruction from primary one to primary four while English is gradually introduced

into the system as a medium of instruction from primary five and finally becomes the medium of instruction from primary six onwards. From primary one to four, English will be a subject of study and from primary six, Ghanaian language will be studied as a core subject up to the end of the Junior High School.

In my interviews with the most of the teachers in the selected schools in the Gomoa East District in the Central Region to find solutions to the various problems confronting the use of English as the sole medium of instruction, they were of the view that since the same policy allows the mother tongue prevalent in the locality or community to be used as the medium of instruction from Kindergarten to Primary 3, it should be continued in addition to the English language up to P.6 to help the pupils gradually acquire the additional language of instruction. These teachers were of the opinion that the use of the two languages in the upper primary will enhance understanding, improve academic performance and also improve English proficiency. A teacher at Nyanyano Methodist Basic School had this to say:

*I think at this level, the children are too young to be forced to use only English in the classroom. Maybe, we can advice them to try their best. But, I think we should allow them to use their mother, maybe, until primary five (5) or even Primary six (6).*

#### **4.3.2 The use of bottom-up approach of policy making**

The situation where our policy makers always use the top-bottom approach in formulating our policies is not the best. Evidence from the interviews conducted by this researcher reveals that the language policies Ghana are made at the top and sent down to the teachers by a letter instructing them to stop one policy and start another with immediate effect. A teacher at Fete Dawson Memorial SDA Basic School pointed out that:

*“The best thing the policy makers should do is to come to the grassroots level to find out the problems on the ground before formulating their policies. When that is done, we will tell them the reality on the ground and they will go by that to help us all.”*

This suggestion by the teacher is in line with the bottom-up approach suggested by Owu-Ewie (2006). The irony of this is that, without effective implementation of the language policy, the expected aims and objectives of the policy would never be achieved. It is therefore suggested that the aims and objectives of the policy would be better achieved if the views of the policy implementers are sought before making the policies. If the policy implementers are part of the policy making process, they would do whatever is expected of them to make the implementation process a success. There is therefore the need for effective co-ordination between the policy maker and the implementer so as to achieve the ultimate aims of the policy.

The teachers, learners, parents, chiefs, opinion leaders and language coordinators need to decide on the particular language that will be conveniently used as a medium of teaching. The researcher believe strongly that if the stakeholders mentioned above are involved in the policy making, they will all put their resources together to make the implementation a success.

#### **4.3.3 Provision of textbooks**

During the observations and the interviews, it came to light that there are not enough text books in our classrooms and this is affecting the performance of the children. In most of the schools used for the study, it was observed that the only textbook in the classroom is the teacher's copy. The children are compelled to read only from the blackboard. In situations when the teacher is writing on the board, the only option left for the pupils was for them to engage themselves in other activities that are not related

to the lesson. This makes class participation very cumbersome for the pupils. There is therefore the need for the pupils to have the books before them so that while the teacher is writing on the board, they children will be making reference on their own.

A teacher at Feteh Kakraba SDA Basic School stated that:

*“The only textbook in this class is the one I’m using. I bought it for myself. So, I always write everything on the blackboard. I think there is the need for the government to provide enough books for us to use.”*

Textbooks help both the teacher and the pupil in teaching and learning. Provision of adequate textbooks would help pupils to start reading and learning English language which is the sole medium of instruction from Primary 4 and beyond. Most of the teachers interviewed indicated that if the use of English will be effective in public schools in P.4., then there should be enough reading books for pupils to practice reading to also help in their speaking textbooks in the classroom, This suggestion by the teachers is in line with Ekeha’s (2012) assertion that when there are enough textbooks in the classroom for the children to use, learning of English becomes easier.

#### **4.3.4 Strict enforcement and supervision of the language policy of education**

Any policy implementation without monitoring is likely to fail. We need someone to co-ordinate between the policy maker and the implementer. Most teachers interviewed were of the opinion that the lack of enforcement of the policy had been a major factor hindering the use of English as MoI at the Upper Primary level. They argue that enforcing the policy is likely to have positive impact on the use and study of English by pupils in the classrooms. This agrees with earlier findings by Marsh (2006) that the use of English as the only medium of instruction improves students performance in English. Therefore, in order to minimize the numerous challenges

associated with the English Only policy in the classroom, the circuit supervisors in each education office in Ghana need to work hard by supervising teachers who are the implementers of the policy. This is necessary because if the implementers of the policy realize that the supervisors are always there to supervise and assist them in the areas of difficulties, they will gladly go by the dictates of the policy.

