UNIVERSITY OF EDUCATION, WINNEBA

IMPACT ASSESSMENT OF THE USE OF THE L1 TO SUPPORT THE TEACHING AND LEARNING OF ENGLISH AMONG PRIMARY THREE LEARNERS IN THE OKAI KOI NORTH MUNICIPALITY

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MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

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A thesis in the Department of Basic Education,
Faculty of Educational Studies, submitted to the school of
Graduate Studies, in partial fulfilment

of the requirements for the award of the degree of
Master of Philosophy
(Basic Education)
in the University of Education, Winneba

FEBRUARY, 2022

DECLARATION

STUDENT'S DECLARATION

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

Signature……………………………………………

Date…………………………………………………

SUPERVISOR'S DECLARATION

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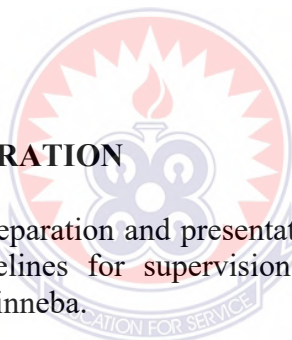
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Date…………………………………………

DEDICATION

This work is dedicated to my supervisors Prof. Asonaba Kofi Addison, DR. Emma Sarah Eshun and my family specifically, Mr. Carl Quist and Shane Benjamin Quist.

ACKNOWLEDGEMENTS

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GLOSSARY

EFL: English as a Foreign Language

EGR: Early Grade Reading

ESL: English as a Second Language

GES: Ghana Education Service

KG: Kindergarten

LOI: Language of Instruction

MoE: Ministry of Education

NaCCA: National Council for Curriculum and Assessment

NaLAP: National Literacy Acceleration Program

USAID: United States Agency for International Development

ONMA: OkaiKoi North Municipal Assembly

SCT: Socio Cultural Theory

CT: Cognitive Theory

LIH: Linguistic Interdependence Hypothesis Theory

GTM: Grammar Translation Method

DM: Direct Method

ALM: Audio Lingual Method

CLTM: Communicative Language Teaching Method

SLA: Second Language Acquisition

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CUP: Common Underlying Proficiency

LOI: Language of Instruction

CPP: Convention Peoples Party

PNDC: Peoples National Defense Council

NDC: National Democratic Congress

NPP: New Patriotic Party

DG: Director General

MMDAs: Metropolitans, Municipals and District Assemblies

GSS: Ghana Statistical Service

ONMEO: Okai Koi North Municipal Education Office

SPSS: Statistical Package for the Social Science

OIC: Officer in Charge

CEO: Chief Executive Officer

SISO: School Improvement Support Officer

T2E: Transition to English

CPD: Continuous Professional Development

PLC: Professional Learning Community
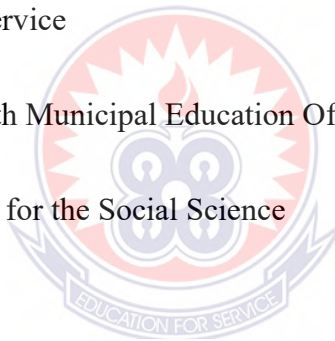
ABSTRACT

Teaching and learning English as a second language has over the years proven to be a very difficult task for both teachers and learners of English in Ghana. Authors and researchers around the globe have proposed several seamless modes through which the second language can be taught and learned effectively. One of such modes is the use of L1 (Mother tongue) in teaching and learning different aspects of L2 (English language) in the classroom. This present study, therefore, sought to assess the impact of the use of L1 (Ga) in the teaching and learning of L2 (English language) among primary three pupils in the Okai Koi North Municipal Assembly (ONMA) of the Greater Accra region of Ghana. In essence, the study aimed at exploring the extent to which primary three teachers and pupils use the Ga language in the English language classroom, the impact of the use of L1 in the L2 classroom and some challenges that confront both teachers and pupils in their attempt to use the Ga language during English language lessons. Underpinned by the pragmatists' paradigm, this study employed the mixed method approach and the sequential explanatory design. Data was collected using questionnaires, interviews, and observation. Quantitative data was analyzed using descriptive statistics and that of the qualitative was analyzed using the thematic approach. A total of fifty (50) respondents, made up of ten basic three teachers and forty basic three pupils formed the sampled population for the study. These participants were sampled using census, stratified, and simple random sampling techniques. The findings of the study provided an indebt information on the extent of L1 use in the L2 classroom by both teachers and pupils in the ONMA as well as the impact and challenges existent when the L1 is used in the L2 classroom. The recommendations in this study were done specifically to inform the Ministry of Education (MOE), Ghana Education Service (GES) and other stakeholders on the effectiveness of the L1 use in the L2 classroom in Ghana.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The decision to learn a second language in addition to one's native language is linked to individuals and in some cases, the setting in which one finds oneself. Learning English as a second language is compulsory for students in Ghana's primary and secondary schools. In Ghana, English language is considered a very important subject because it is taught at all levels of education and because it is needed in some fields of work where fluency in the English language is important. For instance, teaching, law, journalism, and other fields of work in Ghana, necessitate a considerable amount of knowledge and comprehension of English language.

English language is widely accepted as either the medium of instruction or the official language of communication used primarily at various workplaces. This is because a command over the English language enables smooth communication between people of different ethnic backgrounds or from different countries who speak different native languages but understand and speak the English language. Similarly, English language is seen as very vital because in countries (like Ghana, Nigeria, etc.) where English language is a foreign language, it enables smooth transaction of business between native and non- native speakers of the English language thereby boosting economies.

In education, English language is widely accepted by Anglophone countries as the official language of the government and the medium of instruction in schools. According to Bamgbose, (2004), until recently, many children in Anglophone Africa

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learn to read and write in English, because the era of colonialism stressed on the dependence on English language models of instruction, curriculum, and content.

In Ghana, the formal and agreed second language is the English language. It is used as the medium of communication among people, the language accepted to be used as medium of instruction in schools and learnt as a subject particularly from the upper primary level through to the university. It is worth noting that, there is a difference in using English language to teach other subjects in the curriculum and teaching English as a second language. Also in Ghana, over the years, it has been compulsory for school children to use English to communicate when they are in school, whether they are fluent at it or not to an extent that, because some students are unable to effectively communicate in English, they are unable to openly converse with their schoolmates. Further, out of fear of being ridiculed by their peers for mispronouncing English words, some children chose not to speak English at school. The government of Ghana has therefore formulated policies to assist in this area over the years. Owu-Ewie, (2006) asserts that, the Republic of Ghana promotes the value of English taught in addition to the mother tongue on learning outcomes, having alternated between English and a Ghanaian language of instruction in the six decades since its independence. Similarly, EGR-USAID (2019) supports that, since 1969, the use of English only as a medium of instruction at the primary school level was reinstated again in 2002. The use of English only as a medium of instruction from 2002 continued until 2008, when a shift in government occurred. EGR Endline_ USAID (2019) further reports that noting the pressure of education stakeholders to restore the use of L1 as a means of instruction at the lower primary level, the new administration issued a new policy concerning the language of instruction at the lower primary level. This led to the adoption of a new language of instruction (LOI) program i.e., National

Acceleration of Literacy Program (NALAP). According to Owu-Ewie & Eshun, (2015:17), in this program, "one of the 11 Ghanaian languages (Asante Twi, Akuapem Twi, Fante, Nzema, Ga, Dagbani, Dangme, Ewe, Dagaare, Gonja, and Kasem) must be used as the language of instruction for KG1 through to Primary 3 and Primary 4" must be defined as the transition point from the Ghanaian language of instruction to English. The second part of the policy notes that from Primary 4 onwards, English should be used as a medium of instruction and Ghanaian language learned as a core subject until Junior High School level.

In Ghana, NALAP enabled students to be more fluent in the English language, mainly in the lower primary, using the L1 as a guide. This program requires the teacher to use the L1 of the student during kindergarten instruction up to primary three (3). There is a shift to the English-only medium of instruction from primary four (4) to the tertiary. This is because, the pupil needs to be more familiar with the English language from the upper primary stage, hence the shift from the use of the L1 model to the English only model. In the new Basic School curriculum implemented in Ghana in 2019, the use of any Ghanaian language is strongly recommended during teaching and learning to clarify such difficult concepts; however, the learners being taught should understand that specific Ghanaian language being spoken by the teacher.

 Notwithstanding, Richards & Rodgers (2014) argue that a study of literature on L2 teaching strategies that have prevailed over the past century and a half reveals that some writers encourage the use of L1 to support L2 teaching, whereas others prohibit it absolutely. Although one party (Atkinson, 1987, Hammer, 2007, Harbord, 1992) claim that the L1 is very relevant in the teaching of the L2, their opposing counterparts (Seligson, 1997, Mattioli, 2004, Tang, 2002) are also of the opinion that the use of the L1 simply impedes the acquisition of the L2 and should therefore not be

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promoted at all. Rublik (2017) notes that some researchers assume that L1 and L2 have more similarities than differences, while others believe that L1 and L2 are entirely distinct processes.

On the use of L1 in teaching the L2, several authors and researchers (including Atkinson, 1987, Hammer, 2007, Harbord, 1992) have outlined numerous importance of the use of L1 in the teaching of the L2 against the use of the English only method. Atkinson (1987: 241-244) for instance, does not only acknowledge the positive role of the mother tongue in the classroom, but also provides more reasons for using L1 such as "checking comprehension, discussion of methodology (especially with early level learners), checking for meaning" etc. Harmer (2007, p. 39) emphasizes that a reasonable situation to use the L1 is when translating particular words, especially abstract concepts "when other ways of explaining their meaning are ineffective". Harbord (1992, p. 351-352) also stresses that, the use of the L1 saves time and confusion in the classroom and that if students are unfamiliar with a new approach and are not given an explanation in L1, they might be demotivated by this method.

Some authors (for instance: Seligson, 1997, Mattioli, 2004, etc.) are of the opinion that the persistent use of the L1 in teaching the L2 may be disadvantageous, considering the advantages spelt out above on the use of L1 in teaching the L2. To these researchers, the introduction of L1 in the L2 classroom interferes with the smooth and perfect understanding of the target language. According to Tang (2002), Steven Krashen's natural approach to language learning indicates that students learn their second language in the same way they learn their first, and that L2 is best taught by large amounts of language exposure with little time spent using L1. Seligson (1997, p. 22) also claims that the use of the English-only model is the best choice for English language learners by stressing that: "You give students vital listening practice

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by using English most or all of the time in class, and the opportunity to respond naturally to spoken English."

In concluding, having looked at the language of instruction policy in Ghana and views from writers who either argue for or against the use of the L1 in the L2 classroom, there is the need to continue seeking ways to develop standards in the teaching and learning of the English language at the lower primary level.

1.2 Statement of the Problem

Scholars from all over the world have worked hard over the years to develop successful methods for teaching and learning English as a second language. Evidently, teaching and learning a language is a difficult task as a result, many scholars from around the world have embarked on research into the use of the L1 to support the teaching and learning of L2.

Ghana's government has established policies and run programs on the effective language of instruction over the years, emphasizing the use of the L1 to support the teaching and learning of the L2. Nevertheless, it is seen that, the L1 seems to impact on the L2's teaching and learning in a non-idle situation. This is because, despite government-formulated Language of Instruction policies (such as NALAP, LEARNING, and many others) at the lower primary level in Ghana over the years, some teachers either do not use the L1 as the basis for teaching the L2 or they do not use it properly. Owu-Ewie and Eshun (2015) asserts that, because the language of instruction policy (such as NALAP, LEARNING, etc.) adds that, where teachers and learning materials are available and the linguistic composition of classes are fairly uniform, the children's first language must be used as the dominant medium of instruction in kindergarten and lower primary school; and where these two conditions

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(lack of learning materials and fair linguistic uniformity of classes) are not met, the policy should not be implemented, teachers/educational practitioners hide behind this caveat and disregard the implementation of the policy. As a result of this, the L1 has proven to have a negative impact on the pupils' pronunciation of some English words, their speaking of the L2, their reading of the L2 and in consequence, their writing of the L2. There is therefore the need to conduct this present study to contribute to finding a long-term solution to this problem because; failure to do so can lead to learners' poor performance in the L2 and in some cases, speaking, reading, and writing of it.

From the literature reviewed, many authors have examined the use of L1 in the teaching and learning of L2 from multiple perspectives and in different contexts. While researchers have conducted research on the use of the learner's first language in the teaching and learning of the English language, majority of these studies were conducted in a foreign context. This implies that, majority of the studies embarked on by scholars on the topic under discussion were conducted outside of Ghana. Slovak researchers Hanáková and Metruk (2017), for example, conducted research on the use of L1 in English language teaching in the Slovakian context. Bouangeune and Latsanyphone (2009) conducted a Case Study on Using L1 in Teaching Vocabulary to Low English Proficiency Level Students at the National University of Laos; this research was conducted in Japan. In 2008, NAZARY published an article on the role of L1 in the acquisition of L2 in Iran. Even though much research on the use of L1 in teaching L2 have been conducted, majority of them have been conducted overseas, hence, there are still problems in other communities in Ghana which needs to be addressed.

Furthermore, researchers who looked at the use of the L1 in teaching and learning of L2 do so at either the senior high school or tertiary level, with little concern for the primary level. Carson, &Kashihara (2012), for example, focused mainly on first- and second-year students of English language courses at a Japanese university in their article on Using the L1 in the L2 Classroom. Similarly, Nazary (2008) based his research on the role of L1 in the acquisition of L2 on university students in Iran. Algazo (2018) used grade 10 and 11 learners aged 15-16 as participants in his research on the Role of First Language (L1) in the Second Language (L2) classroom.

In addition, from the literature reviewed, majority of the research conducted on this topic were done using mainly one research approach. Specifically, writers who have written on this topic mostly used either qualitative research approach or quantitative approach with little emphasis on the use of mixed method research approach. For instance, in a case study of Junior High Schools in Akatsi on the use of L1 in English language classrooms by Worglo, (2018), the qualitative research approach was used. similarly, Lasagabaster, (2013) used qualitative approach to access teachers' perspectives on the use of the L1 in CLIL classes. Also, Miles, (2004) evaluated the use of L1 in the English language classroom using quantitative approach.

Again, it is known from reviewed literature that research on the use of L1 in teaching L2 is done on a dialect-specific basis. With this, writers usually use one unique local dialect (L1) and its use in the teaching and learning of the second or target language (L2). In research by Ahsan, Ghani and Khaliq (2016) on Teachers' Perceptions of the Use of L1 in the teaching of L2, focus was placed on the Urdu language (L1) as a medium of teaching and learning the English language(L2) (L2). In their research work on using the L1 in the L2 classroom, Carson et al (2012) focused on the use of Japanese language as the L1 in teaching and learning the L2. Again, Yazdanpanah,

(2019) used Persian as the L1 of some Iranian English as a Foreign Language (EFL) students. Precisely, in Ghana, while a few research has been done on the subject under discussion using the Akan language as the L1, with a handful done using the Ga language as the L1.

It is against this preceding backdrop that this study sought to leverage the Ghanaian context of the use of L1 to support the teaching and learning of L2. Also, the study sought to assess the effect of the L1 to support the teaching and learning of L2, use primary three as the focal point, use the mixed method approach and use Ga as the L1 to add to existing knowledge.

1.4 Purpose of the study

The purpose of this study, therefore, was to find out the impact of the use of Ga to support the teaching and learning of English at primary three (3) level of education.

1.5 Objectives of the study

To achieve the purpose of the study, the following objectives were set to guide it:

1. find out the extent to which teachers use the L1 to support the teaching of L2 in Primary three (3) the Okai Koi North municipality.

2. find out the impact of the use of the L1 to support the teaching of L2 in Primary three (3) the Okai Koi North municipality.

3. find out the impact of the L1 to support the learning of L2 among Primary three learners of the Okai Koi North municipality.

4. find out the challenges that confront teachers and learners with the use of the L1 to support the teaching and learning of L2 in the Okai Koi North municipality.

1.6 Research Questions

1. To what extent do Primary three teachers of the Okai Koi North municipality use L1 to support the teaching of L2?

2. What impact does the use of the L1 have on teaching L2 in Primary three of the Okai Koi North municipality?

3. What impact does the use of the L1 have on learning L2 among Primary three learners of the Okai Koi North municipality?

4. What challenges do Primary three teachers and learners in the Okai Koi North municipality encounter in the use of the L1 to support the teaching and learning of L2?

1.7. Significance of the study

The significance of the study is captured under theory, policy, and practice.

1.7.1 Significance for Theory

It is anticipated that the findings of the study would have an impact on the teaching and learning of English at the lower primary level. This in turn would lead to the theorizing on the use of the Ga language to support the teaching and learning of English language in Ghana, particularly, in the dominantly Ga speaking communities like the Greater Accra Region.

Secondly, the results of this study will contribute significantly to other studies on the effects of using the pupil's mother tongue (L1) in teaching and learning the English language. Since research on the use of L1 in teaching and learning of the English language is inconclusive, this research may add to research on the use of first language(L1) in an English language classroom especially when the results of previous studies have largely been on other local languages (Twi, Ewe etc.) as the L1.

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Hence, the results of this study may serve as a developed model for researchers who wish to study the impact of the Ga language as L1 on the teaching and learning of the English language as the L2. The findings of this study may serve as a corresponding data for researchers who wish to study the impact of the Ga language on the teaching and learning of the L2. It is also envisaged that results of the study could go a long way to increase existing work on the impact of L1 on L2 and vice versa.

1.7.2 Significance for Policy

In addition, the findings of the study are envisaged to allow the MoE, GES, NaCCA, lecturers in the Colleges of Education and Universities as well as Basic and senior high school teachers, to be fully informed on the impact of the use of the Ga language on the teaching and learning of English. Further, the findings of this present study will help unravel the actual use of the Ga language as L1 in the English language (L2) classrooms by teachers. This will consequently aid stakeholders in making necessary changes and thus, strategize the appropriate use of the L1 in the Ghanaian basic schools.

It is also envisaged that the results of this present study would reveal the difficulties faced by primary school teachers and students in the teaching and learning of the L2 using Ga as the L1. This is because, little research exists on the difficulties teachers and learners face in the L2 classroom with respect to the use of the Ga language. The results of this research will therefore inform educational planners and stakeholders in Ghana, particularly the MoE and GES on the best ways to ensure that the Ga language as the L1 is used at the lower primary level in Ghana with little or no difficulty in the L2 classroom.

The findings of this present study are also expected to help NaCCA to make provision for the use of the Ga language in reading materials available for teaching the English language in the classroom.

1.7.3 Significance for Practice

Understanding the impact of L1 in English language education can, first and foremost, predict success in the teaching and learning of the target language because it will help shape both teachers' and students' classroom practices and has the potential to affect what occurs in the classroom.

Secondly, it is foreseen that the research findings of this present study will allow teachers to consider the best techniques to follow in teaching the English language using the pupil's L1. In essence, this research will not only enhance the awareness of teachers and pupils about the impact of the use of L1 on their teaching and learning process, but it will also enable teachers to know when, where, and why the L1 can be used in the L2 classroom.

Teachers will equally have a chance to evaluate their own teaching methods and techniques and make necessary modifications; teacher trainers and administrators will review the whole teaching system to establish the optimum level of L1 use in L2 classrooms; and NaCCA and reading material writers will also be able to re-evaluate their reading materials and re-design activities which can optimize teaching the English language using the L1.

In addition, the findings of this study will help improve teacher and pupils' practices in the classroom. This is because, the difficulties primary three teachers and pupils encounter when they use the L1 in the L2 classroom will be unraveled through the findings of this study. Therefore, through school-based in-service teacher training

(SBITT), as well as coaching, and mentoring through the newly introduced Professional Learning Community (PLC) teachers and pupils will be able to overcome these difficulties leading to an improved teaching and learning process in the classroom.

1.8 Delimitation of the study

It is worth noting that every research is bound geographically. This present study was conducted in primary schools in the in the Greater Accra Region of Ghana. Specifically, the Achimota circuit of the Okai Koi North Municipality of the Greater Accra Region was the location of the research study.

1.8.1 Scope of the study

Evidently, there exist several aspects of the relationship that exists between the L1 and the L2. However, this current study focused on the influence the Ga language as L1 has on the teaching and learning of the English language as the L2 in Ghana.

1.9 Operational definition of terms

Language: According to Chomsky, (2002), language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species. To Vygotsky (1962) language is a means of transmitting information to people and a very powerful tool of intellectual adaptation). In this study, however, language simply refers to the primary means through which two people or a group of people express their feelings, thoughts, and ideas to one another in a way that each party understands.

First language (L1): In most contexts, the L1 refers to the speaker's mother tongue or native language. The L1 in this study, on the other hand, refers to the Ga language.

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Second language (L2): The L2, often known as the second language, is a language spoken in addition to the speaker's native dialect. The L2 in this study refers to a foreign language studied as a second language by the child, specifically the English language.

Ga: Ga is the primary language of the Ga people, a Ghanaian ethnic group who live in Accra the country's capital, located in the country's south-eastern region.

Extent: In this study, extent means the degree that is how high or low teachers and learners use the Ga language in teaching and learning the English language in the Okaikoi North Municipal Assembly.

1.10 Organization of the study

This study was organized into five chapters. Chapter one comprises: the background to the study; the problem statement; the purpose of the study; the objectives of the study; research questions; significance of the study; delimitation of the study; and glossary.

Chapter two talks about the literature review. It looked at the review of previous studies on the topic; empirical review; conceptual framework and theoretical framework.

Chapter three covers the research paradigm or the philosophical underpinning of the study; the research approach; the research design; the population; sample and sampling techniques; the research instruments; validity and reliability; the setting of the study; ethical considerations; data collection procedures; and data analysis procedure.

Chapter four is made up of the data analysis; discussions of results; and presentation.

Chapter five talks about the Summary of the findings; conclusions; limitations; and recommendations of the study as well as suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Review of Related Literature

The use of the L1 in teaching the L2 is clearly a contentious topic for debate, as evidenced by literature. In the field of language learning, there is a conflict between researchers' and experts' differing viewpoints. Some of these professionals believe that teaching and learning English as a second language is best done when the first language is used. Other experts disagree with this assertion. Both sides have made significant contributions to the teaching and learning of English as a second language. This section of the chapter summarizes previous research on this topic conducted in Ghana and around the world.

2.1.1 Historical perspective of L1 use in the teaching and learning of L2

English as a second language can be traced back to colonial times in Ghana and other parts of the world. Bilingual teaching was the standard for students learning by translation many centuries ago. The use of L1 to study L2 was almost universal and quickly embraced because, language teaching prioritized the written word over the spoken word. This trend (toward a monolingual approach) gradually reversed itself in the nineteenth century due to a shift toward an emphasis on the spoken word. In the twentieth century, the Monolingual Method would amplify the impact of mass migration, colonialism, and a significant increase in field research (Miles, 2004; p.6).

In Ghana and other west African countries colonized by the British, English became the official and second language used in business transactions, as well as the language of instruction in schools. According to Owu-Ewie (2006), traditional schooling was carried out in indigenous languages prior to the implementation of formal education

during the period of castle schools and missionary schools. The colonial influence, particularly missionaries who promoted English at the expense of indigenous languages, demoting them to the margins, is credited with the prevalent use of English in Ghana (Ankra, 2015). Bamgbose (2000) agrees that the introduction of formal education and the eventual use of English as the medium of instruction rendered native languages an inadequate medium of instruction. However, these missionaries later saw the need to use indigenous languages that had previously been downgraded in translating the Bible to the local people's understanding. According to Ankra (2015), Christian missions were at the forefront of the promotion of African languages through the translation of the Bible into them and their use in education. Bilingual education in Ghana, according to Owu-Ewie (2006), began when formal education was introduced during the pre-colonial period, specifically between 1829 and 1925. According to Owu-Ewie, "Portuguese, Dutch, Danish, and English were used as media of instruction wherever and whenever the Portuguese, Dutch, Danes, and English were in power." The situation, however, changed with the arrival of the missionaries, who resorted to the development of local languages in both their educational and proselytizing efforts", (Owu-Ewie,2006: p. 76).

2.2. Language of instruction policy in Ghana over the years

During the pre-independence period, the Ghanaian language policy promoted English through the 139 mission schools established by the church prior to this move by the Christian missions, which had an enrollment of approximately 5000 students Albaugh cited in Ankra, (2015, p. 26). The British decree, known as the "Ordinance for the Promotion and Assistance of Education in the Colony of the Gold Coast," was issued in 1882 to support education in their colony. This decree required the English language to be used and taught in schools and was known as the "Ordinance for the

Promotion and Assistance of Education in the Colony of the Gold Coast" (Ankra, 2015; p. 27). However, the new Governor revised this declaration at the time to include the use of Ghanaian languages as a means of instruction. According to Andoh-Kumi (2002), Guggisberg's Ordinance in 1925 modified this and called for the use of local languages as the means of instruction during the first three years of education, after which English would be used and local languages taught as subjects. While English education is required, it must be firmly based on the vernacular, according to Guggisberg. This is because, according to Ankra, (2015), the Educational Ordinance of the time required English to be used as the medium of instruction at all levels of colonial education. As a result, the 1925 Educational Ordinance emphasized the use of the Ghanaian language as a means of instruction in lower primary (P1-P3) and as a subject of study in upper primary (P4- P6).

Despite this, Mcwilliams & Kwamina-Po (1975) assert that the Accelerated Development Plan (ADP) was implemented in 1951 after the Convention Peoples Party (CPP) won the Legislative Assembly election, which also reiterated the position of the Education Ordinance of 1925 that Ghanaian languages be used as a medium of instruction in the Lower Primary and as a subject of study in the Upper Primary.

Following Ghana's independence in 1957, the CPP government reviewed the ADP and Ghana began using English as a medium of instruction from the first year of schooling (Andoh-Kumi, 2002). Simultaneously, efforts were made to develop important national languages, with nine of them being chosen to be taught alongside another foreign language, French. The nine languages were Nzema, Ga, Kasem, Akuapem Twi, Asante Twi, Ewe, Dagbani, Fanti, and Dangme. As a result, pilot primary schools with English as the primary medium of instruction were chosen, Boadi cited in Ankra, (2015; p.27). The CPP government, on the other hand,

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commissioned the Bannerman Committee to investigate the country's pre-university education in 1963. This committee prioritized Ghanaian languages in the educational system. Unfortunately, the government did not implement this proposal, claiming that the country's educational needs were more pressing, and the reform never saw the light of day (Ankra, 2015; pp. 27-28). The government's Kwapong committee, which was formed to investigate this policy, discovered that, contrary to popular belief, the "English only policy" was not being followed in many regions, with local languages being used instead during the primary school period. It was therefore recommended that Ghanaian languages be used as the medium of instruction for the first three years of primary school education, and that English be used as a medium of instruction only in the fourth year, with Ghanaian languages being continued as any subject (McWilliams & Kwamena-Poh, 1975). Following the NLC government's rejection of this policy, the Busia-led Progress Party, after taking power after the NLC was overthrown, accepted the Kwapong committee's recommendation and adopted the Ghanaian language as the medium of instruction. As a result, local languages were reintroduced during the first three years of schooling, a school of Ghanaian languages was established, and Ghanaian languages were made compulsory in the lower classes of secondary schools and training colleges (Ankra, 2015: P.28). However, due to lack of resources, the schools were unable to open, and students were forced to rely on British textbooks, Clermont, cited in Ankra (2015: P.28).

Government had also established committees to promote the use of local languages in the classroom. According to Ankra (2015), the NRC established another committee in 1979, chaired by Reverend Dzobo. This committee also emphasized the importance of teaching in Ghanaian Language. The study recommended that Ghanaian languages be made compulsory from primary to university level, and Dzobo (1979) recommended

that children learn their native language at the primary school level, as well as at least one other Ghanaian language and English can be used as a means of instruction from primary four to six and the Junior High School levels (Ankra, 2015: pp. 28&29). The Dzobo committee's policy was implemented, but due to a change in government in 1987, the policy was reviewed again. The People's National Defence Committee (PNDC), which took over from the NRC in 1987, revised the Dzobo Committee's recommendations, suggesting that the local Ghanaian language be used as a medium of instruction for the first three years of primary school and that English be taught as a subject beginning in the first year of school and eventually becoming the medium of instruction (Bamile, 1995).