Moreover, if there is effective supervision and co-ordination by the Circuit Supervisors, they would in turn send all complains by the implementers to the policy makers for redress and feedback brought to the teachers to help them improve upon the situation. However, if the supervisors themselves do not care about what is going on in the classroom; teachers would also do whatever they like in the classroom. A teacher at Potsin D/A indicated this in an interview:

*“There is the need to intensify supervision in our schools because without effective supervision, I do not think the policy will achieve its expected goals”*

Most of the teachers interviewed argued that effective supervision would make the implementation very effective and the expected objectives would be achieved. This will also enable the policy makers to evaluate their policies before changing them or reducing the numerous implementation problems.

#### **4.3.5 Creation of a Conducive atmosphere in EMI classroom.**

Using L2 in EMI classroom is often cumbersome since there is much interference from L1. Therefore, teachers need to create a classroom atmosphere that is conducive to the use of English in the teaching learning process so that students can use EMI effectively without fear of intimidation. It has been observed during the study that there were many pupils in the classrooms. A minimum of eighty (80) pupils in a class was observed in eight (8) out of the ten (10) used for the study by the current

researcher. Due to the large number of pupils in a class, participation in the class was ineffective. Many of the pupils were not taking active part during classroom activities. This also made it difficult for the teachers to use EMI effectively in the classrooms. It was also observed that most teachers beat or laugh at some of the students who made grammatical errors in EMI classroom. Some of the pupils also laugh at few ones who make efforts to answer questions in English Language. This observation is in line with Owu-Ewie & Eshun (2015 p.80), who argues that “in situations like this, there is anxiety which leads to feelings of apprehension and unwillingness to speak in class. Students fell reluctant to risk to use English in the classroom”. Teachers need to create a classroom atmosphere free from intimidation and criticism in order for the pupils to express themselves in the EMI classrooms.

Many scholars such as Arhin (2014), Ibrahim et.al, (2017) warn teachers to avoid intimidating students when they make grammatical error. This is because learning cannot take place when students’ are afraid of been punished.

#### **4.3.6 Improvement in the teaching of English**

Any programme for the effective implementation of EMI should give adequate attention to training and retraining of teachers, policy makers and primary school administrators or proprietors. According to Ibrahim, et al. (2017), there is the need to expose both teachers and pupils to the appropriate and adequate instructional materials for using EMI, particularly in primary 4-6 classes. Teachers should be properly trained on how to cope with English being the MoI as well as being proficient in the language. A Teacher at Nyanyano D/A Basic “A” indicated:

*“I don’t remember the last time we had an in service training on EMI. You see, there should be a regular training on how to even teach some topics using English Only. This is because some topics are so difficult that you*



*don't even know how the children will understand if you don't explain in the local language.”*

This assertion by the teacher confirmed an argument by Arhin (2014. P.65), that teachers in the course of their pre-service training should be exposed to how they will use English as a language for teaching other subjects in the classroom. She added that pupil teachers' who are employed by communities without adequate teaching skills should be trained and informed of the current trend of education with workshops organized for them to upgrade themselves and use EMI effectively. There is therefore the need for the policy makers to regularly educate the implementers of every policy so that they can effectively implement whatever is expected of them to implement.

#### **4.4 Conclusion**

This chapter looked at the data analysis and presentation of findings based on the three main research questions. The findings revealed that policy implementation is very vital to the attainments of the expected goals. However, our educational policy of using English only in P.4 in our Basic Schools is faced with many challenges. These problems include the way policies are formulated, lack of quality textbooks, teachers' and students' lack of proficiency, lack of effective supervision, lack of in-service training for teachers and the early-exit model nature of our policies. Various strategies such as the concurrent use of both L1 & L2, the use of code-switching or code-mixing, translation, and Safe talk used by the teachers in the EMI classrooms in order to achieve their lesson objectives have also been discussed. Suggestions such as extension of the use of L1 as Medium of Instruction (MoI), the use of bottom-up approach of policy making, provision of textbooks, strict enforcement and supervision of the language policy of education, creation of a classroom atmosphere that is conducive to the use of English, and improvement in the teaching of English in

order to enhance the use of EMI in the classrooms have also been advanced in this study.