It is clear from literature that Ghana's language of instruction policy has been inconsistent over time. Before drawing any conclusions, it is necessary to examine Ghana's most recent language of instruction policies. It's worth noting that the PNDC/NDC administration ended in 2001, and the New Patriotic Party took over (NPP). Under this new administration, there was a change in the current language of instruction policy, which was backed up by legislation. Previously, in a letter written in 2001 to the Heads of Schools, Teachers' Unions, and Officials of the Education Sector, the then Director-General of the GES emphasized and brought to the attention of the Heads of Schools, Teachers' Unions, and Officials of the Education Sector the continued use of the existing LOI policy developed in 1971. The DG stated in the letter that teaching at the Lower Primary Level (Primary 1-3) will be done in the pupil's mother tongue or the local area's main Ghanaian language, with English being one of the subjects offered at the Lower Primary Level. From Primary 4 onwards, class instruction will be conducted in English; the Ghanaian language will then be taught as one of the subjects available (Anyidoho, 2018; p. 227). Notwithstanding

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this, Owu-Ewie (2006) acknowledges that, "In May 2002, Ghana promulgated a law requiring the use of the English language (hereinafter L2) as the primary one (grade one) medium to replace the use of the Ghanaian language as the medium of instruction for the first three years of education, and English as the primary four (grade four) medium of instruction." Christopher Ameyaw-Ekumfi, Minister of Education during this period, announced a reform in the LOI policy under the previous administration in 2002. He said that English should be used as the primary teaching medium, with a Ghanaian language learned at the Senior Secondary School (High School) as a mandatory subject Ameyaw-Akumfi, cited in: Owu-Ewie (,2006; p.77). Owu-Ewie, (2006), asserts that "This policy was approved by the government on 15 August 2002 to be implemented in September 2002." It's worth noting that the NPP government's new strategy was widely panned by educators and other stakeholders.

The reasons given for the policy change were among others that; the previous policy of using a Ghanaian language as the primary medium of instruction was abused, particularly in rural schools and that, even after completing Senior Secondary School, students are unable to speak and write 'good' English sentences. Also, the country's multilingual situation, particularly in urban schools, had made teaching in the Ghanaian language extremely difficult. According to the source, the Ministry of Education study found that 50 to 60 percent of children in each class in the city speak a different language. "It is thus problematic if we require all children to be instructed in Ga, Twi, or Dagbani, depending on whether they are in Accra, Kumasi, or Tamale." Similarly, according to the Minister of Education, there weren't enough materials in Ghanaian languages to use in the classroom (only five of the languages spoken by our major ethnic groups had material developed on them), hence, it was

impossible to "impose these five languages on the entire nation, as well as people of other ethnic backgrounds". In addition, there weren't enough Ghanaian language teachers who are specifically trained to teach content subjects in Ghanaian language. "Just because you can speak a Ghanaian language does not mean you can teach it," the minister added. Further, the Ghanaian languages had no standard written form. "There is hardly any standard written form for nearly all of the languages that we have," he said. Finally, the minister cited an experiment by Rockwell (1989) to support the claim that children transfer from L2 to L1 and that every effort must be made to ensure that children acquire the appropriate level of competence in both the spoken and written forms of the language Owu-Ewie, (2006, P.78).

Despite the fact that the reasons outlined above sounded compelling, critics of the policy maintained that the English-only model is simply a way of downplaying the importance of Ghana's indigenous languages and appreciating the language of our colonial masters in general. As a result, the policy was not well received by educators, the public, and others. Anyidoho (2018) asserts that for instance, in January 2001, before the change of the LOI policy in 2002, the DG of the GES rationalized the policy in 1971 by stating that,

> *"The fundamental philosophy underlying the Ghanaian Language Policy in our schools is to enable the individual acquire a sense of cultural identity and make him/her literate in his/her own mother tongue. Another essential factor is that basic literacy in one's mother tongue or the local language enhances the child's ability to transfer and apply acquired learning skills in the local language to proficiency in learning English and other languages".*

The school of thought that praised the use of the local language as a medium of instruction at the time had compelling reasons to support their claim. As a result, the new policy, which was formulated in 2002, was later modified to consider critics'

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assertions and to consider the use of both the local and English languages as a medium of instruction at the primary level. Among the inconsistencies visible during this period, Ameyaw Ekumfi's 2002 policy was deemed insufficiently feasible, resulting in the introduction of NALAP in 2006. According to this policy, the local language spoken in the community where the school is located will be used as the medium of instruction from kindergarten to third grade, with English as a subject added to the curriculum. The policy mandates that English be used as a medium of instruction beginning in P4. This was done to make learning easier for the students and to raise awareness of their Ghanaian heritage. "A major factor in early grade low literacy rates is that pupils are attempting to learn to read in a language that they do not understand well or speak fluently," according to Hartwell (2010:14), and that "the central purpose of Ghana's National Literacy Acceleration Program (NALAP) is to contribute to an increase in the literacy rate for early grade primary school pupils." The NALAP also emphasizes that pupils learn to acquire literacy skills when they are taught in a language that they understand and speak, and that the NALAP's main mandate is to support the MOE's 2004 education reform (Klu & Ansre, 2018; p. 598).

However, from 2008 to 2016, the NDC led by Atta Mills took over from the NPP, but kept the modified LOI policy. The NALAP was fully implemented in Ghana's basic school system during the 2009-2010 academic year. According to Anyidoho (2018), the Ministry of Education received funding from USAID in 2016 to support the implementation of the NALAP, which was the previous policy. Nonetheless, in the latter half of 2016, the NPP government was re-elected, and it took office in January 2017. The NALAP has been in use since then, with a minor change in 2019 following the adoption of the innovative Standard Based Curriculum for basic schools in Ghana.

It is stated explicitly that the teacher should use the local language whenever and wherever feasible.

From the foregoing discussion, the use of Ghanaian language as a medium of instruction at the lower primary level was compatible with the NALAP's goals from 1925 to 1951, and then from 1974 to 2002. During this time, the selected local languages were used in the schools as a medium of instruction. Akan (Fante and Twi), Nzema, Ga, Ga-Adangbe, Ewe, Gonja, Kasem, Dagbani, and Dagaare are among these languages. As a result, it is critical to emphasize the importance of using the local language during instruction. It is critical because it aids in the student's understanding of difficult concepts, provides a sense of belonging, and aids in the student's identification of his or her roots and culture.

To sum up, even though the LOI policy in this country has been marred by inconsistencies, it is important to note that a Ghanaian language of instruction has proven to be the best over time, according to the literature reviewed thus far. The benefits of using the local language in the classroom outweigh the disadvantages, making it the most effective and useful strategy in Ghanaian classrooms at all levels, particularly in lower primary.

2.3 The use of the L1 in the teaching of the L2 and the existing methodologies

This section discusses the importance of using L1 in various language teaching approaches and methodologies. Throughout the history of language teaching methodology, the use of L1 in the teaching and learning of L2 has been treated quite differently. While some methodologies totally avoid the use of L1, others make extensive use of it, while others limit its use. Linguists have proposed several methods over the years, and it is worth noting that these methods emphasize the use of the L1

at some point in teaching the L2. However, some of these methods place little or no emphasis on the L1 used in teaching the L2. This section discusses the Grammar Translation Method and the Direct Method.

2.3.1 Grammar Translation Method

The Grammar Translation Method (GTM) is the first and oldest method, having been in use for over a century. Many ESL teachers around the world use this method, particularly in countries where English is taught and learned as a second language. According to Brown (2001), an important feature of GTM is that classes are conducted in the L1, with little use of L2, and virtually nothing is done to develop the learners' ability to communicate in L2. Most teachers and students prefer L1 as their primary medium of instruction. According to Larsen-Freeman (2000), the principal goal of learning an L2 in the Grammar Translation Method (GTM), is to increase awareness of the grammatical constructions as a foundation for learning how to read literature and translate from L2 to L1. As a result, the students respond to the teacher's questions in their native language because the goal of foreign language acquisition is not to learn how to communicate in the target language. Similarly, Khoshnaw (2014) believes that in the GTM classroom, students learn the meaning of L2 in their L1, and teachers use L1 to explain and communicate with the students. According to Mart (2013), translation plays an important role in the process of ESL learning; additionally, it serves as an excellent aid for improving the foreign language; it serves as an excellent aid for improving the understanding of the foreign language, as well as the comprehension process. Mart (2013) goes on to say that the GTM plays a supporting role in the learning of foreign languages by assisting learners in understanding the differences between L1 and L2, allowing students to better understand the language system. According to Fish (2003), the grammar translation

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method provides students with the skills and practice they need to communicate accurately, meaningfully, and appropriately. In the same vein, Vienne cited in Mart, (2013) asserts that translation activities not only raise awareness of the mother tongue and the foreign language, but also of both cultures. Similarly, Duff, (1996: p.9) contends that translation fosters three qualities essential to all language learning: accuracy, clarity, and flexibility. It teaches the learner to look for the most appropriate words to convey what is meant. These characteristics are important in the process of learning foreign languages because they will contribute to better understanding.

In the GTM, reading and writing are the primary skills that students develop; in addition, translation activities provide clarity to students, and they can improve precision in the target language. When learners can cover form and meaning, their language awareness increases and their ability to study independently is improved (Fish, 2003). Hell, (2009) is also of the view that, Translation in the learning process of foreign languages facilitates comprehension and that, the GTM has been found beneficial for second-language learners in that it enriches one's diction, increases the number of speech figures one can use, builds up the ability to interpret, and makes one able to produce equally strong texts by imitating the best writers, since translation compels us to identify such information as would escape the attention of a basic reader (Hell, 2009, p. 9).

Despite these important features outlined by the writers cited above, Newson, cited in: Mart, (2013) suggests that the use of translation in foreign language learning has been considered harmful because it does not allow fluency to be achieved and promotes the use of communicative language. It has been thought that if students are given maximum exposure to English language, students will learn better. The method of grammar-translation has been criticized for not providing students with adequate

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platform to interact in the target language. However, it is thought that the use of translation is independent of the four English skills (reading, writing, speaking, and listening), but Malmkjaer (1998) contends that translation is not possible without these skills. Vermes (2010, p. 91) therefore opines that there is no primary justification for the isolation of foreign language learning from translation and suggests that translation involves collaborative work between individuals, making it a potentially valuable resource for teaching a foreign language.

2.3.2 Direct Method

Direct Method is a method that uses the target language (English) as a means of instruction in the classroom. When some students do not understand the meaning of the teacher's phrases, the teacher may not translate, but the teacher uses visual aids to highlight the definition of the phrases, Titone cited in Richards and Rodgers, (2001:12). Larsen-Freeman (2000) asserts that, the primary purpose of learning an L2 is to learn how to communicate with it. This is supported by the assertion by Khoshnaw, (2014) that, L2 learning should be closely related to L1 learning, and hence no other languages should be used in L2 learning. With the emphasis on L2 as the language of instruction, the teacher should be native and native-like in the language at the time of instruction. Also, they must try to prevent L1 use because, meaning must be presented directly in L2 with no reference to the students' L1. Larson and Freeman (2000) advise that direct translation should be discouraged by the direct method. Selitonga & Sitorus, (2018) assert that in Direct Method, at every meeting, vocabulary is taught therefore, it enables the student to utilize their vocabulary. Additionally, if the pupils can talk, they will have enough vocabulary so, grammar is taught in that way. Through peer mentoring, students are encouraged to gain the appropriate speaking ability.

Some DM principles stated by Richards and Rodgers in Brown (2001) are as follows: the classroom instruction was conducted solely in the target language, only frequently used vocabulary and phrases were taught, in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes, oral communication skills were built, grammar was inductively taught, new points of teaching were introduced orally, concrete vocabulary was taught by demonstration, objects, and images, while the association of ideas was used in teaching abstract vocabulary, both speech and listening comprehension were taught and it emphasized correct pronunciation and grammar.

Similarly, Stern (1991) points out that the Direct Method is characterized using the L2 in the language classroom as a means of teaching and communication, and by the prevention of the use of the first language. The following guidelines for teaching oral language is proposed: never translate: show, never give an explanation: act, never make a statement: ask questions, never mimic errors: correct, never use single words to speak: use sentences, never talk too much: make students talk a lot, never use your book: use the lesson plan, do not ever jump around: pursue your plan, never go too fast: keep the student's pace, never speak too slowly: normally speak: never speak too fast: speak naturally, never speak too loudly: speak naturally, speak naturally, and never be anxious: take it easy.

The above authors have written extensively on the advantages and some suitable techniques to be used in the DM. Nonetheless, Andriyani, (2015: 36) opines that, two questions about this technique have been undoubtedly brought up: one is how to prevent misunderstanding without translating (in particular, some abstract ideas), without reference to the first language; the other is how to apply this technique beyond the basic school phase of language learning. In addition, this technique

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requires teachers who are native English speakers or have naturalized fluency in the foreign language they teach, but it is hard to meet these requirements in practice. Students are taught from the outset and must respond in the target language. In addition, photos, realia, simple actions, dialogs on question and answer are used. Correct pronunciation is also highlighted, but not the correct structure. For information about the target language, students may also read passages. To check comprehension, teachers may ask questions about reading, but it is never translated.

2.4 Perspectives on the impact of the use of the L1 on the teaching and learning of the L2.

While many authors advocate for the use of the L1 in the L2 classroom, others strongly disagree. Both factions present compelling arguments for why they agree or disagree with the use of the L1 in the L2 classroom. Those who agree explain that using the L1 in the L2 classroom speeds up the process of learning the English language, whereas those who disagree argue that using the L1 in the L2 classroom slows down the process of learning the English language. Both points of view will be examined in this section.

2.4.1 Perspectives for the use of the L1 in the L2 classroom

Zulfikar, (2018), argues that many confusions and communication breakdowns occur in a monolingual language classroom due to the strict adherence of a teacher to the L2-only policy and that the strict use of English only in the classroom can be limited for learners who have low English language proficiency because they are unable to express themselves very well. They may have trouble grasping an idea, but fear of being reprimanded for using their L1 to illustrate their uncertainty prevents them from talking up. Taskin, (2011), asserts that, some teachers also claim that English only

classrooms force students to interact in that language, which can make them feel intimidated, indicating that the careful use of L1 in foreign language classrooms could be a valued resource and a mediating tool for language learning. Atkinson, (1987) opines that, those low proficiency learners in the English as a Foreign language classroom can speak clearer and more effective expressions in their mother tongue language. Auerbach (1993:13) also argues that it offers a sense of comfort as the L1 is introduced into the L2 classroom and validates the experiences of the learner, enabling them to express themselves. Auerbach (1993) further points out that, "when the native language is used, practitioners, researchers, and learners consistently report positive results" (p. 18). In agreement to this assertion, Bowless and Seedhouse cited in Zulfikar (2018:44) state that, "One of the key pedagogic goals of classroom… is to allow learners to express themselves clearly" "and by letting them explain ideas or make inquiry in their L1, teachers have shown their commitment to reach the objective". Others also view the use of the mother tongue in the classroom as an important tool to learning a second language. The L1 is a "tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language" Butzkamm, cited in Taskin (2011: p.11). Cook (2001) adds that, in the ESL classroom, L1 can deliberately and systematically be used and opines that, teachers use L1 to convey and check meaning of words and sentences, explain grammar, organize the classroom, to maintain discipline, to gain contact with individual students, and to test the learners. On the same subject, Taskin (2011) also believes that the proficiency level of the students is another reason for teachers to use their mother tongue. Teachers tend to use more L1 with less proficient students because they have difficulty comprehending and become easily stressed. Macaro, cited in TAŞKIN, (2011) also presents the following key points as a contributory factor to the

use of the L1 in the classroom by teachers: building personal relationship with learners (the pastoral role that teachers take on requires high levels of discourse sophistication), giving complex procedural instructions for carrying out an activity, controlling pupils' behavior, translating and checking understanding in order to speed things up because of time pressures and teaching grammar explicitly.   Holliday (1994) claim that language learners can use their mother tongue while dealing with a task in groups and this process is still communicative if they put forward hypotheses about the language.

To writers like Macaro, (2005), using the local language of the pupil in the classroom helps build good interpersonal relationship between the teacher and the pupil; obviously, children have the tendency to like and trust their teacher when they can communicate well with you. They contend, from a cognitive perspective that, learners are Sophisticated cognitive individuals who have mastered their L1, who invariably draw on their L1 to make sense of the world, new concepts, and a new language (Butzkamm, 1998). The use of L1 therefore provides students with a valuable cognitive instrument hence, banning L1 from the language classroom would ignore the cognitive reality that; connecting new concepts to pre-existing knowledge creates greater opportunities for success in language learning, (Artemeva, 1995; 1980: Hinkel). Furthermore, L1 can be a valuable socio-cognitive tool for collecting ideas that can in turn help mediate L2 learning and encourage interaction in the environment of L2 among learners (Wells, 1998). In addition, because the use of L1 is a sign of the sociolinguistic expression of their emerging bilingual status by learners, it bridges their identity with the creation of a new self in L2 as speakers of L1 (Belz, 2003). Swain and Lapkin (2000) assert that, in the L2 classroom, the L1 could play a valuable role and therefore believed that the judicious use of the L1 could also help

the learning and use of L2. Patently, the Performance hypothesis seems to value the role of L1 in L2 learning as L1 can assist L2 students to produce the L2 output, particularly because L1 can serve as an L2 conversation lubricant (Butzkamm, 1998).

Using the local language in the classroom has proven to be a sure way of teaching the second or target language over the years, according to literature read and some writers cited above. This is because a child is born with a blank slate. This means that whatever language the child hears first in his or her environment is what he or she learns to speak first, and this improves as the child grows. It follows that, because the child is proficient in his or her native language, the language he or she has been exposed to and speaks with the people around him since infancy, it is very appropriate to introduce the second language, English, to the child using or relating it to the native language with which the child is already conversant. More importantly, when the teacher can speak or teach in the pupil's native language, the pupil feels more secure and excited. Even in places where learning English is a difficult task for students, the teacher can use the local language as a form of motivation to help the student learn and understand the second language with ease.

2.4.2 Perspectives against the use of the L1 in the teaching and learning of the L2

Although the assertions by the above cited authors who advocate for the use of the L1 in the L2 classroom may seem convincing, other group of authors do not entirely agree with them. These authors are also of the view that, the use of the L1 in the classroom does not help the learning of the second language but rather slows the process. Writers who belong to this faction therefore oppose and sometimes seek the abolishment of the mother tongue language in the second language learning classrooms.

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TAŞKIN, (2011) posits that, "all these findings that shed light on L1 use in the classroom does not mean that learners should be encouraged to use their L1 in the language learning classroom which is the only place they are exposed to the target language" (p. 39). Turnbull, (2001) believes that the primary danger in the overuse of the L1 in the L2 classroom is that the L1 may influence the L2 learning process negatively by depriving students of L2 input. In the same vein, Atkinson, (1987) also posit that, the overuse of the L1 can make students feel that they can only reach a full understanding of the target language by means of translation and or depending on their L1. "More specifically, L1 overuse can lead to a poor understanding of equivalences and pragmatic features due to inaccurate translation; inadvertent over reliance on their L1 as a matter of course, despite their ability to use the L2; and failure to realize the importance of exclusively using the target language in some activities" (Algazo,2018: p.26). Harbord (1992), posits that, the L1 should not be considered as "a device to be used to save time for more useful activities, nor to make life easier for the teacher of the students" (p. 355). Also, although native language can serve as a valuable resource to develop L2 writing skills, Belz, (2003) opines that, the use of the L1 in the classroom is "a taboo because it is thought to impede the learner's linear and incremental progress toward the rule-governed attainment of the idealized L2 norm". Cook (2001) also mentions some arguments taken for granted for a long time. First of all, L2 should be taught in the way that L1 is learned as most language teaching methods suggest, L1 and L2 should be kept separately and there should not be any links between the two languages while learning L2 since there may be some problems in learning L2 that are related to L1 which are mentioned by some transfer theories and finally, the more the learners encounter L2, the better they learn it. Since L1 use is always seen as negative and it is not something to be encouraged but to be

avoided, the ideal classroom is always portrayed as L2 only. Krashen & Terrell (1983) claim that these arguments stem from beliefs in naturalistic approaches to language teaching that emphasize the learner's immersion in the L2 and provide abundant access to language teaching. The use of L1 is therefore seen by these individuals as a characteristic of the old-fashioned method of grammar translation, which mainly focused on translating from L2 to L1 as a way of learning L2 (Polio& Duff, 1994). In other words, opponents of the use of L1 assumes that L2 learning should take place without L1 interference. They also believe that the use of L1 is a sign of inadequately trained non-native speaker instructors succumbing to pressure from Students and peers should not use L2 all the time (Harbord, 1992). Therefore, opponents of L1 use consider exclusive use of L2 in the classroom as the only way in which language should be taught and therefore consider " no use of L1 " an unquestioned assumption (Chambers, 1992). Azabdaftari (2013) claims that previously, "learning a language was assumed to entail mastering the building blocks of the language, and in pedagogy, second language learning was equated with learning structural differences between the learner's L1 and L2 as the misconception was that similar items can easily transfer from L1 to L2" (p.101). These, among other points made by the group that promotes the use of the L2, make it difficult to take a stance on the subject under discussion. These authors oppose the use of local language in the EFL classroom. They raise several concerns as to why they disagree with the use of L1 in the L2 classroom. According to these authors, the complexity of the English language makes it completely impossible to explain certain concepts in the local language at some points. Furthermore, English language has become the most widely used global language, with new words and phrases being discovered on daily basis. These new emerging words may appear impossible to translate or explain in the

local language; it can be difficult to find an accurate word in the local language to explain those complex English words at times. Based on the literature reviewed, it is worth noting that the English language's diction is broadening and widening at such a rapid pace that it is nearly impossible for these local languages to catch up. Simply put, writers have observed that local languages lack sufficient words and phrases to accurately explain some complex words in the English language.

In sum, in the L2 classroom, the amount of L1 use varies and may depend on the teaching contexts, the competence of teachers and students, the purpose and content of courses, and the approach of teachers. Therefore, many strategies have so far been put forward to avoid overuse of students' L1 and in order not to allow the negative effects of the overuse of the L1 in the L2 classroom to occur.

2.5 The functions of the L1 in teaching and learning the L2

From the previous discussion, it is evident that the use of the first language of students (L1) in language teaching has been an issue of unending debate in the field of second language learning. Some of the writers mentioned above are even of the opinion that, teachers should avoid using L1 entirely and that those who use it may use it inadequately. Therefore, it is necessary to find out whether L1 is used by teachers in the L2 classroom and, if so, to what extent and for what purposes the L1 was used by the teachers. Several studies have examined the use of L1 in L2 classrooms because of the debate around the use of L1 (e.g., Duff & Polio, 1990; Edstrom, 2006; Polio & Duff, 1994). These studies examined the degree to which L1 is used in L2 classrooms and also examined the attitudes and perceptions of instructors and students in different contexts regarding the role of L1 (e.g., Macaro, 2001; Mpras, 2003). They have generally found that while teachers recognize the importance of teaching in L2, most

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of them still use L1 in their classrooms to a certain degree (e.g., Duff & Polio, 1990; Levine, 2003). Polio and Duff (1994) claim that L1 is used by instructors for a range of purposes, from administration to grammar instruction and management of the classroom; in essence, Polio and Duff (1994) reported eight categories for L1 use: administrative vocabulary in the classroom, grammar instruction, management of the classroom, empathy/solidarity, English practice, unknown vocabulary/translation, lack of understanding, and an interactive effect in which the use of L1 by students prompts their teacher to use it.

Among these, the most prevalent use was found to be classroom administrative vocabulary. For this outcome, there are two reasons indicated. Polio and Duff (1994), however, do not accept these excuses and argue that if a learner does not understand one thing in the target language and thinks it is important, he/she will certainly ask for clarification, and this will lead to genuine classroom communication.

Similarly, three occasions where L1 is used in the classroom suggested by Lapkin (2000). include: moving a task along and managing it, concentrating on vocabulary and grammatical items, and improving the interpersonal interaction between the students while performing a task.

Lapkin, (2000) argues that L1 may be a useful instrument for facilitating L2 learning through these uses, but its use should be carefully managed. Tang (2002) found that, the most common purposes for which L1 is used are to provide instructions for activity and to explain abstract or culturally specific words. Cummins (2007) maintains that it is necessary to revise the exclusive dependence of students on monolingual instruction in L2 classrooms because providing space for use in L1 may be helpful to L2 students' learning. Auerbach (1993) also points out that when the

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native language is used, practitioners, researchers and learners consistently report positive results. Indeed, when they return to their L1, L2 teachers can perform different functions that can help them overcome a variety of educational challenges. Also, Kaneko (1992) advances that, teachers use L1 to provide clarifications and instructions for activity, to manage the lesson, and to build relationships with the students. In their study, Rolin-Ianziti and Brownlie's (2002) revealed that instructors used L1 for different pedagogical and social functions to facilitate L2 learning by helping students understand L2 instructions better and creating a supportive and enjoyable classroom environment. Building on this, De la Campa and Nassaji (2009) noted that, a novice teacher relies on the L1 of the students as a means of assisting these students more often than the experienced teacher. This conclusion can be explained by the lack of experience of the novice teacher, as an experienced teacher may have a better sense of the appropriate time to return to translation to overcome a specific problem, while a novice teacher may not have this ability and thus rely more often on translation as a means of facilitating the learning process. As Cook, (2001) opines, L1 can be used in the classroom deliberately and systematically and considers the use of L1 from two different perspectives: teachers and learners. To convey and check the meaning of words and phrases, teachers use L1 to explain grammar, organize the classroom, maintain discipline, get in touch with individual students, and test the students. Similarly, another reason for the teachers' use of the mother tongue is the proficiency level of the learners. Teachers tend to use more L1 with less proficient learners because they have comprehension difficulties and are easily stressed. They do not feel comfortable and get frustrated when they cannot comprehend the exact equivalence of words and phrases (Macaro, 2005). Hence, In the L2 teaching, Macaro (1997) identifies some variables for using the L1. The

instruction using L1 is given first. Next is the use of L1 to translate and ensure the understanding of the student. L1 was also used by the teacher to provide students with individual comments and feedback. The last one is using the L1 to maintain the discipline of the student.

In addition to the use of L1 by teachers, according to Cook (2001), learners also use it in classroom activities to help each other and to master the meanings of L2 by exploiting L1. Since this is a chance for them to share their understanding (Edstrom, 2006), they learn from each other. They therefore use L1 to make the input of L2 more prominent (Turnbull, 2001). In addition, as part of the main learning activity, students also make use of L1 through translation. The term translation here is regarded as a teaching technique rather than a language teaching objective and claimed to be just like code-switching a unique attribute of L2 students. Although some individuals consider it "uncommunicative, boring, pointless, difficult and irrelevant" (Kavaliauskiené, 2009:2) due to its association with the Grammar Translation Method, it is recognized as "the fifth ability" (Ross, 2000:63) and widely used by language learners as a useful strategy that contributes to the process of language learning. Translation reveals the similarities and differences between L1 and L2, and learners develop a kind of awareness of language learning as a result. Such a comparison could be seen as a resource to improve L2 learning by means of translation (Kavaliauskiené, 2009).

Nation (2003: p.5) considers L1 usage in the L2 classroom depending on the task. He presents the idea that using L1 has a crucial role in vocabulary learning tasks and it is very effective to use word cards with their L1 translation. He also states that in defining focused tasks, L1 can be beneficial. A discussion involving a small amount of L1 could help alleviate the issues to be encountered during the assignment if the

task is beyond the ability of the learners. Lastly, L1 can play a small but significant role in fluency development assignments. In such tasks, "learners are truly familiar with L2 input, such as newspaper articles, TV news reports, short factual texts, which are then used as the basis for L2 fluency tasks," using L1.

Not only is the use of L1 in the L2 classroom beneficial to ESL teachers, but the students also use it to help each other in classroom activities and master the meanings of the L2. It gives students the chance to share their knowledge and learn from each other. Students use L1 to make L2 input more salient, according to Turnbull (2001). In addition to this, students also make use of L1 as part of the main learning activity through translation.

The use of small group work, such as pair work, is encouraged by current communicative language teaching approaches to the L2 classroom as an effective way to increase the opportunity for learners to be exposed to the L2 (Storch & Aldosari, 2010). It has been noted, however, that many L2 teachers do not favor group work because students can use their L1 during group assignments without any effective control (Storch & Aldosari, 2010). At the same time, the use of L1 can help students to overcome learning difficulties, as mentioned earlier. For instance, Lucas and Katz (1994) notes that, pairing L2 students who share an L1 enabled more fluent partners to assist their less fluent partners. Burden, (2001) argues that if learners perceive a need for a support from L1, and the teacher cannot or will not respond to this need, can lead to an unsatisfactory experience in the classroom for everyone. Schweers (1999) asserts that it can be stressful to force students to enter an L2-only environment. Linguistic inequality and cultural insensitivity are issues that make an L2-only environment difficult for students and, therefore, for teachers (Auerbach, 1993; Stephens, 2006).