## CHAPTER FIVE

### SUMMARY, RECOMMENDATION AND CONCLUSION

#### 5.0 Introduction

This chapter deals with the summary of the challenges of English only policy in Ghanaian upper primary 4 schools, the strategies employed by teachers in EMI classrooms to achieve their lesson objectives in P.4., and the strategies that can be employed to enhance the use of the English Only in the classrooms. It also deals with the recommendations made by the researcher to help in minimizing the problems associated with the use of EMI in Ghanaian Basics Schools as well as areas that need further research.

#### 5.1 Overview of Research problem and methodology

This study was carried out to find out the challenges of English only policy in Ghanaian upper primary 4 schools, the strategies employed by teachers in EMI classrooms to achieve their lesson objectives in P.4., and the strategies that can be employed to enhance the use of the English Only in the classrooms. The research was conducted in Gomoa East District in the Central Region of Ghana. Purposive and random sampling techniques were used to select the schools and the pupils for the sampling. In all, ten schools were selected in the district for the purpose of the research.

This researcher observed lessons of twenty (20) teachers three times each for thirty minutes per period. This was to find out how effectively the policy implementation process is going on as well as the textbook situation in the natural environment. To help in gathering more information, the researcher later interviewed the teachers he observed individually and in a group. He also interviewed six pupils in each school

by putting them each in a group. He also interviewed five Circuit Supervisors in charge of supervising the activities in the selected schools and the District Officer in charge of posting (HRM). These were to enable the researcher to acquire more information because the researcher believed that if data is collected through only one means, a lot of vital information will not be uncovered. These data enable the researcher to come out with the challenges of English only policy in Ghanaian upper primary 4 schools, the strategies employed by teachers in EMI classrooms to achieve their lesson objectives in P.4., and the strategies that can be employed to enhance the use of the English Only in the classrooms.

## **5.2 Summary of key findings**

The summary of the findings were based on the three main research questions and the various themes that cropped up from the data collection strategy.

### ***5.2.1 Research Question 1. What are the challenges of English only (EMI) policy in the classrooms in Ghanaian upper primary 4 schools?***

- ✓ The role L1 plays in EMI classroom.
- ✓ Teachers and students' lack of proficiency in English.
- ✓ Lack of textbooks or teaching and learning material.
- ✓ The monolingual nature and the environment or the locality of the school.
- ✓ The Top- Bottom Approach of Policy Making.
- ✓ Lack of enforcement of the language policy.
- ✓ The Early-Exit Model of EMI.

### **5.2.2 Research Question 2. What strategies do teachers employ in EMI classrooms to achieve their lesson objectives in P.4?**

- ✓ Purposeful concurrent use of the two languages (L1 & L2).
- ✓ Code switching or mixing
- ✓ Translation
- ✓ Safe talk
- ✓ The use of Teaching aids

### **5.2.3 Research Question 3. What strategies can be used to enhance the use of English as a medium of instruction in Ghanaian upper primary 4 schools?**

- ✓ Extension of the use of L1 as Medium of Instruction (MoI).
- ✓ The use of bottom-up approach of policy making.
- ✓ Provision of textbooks.
- ✓ Strict enforcement and supervision of the language policy of education.
- ✓ Creation of a classroom atmosphere that is conducive to the use of English.
- ✓ Improvement in the teaching of English.

## **5.3 Recommendation**

These findings and suggestions of the participants enable this researcher to make some suggestions that were classified into two main categories. The first category dealt with recommendations for improving policy implementation, and the second category covered the recommendations for further research.

### **5.3.1 Recommendations to Improve Policy Implementation**

Apart from the results from the data presented above, I wish to make the following recommendations to minimize the numerous challenges associated with language policy implementation in our country.