Based on the ongoing discussion, it is possible to conclude that the use of L1 in the L2 classroom serves several purposes. It is clear from the preceding literature that using the L1 in the classroom facilitates the teaching of the L2 in a variety of ways. For starters, it allows the teacher to explain difficult concepts to the students in the L2 and improves interaction between the teacher and the students in the classroom. Also, when the teacher consciously incorporates the L1 during the teaching of the L2, the English-only method of teaching, which impedes the learning of the second language, can be reduced. Furthermore, according to some of the researchers cited above, using the L1 in the L2 classroom is associated with high performance in the target language.

2.6 Challenges of the use of the L1 in the teaching and learning of the L2

From literature, various L2 teaching methods have been suggested, some of which are not even considered suitable in the classroom. Some researchers have reported that there are many factors that can influence proper L2 usage, while others have disputed this, asserting that several factors could influence proper L1 use in the L2 classroom. There have been useful insights gained through studies on the explanations for the low English language proficiency of ESL learners. According to De Jager and Evans, (2013), these include: poor curricula for teaching, the lack of training in the early stages, teachers limited English proficiency, code-switching, and a lack of motivation and competence. Because of this, Demir (2012, p. 22) urges students to weigh these factors before deciding to employ L1: what it means to "use L1," context (whether it is EFL or ESL, in the case of EFL, is the class made up of students who are monolingual or students who do not know the language; does the teacher know the students' L1; how much time is available for teaching grammar), teaching aim (improving communication and/or translation), Learners' age, the Students' previous experience with their language learning traditions, Students' L2 proficiency level, and

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Students' learning style (more on one side or analytical or synthetic). Additionally, Berenková (2007) says that, because factors such as age, L2 proficiency, the position of L1 and L2 in their previous classes, the stage of the lesson, and the communication abilities of teachers in L2 are involved, it is appropriate to investigate other related factors. The factors that affect the use of L1 include teacher-related, student-related, and contextual factors. According to Brown (2000), some other difficulties include the age at the time of acquisition, learning styles, individual influences, the language environment, the level of language exposure, and cross-linguistic impacts.

This section aimed to discuss some factors that hinder the use of the L1 in teaching and learning the L2, such as pupils' age, students', and teacher's proficiency level in the second language, lack of motivation and lack of skills.

2.6.1 Students' and teacher's proficiency level in the second language

Another challenge that confronts teachers and pupils in their attempt to use the L1 in the L2 classroom is the proficiency level of both the teachers and pupils. With regards to language proficiency levels of learners and instructors, being able to speak a first language may have a significant impact on whether L1 is used in L2 classes. In essence, the inability of both teachers and pupils to speak fluently and understand the L1 can make it almost impossible for the use of the L1 in the L2 classroom. Asfaha & Kroon, (2011) opines that, a factor influencing language learning difficulties in multilingual settings is that, in general, people are busy learning new languages as well as communicating with people in different ones that already exist. Also, learning multiple languages together and using the same patterns of communication would most likely lead to the foreign language (English) being perceived as an intrusion in

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the already developed interaction framework particularly among children. languages vary with respect to each other because literacy activities are complex.

Cameron (2001) connects the aims of L1 usage to the level of proficiency of teachers and students, explaining that when teachers aren't optimistic, trained, or fluent enough, they turn to L1 to compensate. Students often experience academic difficulties while learning English. As a result, teachers employ L1 as a method of helping them make sense of the curriculum as well as a means of dealing with difficulties that are a result of their English proficiency. Although according to Pan and Pan (2010), there is no single rule for the required quantity of L1 usage in L2 classes since it is decided by the learners' proficiency level as well as the purposes of instruction; Thompson (2006) states that the amount of L1 use is significantly associated with the teachers' and students' proficiency levels. In other words, the higher the level of L2 proficiency of the students, the more L2 (and less L1) was used by teachers, and the higher the level of the class, the more L2 (and less L1) was used by the class. Also, Jones, (2010) explains that, with more proficient L2 pupils, teachers use more L2 and less L1 in intermediate or advanced level L2. The level of proficiency of teachers can also influence how they use L1 in L2 classrooms. According to Hoff (2013), understanding when, how, and for what purposes they should use it properly is linked to the teachers' own proficiency and competence, since using L2 necessitates a proper level of proficiency and competence. She also explained that the amount of time spent using L1 is influenced by both teachers' attitudes toward students' proficiency levels and the students' actual proficiency levels. Similarly, Polio and Duff (1994) show that a lack of competence and expertise can lead to L1 usage, which decreases the amount of positive contact that students can have.

Also, Mouhanna (2009) advances that beginner level students have a greater need for L1 supports than students at the intermediate and advanced levels. Similarly, teachers have positive attitudes about using L1 with intermediate students but negative attitudes with upper-intermediate students, according to Taşkn (2011). Furthermore, as students move toward higher proficiency levels, teachers have been recorded to reduce the amount of L1 use, presenting a significant challenge to the learners when it comes to the topic under discussion. Willis and Willis (2007), for example, demonstrate how teachers report beginning classroom activities in L1 at the beginning of the year and decreasing it to a minimum by the end as students move toward higher proficiency.

Finally, the use of the L1 in the L2 classroom is dependent on the proficiency level of both teachers and students, as shown by the preceding discussion. The language is used more often as one's proficiency level rises, and vice versa. It is also difficult because, in cases where the L1 must be used in the L2 classroom due to poor language proficiency, the L1 can be completely avoided. This inconsistency can prevent the student from learning the L2.

2.6.3 Lack of motivation

Most learners are not achieving because their parents and teachers do not give them the motivation they need to do so. Teaching English as a second language does not only include skills in the target language but also in another language. This is one of the main obstacles that face teachers and students in the process of learning a second language. Motivation, according to Cook (2008), is the most important determinant of L2 achievement. Furthermore, motivated students would cultivate a positive attitude toward learning an L2, likely using the L1, according to Ellis (2000). He claims that

motivation to learn a second language encompasses the behaviors and emotional states that affect the amount of effort put forth in learning a second language (Ellis 2000).

Learners who are not proficient in English, according to Saville-Troike (2012), normally come from a context where learning a new language is not a priority. As a result, learners lack parental encouragement to learn English in the first place. Furthermore, some of them come from families where their parents are illiterate, making it almost impossible for them to be inspired to learn English using their first language. As a result, according to Setati (2010), students only learn English from their teachers at school. Cook (2008) also claims that one of the reasons some students are better language learners than others is their higher motivation level. According to Saville-Troike, (2012), an English-speaking learner has more chances than a non-English speaker learner based on the views above. For instance, there are more English articles and books to read at home to encourage learners to learn the language (Setati 2010), but none to encourage learners to learn the L2 using the L1. Thus, according to Bhaskar & Soundiraraj (2013), advanced English learners get better jobs or do better academically than their peers who are studying English as a second language.

One of the factors influencing the use of the L1 in teaching the L2 in Ghana and other countries around the world is the lack of motivation. When students are inspired and teachers are equipped with the necessary skills to teach the L2 using the L1, there is a good chance that they will learn the L2 quickly. That is not the case in Ghana and other countries where English is studied as a foreign language, according to the literature examined. Furthermore, few books and reading materials stress the use of the L1 in teaching and learning the L2. Teachers are not given the opportunity to

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develop their skills in teaching the L1 using the L2, making it difficult for them to use the L1 in ESL classrooms.

2.7 CONCEPTUAL FRAMEWORK

The researcher designed a conceptual framework for this study after reading the works of other researchers on the topic, considering the research objectives as well as Vygotsky's Second Language Acquisition and Cummins'

language interdependence hypothesis theories.

Figure 1: Conceptual Framework

Independent variable-L1

1. Speaking of L1.
2. Listening to how the L1 is spoken.
3.Observing others while they speak the L1.
4. Emergent literacy.

Intervening variable-L1

1.Frequency.
i. how often the L1 is spoken by the learner.
ii. how often the learner hears the L1 being spoken.
iii. how often the learner observes the L1 being spoken.
iv. The role of emergent literacy in L1 acquisition.

2.Volume
How deep the L1 is spoken by the learner.

Dependent variable-L2

Effective Teaching of the L2

Effective Learning of the L2.

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The diagram above depicts the concept designed by the researcher on the use of the L1 (Ga) in teaching and learning the L2(English).

2.7.1 Conceptual Framework

Camp (2001) notes that a conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied. A conceptual framework simply shows what the researcher wants to find, describes the related variables, and sketches out how these variables might interact during the research process. Hence, when the researcher can identify the variables present in the research subject and therefore wishes to identify the possible relationship between these variables, then a conceptual framework is developed. The diagram above shows three variables identified by the researcher. These include independent, dependent, and intervening (otherwise known as the mediating) variables. Independent variables are those variables that can cause or impact results. The independent variable in the above diagram is the L1, dependent variable is the L2 with frequency and volume making up the intervening variables.

2.7.3 The concept of the use of L1 in the L2 classroom

On the independent variable (L1), aspects such as speaking of the L1, listening to the L1 being spoken by others, hearing others while they speak the L1 and the role of the LI in emergent literacy were defined by the researcher. The aspects discussed under the intervening variable include how frequent the L1 is spoken by the individual, how frequent the L1 is heard or listened to by the individual, how often the L1 is observed being spoken and the volume (how deep/ depth) with which the L1 spoken. The aspects identified under the dependent variable were effective teaching of the L2 and effective learning of the L2 respectively.

From the theoretical framework (Vygotsky and Cummins' theories of second language learning), it can clearly be stated that, the teaching and learning of the L2 can be influenced by the language the learner speaks (L1) before coming to school to learn the English language (L2) and vice versa. Hence, the speaking of the L1 by either the teacher or the learner can influence the teaching and learning of the second language. The researcher, therefore, conceptualized that the speaking of the L1 has an impact on the learning of the L2 depending on how frequent the L1 is spoken by the learner. In essence, it can be stated that, if the teacher or pupils speak the L1 more frequently, there is the likelihood that they will be proficient in the local language. This can have both positive and negative impact on the teaching and learning of the L2. Positively, for instance, in situations where the learners and teachers speak their L1 frequently, the teacher can switch rapidly to the Grammar Translation Method in explaining certain difficult concepts in the L2 to aid better comprehension by the learners. However, negatively, for instance, the teacher or pupil who speaks the L1 frequently may have challenges in pronouncing certain L2 words or in reading fluently in the classroom. Therefore, the speaking of the L1 can only impact on the teaching and learning of the L2 depending on how frequent the learner speaks the L1; the more the L1 is spoken by the teacher and the learner, the more likely it is to have an impact on the teaching and learning of the L2.

As opined by Vygotsky (1978), children learn language based on the interaction they have in the society, thus, as children interact with older people and their peers in their home environment, they learn language with ease. This implies that the L1 can have an impact on the teaching and learning of the L2 depending on how deep the learners' interaction with the people in their locality is. The higher the interaction with the people in the environment, the deeper the speaking of the L1. A deeply spoken L1 can

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have an impact also on the position of certain sounds of the letters of the alphabets of the L2 making the pronunciation of certain words either impossible or difficult. Consequently, the L1 can have an impact on the teaching and learning of the L2 but that depends somehow on the depth to which the L1 is spoken.

Furthermore, listening to or hearing how others speak the L1 impacts on the teaching and Learning of the L2 depending on how frequent and how deep (volume) the teacher or the learner hears others speak the L1. This means that, the more the teacher and learner listen to the L1 being spoken by others, the more likely it is for the L1 to have an impact on the learning and the teaching of the L2. For instance, in situations where the pupil frequently hears an English word being pronounced wrongly in the Ga language, the learner is likely to repeat the wrong pronunciation when being taught the English language in the classroom. In this case, the L1 may have an impact on the teaching and learning of the L2 on the basis that, the L1 is frequently and deeply heard being spoken by other members of the society.

Also, the L1 has an impact on the teaching and learning of the L2 depending on how frequent and deep the learner observes others while they speak the L1. This is because, it is easier for people to hear what you say, but it can be understood better when you use gestures. If the child, for instance often observes others speak the Ga language and omit some letter sounds in the word, the child is likely to omit those same letter sounds when pronouncing these words in the classroom. This can also be transferred to the English Language such that, once the child observes others in their community pronouncing some English words in a certain manner, he is likely to learn and accept that as right.

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Further, emergent literacy plays a role in the learning of the second language. Occasionally, hearing people use some terminologies and seeing some inscriptions in dresses, behind vehicles, on advertising boards, etc. can unconsciously influence literacy. Hence, the learning of the L2 is impacted by the L1 depending on how the learner is frequently or deeply exposed to emergent literacy in the L1.

In conclusion, it is agreed that, the aspects of the L1 stated in the diagram above can influence the teaching and learning of the L2 only through how frequent the L1 is spoken by the learner and the teacher and the volume(depth) of it, how frequent the L1 is listened to by the teachers and learners and the volume of it, how frequent the teachers and pupils observe the L1 being spoken by the people in their environment and the volume of it and finally, how often emergent literacy in the L1 develops in the home and the community of the teachers and pupils and how deep the emergent literacy is.
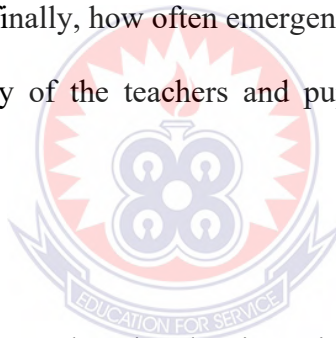
2.8 Empirical Studies

Ibrahim (2019) wrote a paper that aimed to investigate EFL students' perspectives on the use of Arabic (L1) in English language learning. From the findings, the students claimed that their mother tongue is useful because it raises their awareness of similarities and differences between (L1) and (L2) and aids in explaining difficult areas of the foreign language. Similarly, they admitted that L1 has flaws. As a result, the study concluded that (L1) is a useful technique in the (L2) learning process, but it should be used with caution.

Taşkn (2011) examined the perceptions of teachers, learners, teacher trainers, and administrators on the use of the L1 in a case study conducted at a Turkish university. The study's findings revealed that teachers had negative perceptions of using the L1 in

the classroom and thus emphasized a limited use of it. The other group of respondents agreed with the teachers and thus advocated for the elimination of the L1 in the classroom, citing the English-only policy as the best option in the school.