Firstly, there should be incentive packages such as awards and scholarships for pupils who make use of English language inside and outside the classrooms and those who perform better in English Language examinations. Teachers should try and reward pupils who try to speak English both inside and outside the classroom. These will boost the morale of the pupils and encourage them to work harder for the attainment of our educational goals as far as the use of EMI is concerned. The improvement of English Language will lead to the improvement of other subjects. This is because English is the basis of all subjects and that all subjects with the exception of the Ghanaian Language are taught in the English language and it is also the medium through which all our examinations are written.

Secondly, there is the need to give a special training to our Primary School teachers. The quality of teachers that handle the children at this lower level of education is very vital to the development of the child. It is disheartening to note from the data that, though all the teachers used for the study are trained teachers but none of these teachers had studied English language and knows how to use it to teach in the basic levels of our education system. It is argued that the primary level is the foundation for our educational career and it has to be very strong so that the child can build upon it.

As Ekeha (2012) retorted, “how can a teacher who is suffering from inferiority complex be made to lay an educational foundation? It is like using sand crate blocks to lay foundation and putting concrete block on it.” Ekeha that such a building cannot stand because the top will be too heavy for the foundation. It is therefore better to try to put only English Language trained teachers at the upper primary level so that they can lay a good foundation for the children to build upon.

Also, there is the need to pilot our language policies before implementation. National programs such as National Health Insurance, Biometric Registration, National Identification and School Feeding were all piloted before they were implemented. This enables the implementers to look for problems that are likely to come up during the general implementation and find solution to them before the actual process takes place. We need to pilot our language policies before recommending for their implementation. This piloting will be done within a small environment and monitored by language experts so that they can identify the necessary constraints and find solutions to them before putting the policy in the national domain. By so doing, they are nipping the problems in the bud and the implementers have fewer problems to encounter. This will enable them go through the implementation process smoothly in order to achieve the expected goal.

Again, the language policy of education should be reviewed with respect to schools in the rural areas. As far as teachers interviewed and observed in the research have decided not to teach according to the policy but rather focus on the language the pupils understood better for teaching, it is high time the ministry of education and the Ghana Education Service did something about the choice between the languages, (L1 & L2) as medium of instruction.

Furthermore, Directors of Education and Circuit supervisors should also visit schools in the deprived areas regularly to know the problems teachers and pupils face in teaching and learning in order to bridge the gap between performance in rural and urban schools in the country.

### **5.3.2 Recommendations for further Research**

It is hoped that this study will be useful in stimulating further discussion and research on how to effectively implement EMI in multi-lingual nations like Ghana. Therefore, the researcher recommends the following for further studies:

- ✓ Firstly, it is the desire of the researcher that a similar study in a multilingual classroom is conducted to examine the impact of EMI in teaching and learning.
- ✓ Secondly, it is the desire of the researcher that full investigation should be made how the language policy is violated in the lower primary school.
- ✓ Finally, further studies can be conducted with a larger population (more schools and participants).

### **5.4 Conclusion**

The focus of this study was to find out whether teachers adhere to the language policy of education in the public upper primary which requires teachers to use English as the sole medium of instruction. The research has revealed that the EMI teachers resorted to their own strategies in order to communicate meaningfully to pupils in order to fulfill their objectives.

It was found that the positive role of L1 in EMI classrooms, teachers' and students' lack of proficiency in the use of English in the classroom, lack of quality textbooks, , lack of effective supervision, lack of in-service training for teachers and the early-exit model of our policies are some of the challenges preventing the effective implementation of the policy by the teachers.



It was also noted that the various strategies such code-mixing / code-switching, translation, and safe talk, previewing and reviewing are used by the teachers in the EMI classrooms in order to achieve their lesson objectives.

It was again noted that suggestions such as; extension of the use of L1 as Medium of Instruction (MoI), the use of bottom-up approach of policy making, provision of textbooks, strict enforcement and supervision of the language policy of education, creation of a classroom atmosphere that is conducive to the use of English, and improvement in the teaching of English in order to enhance the use of EMI in the classrooms have also been advanced in this study.

It was also recommended by the researcher that for the effective implementation of EMI, in-service training should be organised for teachers who are the implementers of the policy. Again, both teachers and pupils should be given adequate instructional materials to be used in EMI, particularly, in primary 4 classes.