Owu-Ewie and Eshun (2019) conducted a sociolinguistic survey to examine language representation and practices in selected lower primary schools in Ghana's southern region. The study discovered, among other things, that, while there are multilingual classrooms in urban schools, the L1 was used as a medium of instruction in cases where the teacher understands the L1 of the community where the school is located. The researchers did notice, however, that there are relatively fewer cases of multilingualism in rural school classrooms; rather, most of them are linguistically homogeneous.

Worglo (2018) investigated the use of Ghanaian language in the English language classroom. The researcher discovered that using the L1 in the L2 classroom does not hinder L2 learning after observing thirty English language lessons and interviewing twenty English language teachers about their perspectives on the use of the local language in the English language classroom. According to the findings of the study, the L1 facilitates the L2 learning process. Furthermore, the research clearly demonstrated that the amount of L1 used in the L2 classroom is dependent on the students' educational level as well as their level of proficiency in the English language (L2).

Hanáková & Metruk, (2017) explored the use of the L1 in the process of teaching the L2 in lower and upper secondary schools in Slovakia. The paper mainly focused on the extent to which the L1 is used in the classroom; and the reaction of L2 teachers when they hear their students speak their L1 in the classroom. The researchers

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observed a total of 30 regular English language lessons with the first part of the observation done at the lower secondary school (ages 12 and 15 years) and the second part of the observation done at the upper secondary level (ages 15-18). The researchers also discussed some of the main advantages and disadvantages of the use of the L1 in the process of teaching the L2. The findings from the research indicated that, the native tongue is still used during lessons-to a higher degree at the lower-secondary level and to a lower level at the upper-secondary level. Analysis of the data obtained from the study also underlines the importance of defining the rules for the use of L1 in L2 classroom, as this seems to be important and yet a failed aspect of EFL teaching.

Kadhim, (2016) also reviewed the perspectives of English learners and teachers on the use of the L1 in the L2 classroom. The study was conducted in three private schools in Abu Dhabi. The researcher used the mixed method approach and used three data collection instruments: interview, observations, and questionnaire to obtain the data for the study. The researcher chose to interview 15 teachers between the ages of 27 and 50. These teachers come from various countries; Iraq, Lebanon, India, America, Egypt, Canada, and Australia, teaching in different grades i.e., 7 to 12. The researcher spent about thirty minutes with each of the interviewees. He then sent them a printed letter outlining the objectives of the subject. After collecting the data, the researcher registered and checked the data. In addition, the researcher used another method to improve this analysis and to obtain more effective and reliable data. Some classes were observed in the three campuses selected. These classes were grade 8 females, grade 9 males, grade 10 females, grade 11 males, and grade 11 females. The observation lasted for four weeks, and every class was visited once. Approximately, each class consisted of about 22 students. The researcher remained in each class for

about 35 minutes. The third instrument used in this research paper was a questionnaire. It was planned to cover most of the reasons that demonstrate the learners' propensity to use L1, as well as to illustrate all areas and circumstances that learners need to use L2 on their own or both L1 and L2. Here the researcher picked 269 learners from the three schools at random. Findings of the study showed that many English teachers and students tend not to use L1 when learning L2 but agree that they use it in some circumstances and contexts, for example, to describe some complicated rules or topics in grammar, to use some new words or phrases, to joke, to clarify meanings or to enhance students' comprehension.

Carson & Kashihara (2012) published an article on Using the L1 in the L2 classroom from the student's perspective. The aims of their study were to: identify the preferences of students regarding the use of the L1 (Japanese) in the L2 (English) classroom, which differs with their L2 ability levels (the "Proficiency Effect"), and to identify the situations in the classroom when students preferred the use of the L1 or did not prefer it. A total of 305 participants, comprising first and second year students enrolled in English courses at International Studies and Information Technology institutions at a public university in Japan, were asked to complete a questionnaire anonymously using yes/no or multiple-choice responses. Using Test of English for Foreign Communication (TOEIC) ratings, the results were sorted into five proficiency levels and evaluated using Excel in percentages. The results showed that two trends have a proficiency effect, influencing the amount of L1 help for which students in a variety of classroom circumstances perceive a high or low need. This analysis ended however with guidelines for educators.

In a project submitted by Wu in 2018 on using the L1 in the L2 classroom, he admitted that a very contentious subject over the years has been the use of the first

language (L1) in the second language (L2) classroom. His project reviewed published literature on arguments against and for the use of L1, attitudes of teachers and students about the use of L1, the number, purposes, and reasons for the use of L1 in the L2 classroom, as well as ways of judiciously using L1. The research found out that, many teachers and students conclude that L1 can be used to promote the acquisition of L2 in the L2 classroom, despite some disagreement. Current research, meanwhile, indicates that the use of L1 should be limited, judicious and systematic. Some recommendations for English teachers, school decision makers and administrators and students in China on how to enhance English teaching and acquisition through the correct use of Chinese are given in accordance with the findings of the literature review.

In a study conducted by De la Campa & Nassaji (2009), the quantity, the purposes, and the reasons why L1 is used in L2 classrooms were examined. Data consists of video and audio recording of two instructors' samples L2 lessons in two second-year German communication university courses over the span of a 12-week semester, teacher interviews, and stimulated recall sessions. The results showed that the teachers used L1 very often in their classrooms and did so for several reasons and purposes. They also thought that in L2 classes, L1 should be used and that its use promotes L2 learning. The findings provide evidence that these teachers of German as a foreign language used L1 in their classrooms for significant instructional purposes, despite disagreements between L2 researchers on the use of L1.

2.9 Theoretical framework

The use of the L1 in the teaching and learning of the L2 is supported by several theoretical frameworks. This research was motivated by Lev Vygotsky and Cummins'

theories on the use of the L1 in the L2 classroom, which include Vygotsky's cognitive and sociocultural theory and Cummins' linguistic interdependence hypothesis.

2.9.1 Vygotsky's Sociocultural theory of language development

Vygotsky's theory of language development is based on constructivist learning theory, which holds that children learn best through social interactions and experiences. Through social and language experiences, Vygotsky believes that older and more experienced members of a group teach younger and less experienced members the skills, values, and knowledge needed to be active members of that community. To Burkholder, & Peláez, (2000), Vygotsky's worldview incorporates an interpersonal psychology that emphasizes the importance of learning from others through social interactions. Anything expressed in a child can be traced back to his or her environment: "Any function in a child's cultural development appears twice, or on two planes. It manifests first on a social level, and subsequently on a psychological level." (Vygotsky,1983, p. 163). The social and psychological planes are inextricably linked, in that the social plane can always influence the intra psychological plane (Wertsch, 1985). Vygotsky (1997) asserts that, learning a second language should be examined in all its scope and complexity because it influences the entire mental growth of a child's personality. Vygotsky stresses the convergence of the processes involved in both L1 and L2 acquisition. While there are different directions of growth that take place under different circumstances, Vygotsky believes that both native and foreign language learning processes have a lot in common and are internally unified. Vygotsky (1935) posits that the child acquiring a foreign language is already in command of a system of meaning in the native language which she/he transfers to the sphere of another language. Hence, to Vygotsky, for the child to learn a language, there exist some biological and environmental influences.

Vygotsky's contribution to Socio-Cultural Theory (SCT), according to Azabdaftari, (2013), is an attempt to investigate the evolution of higher levels of man's mental activity. SCT is a psychological theory that emphasizes the importance of communicative behaviors in man's development and functioning. In a nutshell, human psychological functions are the mediators of social practices and cultural artifacts with language serving as the most essential signaling device. Language, according to Cook (2001), is the best cognitive method for people to grasp concepts, solve problems, and analyze solutions. Furthermore, L1 is the strongest language we have for mediating thinking, assisting us in exploring and expressing our ideas in L2. Meanwhile, in the L2 classroom, L1 is a social tool that allows people to interact with one another through words that not only convey knowledge but also express speakers' thoughts, feelings, and identities. According to Azabdaftari (2013), people are the way they are due to their biological makeup or the environment in which they reside.

According to Vygotsky's sociocultural theory, L1 plays a vital role in the learning of the L2. L2 learners depend on their native languages as the internal structure from which they analyze and order their verbal production in L2. Vygotsky asserts that people learn everything but language on two stages. First, people communicate with others and then incorporate what they experience into their conceptual constructs individually. Secondly, people can explore and be trained cognitively with the assistance of other people. For instance, a teacher or a peer may provide learners with "scaffolding" to help learners' comprehension of knowledge or skills growth. Students' L1 can be used as scaffolding (support) in guiding their comprehension of the meanings of L2, which, to some degree, is beneficial for students' L2 acquisition.

It is evident therefore that, in the growth of bilingualism, both environmental and cultural factors play a significant role. One of the first researchers to emphasize the

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importance of the social environment on learning was Vygotsky. Vygotsky's SCT of language learning is strongly influenced by his understanding and importance of the world and most particularly the environment in which the child lives. Vygotsky made it clear that learning takes place not only within the minds of individuals, but also begins with social interaction. Under the sociocultural theory of Vygotsky, L1 may play a beneficial role in studying L2. Socio-cultural theory provides useful proof of the use of L1 in SLA as a mediation form. Also, when they perform complex tasks, learners use their L1 as a mediating tool. Vygotsky also stressed that the use of L1 was found to serve a vital function in the attempts of students to jointly classify various components of their task in L2. Vygotsky concludes his discussion of higher mental functions by stating that "the child already has a system of meanings in the native language when he begins to learn a foreign language, and that this system of meanings is transferred to the foreign language" (Vygotsky 1987, p. 221). This also means that, according to Vygotsky, children should achieve a level of fluency in their first language before learning a second. Students will use their first-language literacy as a foundation for subsequent fluency in additional languages if they have this degree of fluency in the first language.

Since this study focused on the use of the L1 to support the teaching and learning of the L2, the choice of Vygotsky's theory as a guide to this study was best because, the SCT has been used to inform the design of educational programs and to guide instructional practices in many ESL classrooms. Also, Vygotsky's theory provides a holistic perspective on cognitive development that considers the social and cultural contexts in which children learn, which can help educators, parents, and researchers better understand and support the cognitive development of children. This theory was useful for this study because it highlights the importance of creating learning

environments that foster social interaction and collaboration. It also emphasizes the importance of L1 in providing support for learners as they work to develop new skills and knowledge in L2.

2.9.2 Cummins' CUP/ Linguistic Interdependence Hypothesis (LIH)

Cummins' linguistic interdependence hypothesis, which shows the relationship between L1 and L2 learning, is the second theory that supports the use of the pupils' L1 in the L2 classroom. According to Cummins' (2007), the L1 and L2 are not independent of each other. Contrarily, they are socially interdependent and coexist in a healthy way. This linguistic interdependence was defined by Cummins (2007) as "Common Underlying Proficiency" Cummins' CUP for short.

While L1 and a second language (L2) appear to be distinct on the surface, such as pronunciation, this theory claims that the two languages are fused in the mind and do not work independently but rather through the same processing mechanism. Cummins, (2007) asserts that, the transition of cognitive/academic or literacy-related proficiency from one language to another is made possible by this "Common underlying proficiency". Cummins (1979) also attempted to delve deeper into the relationship between L1 and L2, resulting in the creation of a new theory known as the "Linguistic interdependence hypothesis". According to Cummins, the "Linguistic interdependence hypothesis" suggests that a bilingual child's level of L2 competence is primarily a function of the form of competence the child has gained in LI at the time when intense exposure to L2 starts. When a child's linguistic environment outside of school actively encourages the use of certain aspects of language and the acquisition of L1 vocabulary and concepts, as it does in the case of most middle-class children in immersion programs, extensive exposure to L2 is likely to result in high

levels of L2 competence at no cost to L1 competence. The initial high level of L1 production allows for the development of L2 competence at a similar level. Intensive exposure to L2 in the early grades, on the other hand, is likely to obstruct the continued growth of LI in children whose L1 abilities are less well established in some ways, Cummins (1979: p. 12). This, in turn, would have a restricting impact on the growth of L2. Toukomaa and Skutnabb-Kanga's concept cited in Cummins (1979:12) have previously expressed that, the basis for potential achievement of the threshold degree of L2 competence appears to be the level achieved in the mother tongue while considering the threshold hypothesis in minority language circumstances. If a minority child is placed in a foreign-language learning environment early in its development without having the necessary guidance in its mother tongue, the child's ability in the mother tongue can deteriorate or even stop, leaving the child without a foundation for learning the second language well enough to reach the threshold level in it. Consequently, the theory suggests that the form of competence a child has acquired in his L1 prior to starting school interacts with the language of instruction and hence, assumes that L1 can be used by students in L2 classrooms because L2 development relies strongly on L1 proficiency.

Finally, the theory indicates that a child's form of competence in his L1 prior to starting school correlates with the language of instruction, implying that L1 can be used by students in L2 classrooms since L2 production is heavily reliant on L1 proficiency. According to the theory, students' ability to learn the L2 is fully mediated by their mother tongue language proficiency. To put it another way, the better a student's L1 becomes, the easier it is for him or her to develop their L2. This also means that if only these ESL students are fluent in their L1, the teachers in the ESL classroom will teach the L2 with ease and for better comprehension by the students.

In that case, the instructor can safely use the L1 in L2 instruction. On the other hand, the pupil according to the "linguistic interdependence theory" would have a harder time achieving the L2 if their L1 is at a low level. It is worth stating that, from literature, many scholars and advocates of bilingualism agree with Cummins' point of view and this study is not in contrast with these scholars and advocates.

2.10 Summary of the Review of related Literature

To sum up, in this chapter, Literature was reviewed on the historical perspective of the use of the L1 in the L2 classroom, the language of instruction policies of Ghana over the years, the role of L1 in L2 pedagogy taking into account the GTM, and DM, Arguments for and against the L1 use in the L2 classroom as well as a call for a balance in the use of the L1 in the L2 classroom was also looked at. Additionally, functions of the L1 in the teaching and learning of the L2, and Challenges of the use of the L1 in teaching and learning the L2 was looked at. The researcher reviewed among the lot, challenges relating to the age of the pupils, proficiency level and lack of motivation and skill.

Secondly, the empirical studies relating to the topic in this research was reviewed. The review however showed that research on the impact of the L1 on teaching and learning the L2 in not conclusive. After embarking on their studies, the researchers cited in this section of the study came out with views that were opposing at some point and in agreement at some point. For instance, Khadim, (2016) conducted research on the topic and the findings of the study showed that many English teachers and students tend not to use L1 when learning L2 but agree that they use it in some circumstances and contexts. On the contrary, in Taskin's, (2011) study on the topic,

the results showed that, teachers had negative perceptions when it comes to using the L1 in the classroom and thus emphasized a minimum use of it.

Also, the conceptual framework of the study was discussed. The independent variables identified include: the speaking of the L1, listening to how the L1 is spoken, observing others while they speak the L1 and the role of emergent literacy in the speaking of the L1. The intervening variable identified also include: the frequency and volume with which the L1 is spoken, heard, observed and the role of emergent literacy in the learning of the L1. The dependent variables however included the teaching and learning of the L2.

Finally, the chapter established the theoretical framework that guides the study. Specifically, Vygotsky's Sociocultural, of second language learning using the first language was discussed. Cummins' language interdependence theory which agrees with Vygotsky's theory was used to back up the assertion of Vygotsky on the use of the L1 in the teaching and learning of the L2. In a nutshell, Vygotsky's theory claims that, older and more experienced members of a group teach younger and less experienced members the skills, beliefs, and information required to be active members of that community through social and language interactions. Cummins supports this assertion by Vygotsky and claims that, when a child's linguistic environment outside of school actively encourages the use of certain aspects of language and the acquisition of L1 vocabulary and concepts, as it does in the case of most middle-class children in immersion programs, extensive exposure to L2 is likely to result in high levels of L2 competence at no cost to L1 competence.

CHAPTER THREE

METHODOLOGY

3.1 The research paradigm

The research paradigm for this study is pragmatist paradigm. Teddlie and Tashakkori (2009, p. 99) point out that, "the mixed methods research literature has proposed pragmatism as the "best paradigm" for this research, therefore, a researcher with intents to conduct a mixed method research agrees with this paradigm". Furthermore, Creswell contends that with pragmatists, the emphasis is more on the research problem under study, the types of questions asked, rather than the methods used (Creswell, 1998). Brierley, (2017: p. 9) asserts that, "Unlike a critical realist approach to mixed methods research, a pragmatic approach gives less influence on philosophical assumptions for the conduct of research methods; by doing this, researchers are less restricted in terms of how they can carry out research". Also, Pragmatists hold a belief that, the researcher needs to determine what best works for the research and the approach that can best be adopted to aid in answering the research questions for a study. The focus of this study makes it clear that the researcher's final assertions will be derived from the research process, with no prior assertions made about the researched. Therefore, this study fits best in the pragmatist paradigm. In addition, the researcher accepted the pragmatists' assertion in this study to conduct meaningful research and ensure the validity of the study's findings. Gray (2013) agrees that, to make the research meaningful and valid, research conducted within this framework is free to use both qualitative and quantitative paradigms.

Similarly, the researcher wanted to use different methods in answering the research questions hence the pragmatist paradigm was deemed fit as opined by Doyle, Brady,

and Byrne (2009, p. 175) that, "The philosophical underpinning of pragmatism allows and guides mixed methods researchers to use a variety of approaches to answer research questions that cannot be addressed using a singular method."

3.2 Research Approach

A mixed method approach was used in this study. The choice of this method was influenced by the fact that the mixed method approach falls within the pragmatism paradigm. According to Creswell (2003:18), a mixed methods study is a "methodological research design…and methods…". The theory is based on the premise that the mixed method approach assists the researcher in gathering and interpreting data both qualitatively and quantitatively therefore eliminating the restrictions that a single method might exhibit. According to Creswell, (2003), the fact is that quantitative analysis is weak when you know the context or environment in which people speak. Often, the voices of participants are not directly heard in quantitative research. Also, quantitative researchers are in the past, and their own personal biases and interpretations are rarely discussed. Qualitative research compensates for those limitations. On the other hand, due to the personal interpretations of the researcher, the complexity of generalizing results to a large population due to the limited number of participants studied, and the gender difficulty, qualitative research is seen as deficient. This therefore makes the use of a single method (either quantitative or qualitative) quite disadvantageous. In addition, unlike the single approach, the mixed method approach also allows the researcher to use all the available methods for data collection. This allows the researcher, therefore, to conduct and obtain comprehensive study results. Moreover, the mixed method approach was preferred by the researcher due to its practicability. Creswell, (2003:10) acknowledges that, the mixed methods approach is "practical" in the sense that the

researcher is free to use any practicable methods to solve a research problem. It is also "practical" because people use both numbers and words to solve problems, combine inductive and deductive reasoning, and use skills to evaluate individuals as well as record behavior.

Despite the advantages of the mixed method approach discussed above, the mixed method approach also exposes the researcher to some disadvantages. It can be very voluminous, time consuming and quite complex for both data collection and analysis. Creswell, (2003) claims that it is not easy to conduct mixed methods research despite its value because collecting and analyzing both quantitative and qualitative data requires time and resources. Although the mixed method approach has some disadvantages, its importance outweighs its difficulty, making it the most suitable method for this present study.

3.3 Research design

Sequential Explanatory Design (SED) was used in this study. According to Creswell (2006), the goal of SED is to use qualitative data to enrich, explain or extend the findings of quantitative approaches. In this technique, there are two segments: segment one involves quantitative collection and analysis of data. The second segment uses qualitative methods to elaborate on the results from the quantitative method. This helps the researcher to systematically obtain and analyze both qualitative and quantitative information. Below is a pictorial view of sequential explanatory design by Creswell, (2012).