It is hoped that this study will be useful in provoking further discussion and research on how to implement EMI in multi-lingual nations like Ghana. The researcher also believes that if the above suggestions are gravely considered and put into practice, most of the challenges identified in this study would be minimized if not eradicated totally.

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## Appendix I

### INTERVIEW QUESTIONS FOR PUPILS, TEACHERS, HEAD-TEACHERS, CIRCUIT SUPERVISORS AND DISTRICT HUMAN RESOURCE MANAGER (HRM).

Pupils', Teachers', Head-teachers', Circuit Supervisors and District Human Resource Manager (HRM) of the Gomoa District were interviewed after the researcher had observed pupils and teachers in the class.

#### PUPILS' QUESTIONS

1. What is your native language?
2. Which language would you prefer to be taught and why?
3. In which language do you communicate with your friends?
4. How do you fare in subjects when your preferred language is used in teaching?
5. How do you fare speaking and studying your mother tongue?
6. What is your perception about use of Ghanaian language as a medium of instruction?
7. Why do you like the use of either Fante or English as a medium of instruction?
8. What are your challenges in using English in the classroom during teaching?
9. What strategies do your teachers use to help you understand things in English when they are teaching?

## Appendix II

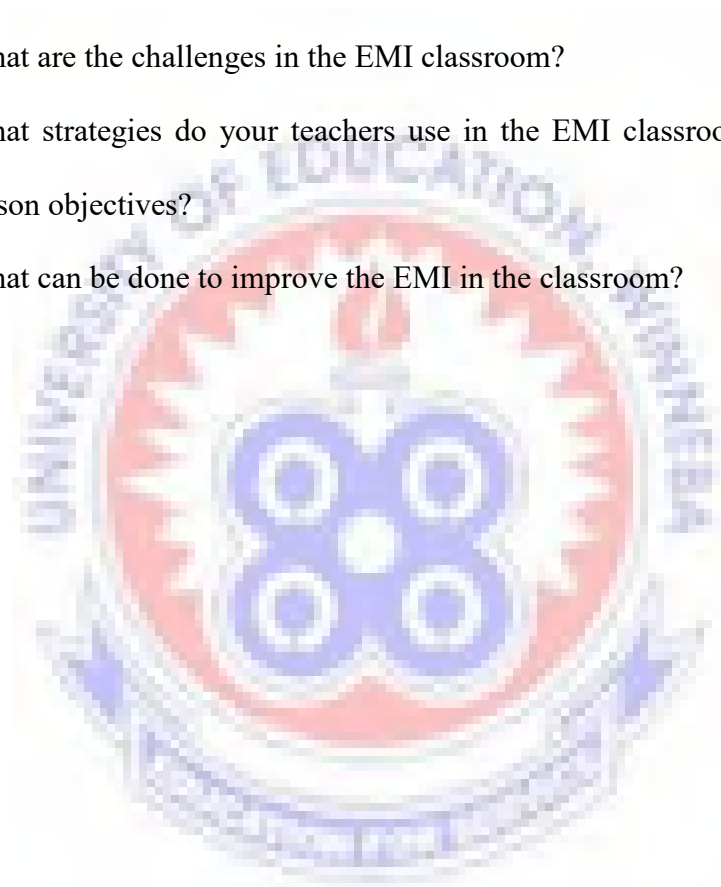
### TEACHERS' QUESTIONS

1. How many years have you taught?
2. What is your area of study in the College or the University?
3. What is your academic qualification?
4. What is your native language?
5. What is the current policy on medium of instruction in Ghana especially in the upper Primary level?
6. What is your students' perception about the EMI?
7. What is your perception about the EMI?
8. What is your students' perception about the use of mother tongue as a medium of instruction?
9. What is your perception about the use of mother tongue as medium of instruction?
10. What are your students' challenges about the EMI in the classroom?
11. What are your challenges about EMI in the classroom?
12. What strategies do you use in the EMI classroom to help your pupils understand whatever you are teaching in order to achieve your lesson objectives?
13. What can be done to improve the EMI in the classroom?

## Appendix III

### HEAD-TEACHERS' QUESTIONS

1. What is the current policy on medium of instruction in Ghana especially in the upper Primary level?
2. Do you monitor and encourage your teachers to go by the stipulated medium of instruction?
3. What are the challenges in the EMI classroom?
4. What strategies do your teachers use in the EMI classroom to achieve their lesson objectives?
5. What can be done to improve the EMI in the classroom?



## Appendix IV

### CIRCUIT SUPERVISORS' QUESTIONS

What is the current policy on medium of instruction in Ghana especially in the upper Primary level?

1. Do you monitor and encourage your teachers to go by the stipulated medium of instruction?
2. What do you do to teachers who violate the policy in the upper level?
3. What are the challenges in the EMI classroom?
4. What strategies do your teachers use in the EMI classrooms?
6. What can be done to improve the EMI in the classroom?



## Appendix V

### HUMAN RESOURCE MANAGER'S (HRM) QUESTIONS

1. What is the current policy on medium of instruction in Ghana especially in the upper Primary level?
2. Do you consider the Language background of teachers before posting them?
3. What do you think is/are the challenge/s in the EMI classroom?
4. What strategies do the teachers use in the EMI classroom to achieve their lesson objectives?
5. What can be done to improve the EMI in the classroom?



## **Appendix VI**

### **COMMUNITIES AND SCHOOLS FOR THE STUDY**

#### **COMMUNITIES FOR THE STUDY**

1. Gomoa Buduburam (Two Basic schools)
2. Gomoa Feteh Kakraba (One Basic school)
3. Gomoa Ekotsi (One Basic School)
4. Gomoa Potsin (One Basic School)
5. Gomoa Nyanyano (Three Basic Schools)
6. Gomoa Feteh Kese (Two Basic Schools)

#### **SCHOOLS FOR THE STUDY**

1. Buduburam DA Basic A
2. Buduburam DA Basic B
3. Feteh Kakraba SDA Basic School
4. Ekotsi DA Basic school
5. Potsin DA Basic school
6. Nyanyano DA Basic A
7. Nyanyano DA Basic B
8. Nyanyano Meth. Basic School
9. Feteh Dawson Memorial SDA Basic School
10. Feteh DA Basic school.



## Appendix VII



### UNIVERSITY OF EDUCATION, WINNEBA DEPARTMENT OF APPLIED LINGUISTICS

P. O. Box 25, Winneba, Ghana. Tel: 233-0432-22139/43

21<sup>st</sup> January, 2019.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

#### LETTER OF INTRODUCTION

MR. STEPHEN KOW AMOAH is a final year M.PHIL candidate in the Department of Applied Linguistics, University of Education, Winneba.

He is investigating 'the impact of the use of English Language as a medium of instruction on teaching and learning in Ghanaian Upper Primary Schools: A case study of some selected basic schools on Gomoa East District'.

I would be grateful if your outfit would grant him access to observe and interview teachers and pupils in your District or School, and cooperate with him to enable him gather the required data for his project.

Thank you.

Yours faithfully,

A rectangular stamp with the text 'APPLIED LINGUISTICS' and 'UNIVERSITY OF EDUCATION' and a handwritten signature 'Lomotey' over it.

Charlotte Fofu Lomotey  
Ag. Head of Department

## Appendix VIII

# GHANA EDUCATION SERVICE

In case of reply the  
Number and date of this  
letter should be quoted



Republic of Ghana

District Education Office  
P. O. Box 9,  
Gomoa Afransi

My Ref. No...GES/ CR/GEDO/69/Vol.1/177

13<sup>th</sup> February, 2019

Your Ref. No.....

### INTRODUCTORY LETTER STEPHEN KOW AMOAH

I write to introduce to you Stephen Kow Amoah a final year M.PHIL student in the Department of Applied Linguistics, University of Education, Winneba, who is investigating the impact of the use of English Language as a medium of instruction on Teaching and Learning in Upper Primary; a case study of selected Basic Schools.

A handwritten signature in black ink, appearing to read 'E. H. Esel'.

ELIZABETH HELEN ESSEL (MS)  
AG. DISTRICT DIRECTOR OF EDUCATION  
GOMOA EAST

TO WHOM IT MAY CONCERN