Figure 2: Sequential Explanatory Mixed Method Design

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┌──────────────┐      ┌──────────┐      ┌──────────────┐
│ Quantitative │ ═══▷ │ Follow   │ ═══▷ │ Qualitative  │ ═══▷  ⬭ Interpretation ⬭
│   data       │      │ up with  │      │   data       │
│ collection   │      │          │      │ collection   │
│ and analysis │      └──────────┘      │ and analysis │
└──────────────┘                        └──────────────┘
```
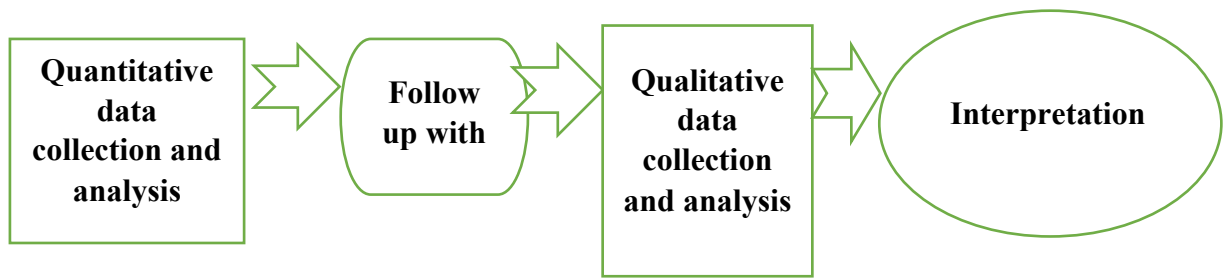
Source: Creswell (2012)

In addition to the above, Terrell, (2012) posits that, in SED, the collection and analysis of quantitative data is accompanied by qualitative data collection and analysis, for the two levels, equal priority is granted, during interpretation, data is incorporated and finally, the primary emphasis is to clarify quantitative outcomes by discussing those outcomes in more detail or describing unexpected outcomes (e.g., using follow-up interviews to better understand the results of a quantitative study). In SED, as indicated by Terrell (2012), equal priority is granted for both levels, and this helps to produce a very legitimate finding that will lead significantly to other studies carried out on the topic under consideration. The SED's other importance lies in its straight forwardness. As stated by Terrell, (2012), the SED is relatively straight forward due to clear, distinct stages and easier to describe than concurrent strategies. The researcher can provide a straightforward interpretation of the findings owing to this design. This can also assist the researcher in drawing favorable conclusions.

Despite the numerous benefits of the SED discussed above, there are some challenges that the researcher may face when attempting to use this design. According to Terrell (2012), the SED takes a long time, particularly when both phases are given equal weight and priority.

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In conclusion, the SED gives the researcher a great deal of strengths rather than weakness; therefore, to address the research questions and fulfil the objectives of this report, this design was worthy of use in this study.

3.4 Study Area

The study was conducted in the Okaikwei North Municipality in the Greater Accra Region of Ghana. Though the Greater Accra Region is cosmopolitan in nature, the ONMA was the best choice for this study because it is highly dominated by Ga natives and speakers. Since the chosen L1 for the study is Ga, the ONMA was deemed the best for the study. This is in line with Kusi (2012) assertion that seeking the cooperation of participants in a study can be difficult; as a result, the researcher should ascertain whether the setting's participants will collaborate.

3.5 Population
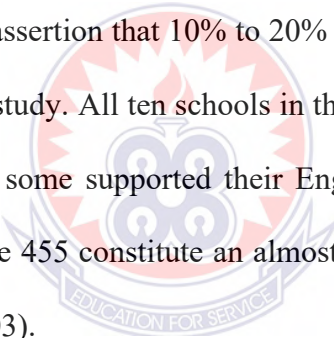
A total of 28 primary schools, 28 primary three teachers and 1,419 primary three pupils make up the target population. Primary three was an excellent choice for this study because it usually marks a time when students are still honing their language abilities and are more open to learning in their mother tongue. Additionally, primary three students may be more likely to have a solid L1 foundation, which will help them learn the L2 more quickly. The current LOI policy in Ghana defines primary three as the transitioning class to the English-only medium of instruction.

The accessible population was ten (10) public primary schools, teachers, and learners in the Achimota circuit of ONMA. The Achimota circuit was chosen for this study because it is a convenient location for the researcher and will enable efficient and fast data collection. To ensure that the study's findings could be applied broadly in other contexts, the researcher took the participants' availability and willingness into account

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when gathering data. According to Kusi (2012), seeking the cooperation of participants in a study can be difficult; as a result, the researcher should ascertain whether the setting's participants will collaborate. Marvasti (2005: cited in Kusi, 2012) adds that the researcher "must consider how difficult it is to enter a particular setting, what the emotional and financial cost might be, and so on… in choosing a site for a project".

3.6 Sample

The sampled population for the study was all ten (10) public primary schools, ten (10) primary three teachers and forty (40) primary three (3) learners drawn out of the ten schools in the Achimota circuit of ONMA. This was done taking into consideration Gay and Airasian (2003) assertion that 10% to 20% of a total population is acceptable and can be sampled for a study. All ten schools in the municipality were used because teachers in them and not some supported their English language teaching with Ga. Also 40 learners out of the 455 constitute an almost 10% of the lot which is justified by Gay and Airiasian (2003).

The researcher sampled Achimota circuit and its schools because, it has many public schools compared to other circuits in the OkaiKoi North Municipality. Again, the Achimota circuit and its schools was sampled because the community is largely dominated by pupils who are Ga natives and speakers. Taherdoost, (2016) affirms that, a clear rationale is needed for the inclusion of some cases or individuals rather than others in a non-probability sampling.

3.7 Sampling techniques

Multiple sampling technique (census, stratified and random sampling techniques) was employed in obtaining the sampled population for this study. The reason for the

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choice of this technique was that at every stage of determining the sample for the study, one form of technique was used.

The ten primary three teachers sampled for the study were chosen using a census sample technique. The use of the census sampling technique was necessary because it ensures that data from every member of the population is collected, increases the generalizability of the results, and guarantees that the sample is a true representative of the entire population. The second sampling technique used was the Stratified sampling technique. It was used in selecting forty (40) learners for the study. Taherdoost, (2016) asserts that, Stratified sampling is where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup. A subgroup may be based on ability, gender, or occupation. Malhotra and Birks, (2006) write that, a major advantage of this technique is that it includes all important sub-population and exhibits precision; it is however difficult to select relevant stratification variables, it is not feasible to stratify on many variables and is expensive. The researcher's choice of this technique was due to its improved representativeness, precision and generalizability of the results obtained from the study.

In the stratification process, firstly, the researcher sampled the pupils who are Ga natives and could also speak Ga language in each class of the sampled schools. Afterward, the researcher divided the pupils into two strata and two sub- strata respectively. The strata were basically set on gender basis (male and female). The researcher chose the same number of learners for both genders to allow for gender parity. A sub stratum was however set based on pupils' learning ability, precisely: high achievers and low achievers. Since the pupils had already been put into groups based on their learning abilities, the researcher employed a simple random sampling technique to select two high achievers (a male and a female) and two low achievers (a

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male and a female) from the group of pupils in each class who were mainly Ga natives and could speak the Ga language fluently.

A Yes and No inscription was made on pieces of papers that were folded and mixed. The pieces of paper were then placed in a container and tossed to thoroughly combine them. The students then chose the pieces of paper one by one without looking through the container. This was achieved with substitution to ensure that each pupil had the same chance of being selected. As a result, when one paper had been taken by the pupil, it was registered and returned to the container. This process was repeated until the necessary number of students for the analysis was obtained for all categories. Following this process, four (4) students were chosen from each primary three class of the ten (10) schools sampled for the study. The four respondents were two males and two females. This brought the total number of pupils sampled for the analysis to forty. The total number of respondents (learners) sampled for the study comprised twenty low achievers, twenty high achievers, twenty males and twenty females.

3.8 The research instruments

3.8.1 Questionnaire

A questionnaire, according to Creswell (1998), is a list of questions that must be addressed in writing by participants in a certain study. The study would be valuable if the questionnaire truly reflected the ideas and opinions of the participants. Additionally, it is a more time- and money-effective method of data collection. Using a questionnaire has several drawbacks that the researcher may experience despite its benefits. These include missing questions, unclear answers provided by respondents, and other errors. In this study, teachers and students had access to two sets of questionnaires. Although the content of the two questionnaires differed, their organization was the same. The study's questions were closed-ended (where

respondents were offered options from which they were to select those that they deemed appropriate). The questionnaire was used to gather quantitative data on the degree to which both teachers and students use L1 to support L2 instruction, the effect of using Ga on English instruction, and the challenges associated with using L1 to support L2 instruction.

There were five (5) major sections in the questionnaires for the teachers; A-E. Section A was made up of five (5) items relating to the bio-data of respondents, section B comprised eight (8) items relating to the degree to which teachers use the L1 in teaching the L2, section C had seven (7) items that sought to obtain information on the impact of the L1 on teaching the L2, section D contained five (5) items relating to the impact of the use of L1 on learning the L2, while the last section was made up of ten (10) items that sought to elicit information on the challenges teachers encounter when teaching the L2 using the L1. In all, the questionnaire for the teachers had thirty items.

The questionnaire for the learners was made up of three sections; A-C. Section A consisted of three items seeking information on the Biodata of the pupils. Section B was made up of ten (10) items obtaining information on the pupils' extent of use of the L1 in the learning of the L2 and Section C comprised five (5) items relating to the challenges pupils encounter when they use the L1 in learning the L2. In all, the questionnaire for the pupils was made up of fifteen items.

A Likert-scale ranging from strongly disagree, disagree, neutral, agree, to Strongly agree was used to elicit the responses from the respondents in the study.

3.8.2 Semi-Structured interview

According to Dampson and Mensah (2014), a semi-structured interview is one in which the interviewer creates a list of key questions to be asked before the interview

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takes place but builds great flexibility on how and when these issues are addressed and enables a significant number of additional topics to be concentrated on. Interviews are an important method for gathering in-depth information on people's views, attitudes, perceptions, and feelings. The use of interview as a research instrument has many benefits. For instance, during an interview process, difficult questions and issues can be explained. According to Fraenkel, Wallen, and Hyun (2012), interviewing has numerous advantages for researchers, including familiarization, clarification of questions, following up on vague, and so on. Despite its advantages, the result of an interview depends on the researcher's ability and the fluency of the respondents. The researcher can also send tacit signals influencing the respondent to provide the researcher's expected answers. Semi-structured Interviews are time-consuming, and expensive.

The interview sessions were audio recorded. As opined by Patton, (1990), when interviews are recorded, the researcher is allowed to give full attention to the interviewee rather than pausing to take notes (as in the case of not audio recording). In addition, the researcher had an interview guide typed on paper which served as a guide in asking all the interviewees the questions throughout the interview schedules. Also, the researcher chose to audio record the interview session with the intention that, semi-structured interviews comprise open-ended questions and discussions may deviate from the interview guide especially when the interaction gets keen; hence, there was the need to audio record the interviews and later transcribe during the analysis of the responses.

The interview sessions were carried out to obtain information on the extent to which the L1 is used when teaching the L2, the effect of the L1 on teaching and learning the L2, and the difficulties teachers and pupils face during the use of the L1 in teaching

and learning the L2. The interviewees were asked open-ended questions which the researcher had prepared in advance. Furthermore, questions were phrased differently for the teachers and students. In all, the researcher prepared ten (10) follow-up questions for the teachers and seven (7) for the pupils. These interview questions were drawn from the responses given in the questionnaire. However, if other pertinent concerns arose during the interview, the researcher ensured that those questions were discussed appropriately. The researcher decided to concentrate on the research questions in this study based on the areas where the researcher was interested in, the details presented in the questionnaire that needed to be discussed further, as well as the topics that needed follow-up for further clarity.

3.8.3 Classroom Observations

The researcher conducted observation to unravel actual classroom teaching and learning practices. The researcher used the observation approach to assess the extent to which teachers use the L1 in the L2 classroom, and the obstacles that teachers encounter while using the L1 to teach the L2. The classroom observations were also done to assist the researcher in getting a clearer understanding of how often and on what occasions teachers use Ga during English language lessons as stated in the questionnaire and interview session. The observation process included recording the events in which teachers used the Ga language, as well as the frequency with which they did so; some challenges that confront them in the classroom when the Ga language was used in teaching the English Language. For two periods (a total of one hour), each of the ten classes sampled for the analysis was observed and audio recorded. Prior to the start of the observation exercise, the researcher checked the observation process against actual instructional activities as recorded by teachers and students in their questionnaires.

3.9 Validity and Reliability of the instruments

3.9.1 Validity

In this study, content (face) validity was ensured by the researcher. To Yue Li, (2016), the extent to which items adequately represent the trait that the researcher seeks to test is referred to as content validity hence, field of study expert assessment is frequently a suitable first step in instrument creation to examine content validity in respect of the topic or field being studied. According to Pallant, (2005), Content validity refers to the adequacy with which a measure or scale is sampled from the intended domain of content. According to Polit and Beck (2010), this judgment is only made by specialists in the field of study. In view of this, the researcher ensured that, the instruments and data were reviewed by experts in the field of research and was subject to peer examination as well. Specifically, after the instruments for the study were developed, they were given to the researcher's supervisors and colleagues on the master's program who worked together with the researcher to see whether the items in the instruments measured the underlying variables. These reviewers, especially the researcher's supervisors offered input on grammatical errors, typographical errors, and ambiguities. The researcher's attention was also drawn to certain equally important items that were not present in the already prepared one but was needed to be included in the set of items. These suggestions were considered and was used to redesign the instruments as needed. Subsequently, the important questions covering all aspects of the study's variables were checked and kept, while irrelevant questions were removed. At some point, some of these items in the instruments were also restructured in compliance with the corrections made by the experts named above.

3.9.2 Reliability

Reliability deals with the consistency, dependability, and replicability of "the results obtained from a piece of research" (Nunan, 1999, p. 14). Similarly, according to Pallant, (2005), the reliability of a scale indicates how free it is from random error. The reliability of a scale can be indicated by using either Test-retest reliability or Internal consistency. Internal consistency was used to assess the instrument's reliability in this study.

According to Cooper &Schneider, (2011), internal consistency refers to the degree to which items in a scale or measurement system are uniform and represent the same underlying construct using the Cronbach's Alpha coefficient. Likewise, Pallant, (2005) opines that, internal consistency is the degree to which the items that make up the scale in a research work are all measuring the same attribute. The Cronbach's coefficient alpha available using the SPSS is the commonly used statistics for ensuring internal consistency.

Since the questionnaire's items were Likert scale, the Cronbach co-efficient alpha was deemed most suitable for evaluating its reliability. The Cronbach co-efficient alpha became a suitable method given the work of Ary, Jacobs, and Razavieh (1985), who believe that Cronbach alpha is appropriate for measures with multiple-scored products, such as attitudinal scales. According to Pallant, (2005), and Ary, et al (1985), an optimal Cronbach alpha co-efficient ranges between 0 to 1 with higher values representing higher reliability.

3.9.3 Dependability and replicability of the study

According to Lincoln and Guba (1985) three techniques can be used to ensure the dependability and replicability of the results: the investigator's role, triangulation, and audit trial. The use of triangulation in this study ensured the dependability and

replicability of the findings. According to Salkind (2010), the term triangulation refers to the process of analyzing information using various data sources or methods to increase the credibility of a research results. It is used in research that uses both qualitative and quantitative approaches. In triangulation, the researcher must obtain data using a range of instruments, such as questionnaires, interviews, and classroom observations. This knowledge must also be obtained from a variety of sources, including pupils, teachers, language teachers, subject teachers, and so on. The accumulation of various types of information from various sources can thus increase the replicability of the data and the findings. The study's replication is also easy to carry out using triangulation.

3.10 Ethical Considerations

In terms of essential principles relevant to ethical concern in research, the researcher ensured that the participants in the study were not subject to any kind of discomfort in any way. In considering ethics in this present study, the researcher was guided by Terrell, (2012: 276) who opines that in matters of ethical concerns: "participants must participate voluntarily, participants must understand the potential benefits of the study and that their privacy will be respected". researchers must understand the impact of their presence at research sites and ensure that these sites are left undisturbed at the end of the study, ensure that writing is free of bias towards any and the details of the study must be carefully explained within the actual report to allow readers the opportunity to judge the ethical quality of the study for themselves. Teachers and students were given a prior notice requesting their permission prior to the beginning of data collection. The respondents were therefore allowed to participate in the study at their own free will without being forced or lured in any way. The researcher also made sure the respondents' anonymity and confidentiality

were respected. In that regard, the researcher ensured that the consent of the respondents was sought before any recording was done. The researcher explained to the respondents that, the recording was done to enable the researcher to describe accurately what transpired during the interviews. Similarly, the researcher ensured that, all audio recordings done during the interview and observation process were kept confidential; in essence the recorded document was only accessible by the researcher and the supervisors. Also, participants were identified by codes rather than names to ensure that their anonymity was prioritized. Furthermore, the researcher made every effort to avoid any kind of bias or misleading information in the representation of the results obtained from the participants. The researcher also ensured that a date and place was scheduled for the interviews based on the convenience to the interviewee and availability of an appropriate place in each school for the interview sessions.

3.11 Pilot testing

A piloting process was carried out before the questionnaires were given to the respondents in the actual research study. In all, twelve (12) basic three pupils and two (2) basic three ESL teachers at two separate basic schools located in the Municipality but in a different circuit and that were not part of the sampled schools were given the questionnaire. As a result, neither the students nor the teachers were directly involved in the sampled participants for the research since the main intent of the piloting procedure was to determine the validity and reliability of the instruments.

3.10.2.1 Questionnaire

The respondents were given some guidance about the intent of the pilot study before being asked to complete the questionnaire, indulge in the interview and subsequently the observation process. The respondents were given the opportunity to notify the

researcher about some ambiguous questions in the questionnaire. In this regard, particularly the pupils, made few comments and asked few questions about certain words and statements while filling out the questionnaire. Similarly, some of the respondents asked for clarity of some statements during the interview session. Respondents were asked whether the alternative ways in which certain terms and questions were rephrased were more concise. Further adjustments were made in response to the feedback given by the respondents where necessary.

The reliability of the questionnaire in the pilot procedure was calculated using Cronbach alpha formula, and it was found to have a value of 0.70. This showed that, the degree of internal consistency in the questionnaire was reasonably high, and that the instrument was considerably reliable.

3.10.1.2 Interview and observation

The researcher pilot-tested the interview instrument on the respondents who were given the questionnaire respectively. The pilot interview schedule was conducted on fourteen respondents: two ESL teachers and twelve ESL pupils in the two selected schools for the pilot testing. As suggested by Ary et al. (1990), the respondents who were sampled for the pilot testing had characteristics like that of the participants in the actual study.

It is worth noting that, the pilot procedure was quite helpful for the main study. This is because, the responses obtained from the participants from the pilot studies aided the researcher in revising and where necessary, restructuring some items in the interview guide. It also showed the appropriateness of the questions and the type of responses expected from the interview schedules in the main study. The pilot process also provided the researcher with pre-requisite experience in conducting the interviews in the actual study. Before each interview session, the researcher reiterated the reason for

the research study and assured the respondents of confidentiality and their anonymity. This applies to the observation process as well. However, two classes were observed during a two period (one hour) English language instruction in basic three (3) of the two selected schools. This was because, only two teachers were selected for the pilot procedure.

3.11.2 Data collection procedure

The researcher personally administered the data collection instruments to the respondents in their respective schools. Prior to data collection, an introduction letter was collected from the Department of Basic Education, University of Education, Winneba. This letter was addressed to the Director of Education at ONMA. The director also provided a letter to be submitted to the Officers in Charge (OIC) of the various schools. The first visit to each school was used to familiarize and clarify the components of the questionnaire as well as the details required to complete, while the second and subsequent visits were used to administer instruments and observe teaching and learning. In all, the data collection was completed over a three-week period.

Basically, before the beginning of the data collection procedure, the researcher briefed the participants on the purpose of the study. The questionnaires were distributed to all fifty participants, which included ten teachers and forty students, over the course of five working days. The questionnaires were collected in the order in which they were delivered as soon as they were completed (school by school and class by class). Precisely, two schools were given the questionnaire in a day. This is because, the researcher had to read out the questionnaire to the pupils in most of the participating schools. However, some few teachers volunteered to read out the questionnaire to the

pupils in some schools. In that case, the researcher had to return to the schools for collection of the responses from the pupils.

3.12 Data analysis procedures

3.12.1 Quantitative analysis

The quantitative data collected through the questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0 software. The data collected from the respondents were quantified using descriptive statistics such as frequency, percentage, mean, and standard deviation. The researcher coded and tallied the questionnaire results from the respondents on sheets of papers which was transferred on the SPSS software for the statistical analysis. The codes given to the respondents include ESL Tr. 1, ESL Tr. 2 to ESL Tr. 10 (where ESL means English as a Second Language, and Tr. Represents teacher) and Pp. 1, Pp. 2, Pp. 3, to Pp. 40 (Where Pp. represents Pupil) respectively.

3.12.2 Qualitative analysis

Based on their questionnaire answers, some of the participants were sampled and interviewed as a follow-up. To crosscheck the questionnaire responses from the teachers, they were observed during English language lessons. Audio recording, coding, and transcribing were used to interpret the qualitative data gathered from interviews and classroom observations. The codes given to the respondents in the questionnaires were same for the interview and observation sessions as well. This was done by the researcher to ensure correct transcription of the responses from the respondents. In interpreting the data collected from the interview, a thematic approach supported by verbatim responses from learners and teachers was used. The interview

response was specifically recorded coded and later transcribed into units (sentences and paragraphs) before being thematically analyzed.

The notes from the observation were also recorded, transcribed, and analyzed. The checklists, and notes taken during the observations helped the researcher in the data analysis. Based on the information on the observation checklists, the researcher transcribed, coded, and categorized instances where Ga was spoken during the English language lessons. To assist the analysis, tables representing the occasions and frequencies of the use of the Ga language was used.

3.13 Summary of the chapter

This chapter covered the methodology the researcher employed in collecting data for analysis in the study. The philosophical paradigm which was based on the pragmatist point of view was discussed. Secondly, the research approach employed in this study was the mixed method approach which is noted with the pragmatist's point of view. Also, the research design used in this study was the sequential explanatory design. With this design, the data collected quantitatively was backed or followed-up with the collection of qualitative data. The population, sample, sampling techniques were also discussed in this chapter. With the use of multiple sampling techniques (Census, stratified and simple random), the researcher sampled a total of fifty respondents for the study. Precisely, a total of ten teachers and forty pupils formed the sampled population.

A multi-faceted instrument was used in the study for data collection. This comprised of questionnaire, interview, and observation. A piloting test was conducted by the researcher to ensure the validity and reliability of the instruments used for the collection of data for the study. The results obtained from the piloting process was included in this chapter as well. Also, how the researcher ensured that there were

ethical considerations when it comes to the selection and use of the participants for this present study. The setting of the research as well as the procedure for data collection and analysis were also discussed in this chapter. The FEM was used in collecting and analyzing quantitative and qualitative data respectively.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSIONS

4.0 Overview

This chapter is divided into three major sections (A, B and C) and it presents the results of the study based on the data obtained from students' and teachers' questionnaires, interviews, and classroom observations. Firstly, the quantitative data analysis, findings and discussion are done followed by the Qualitative data analysis, findings, and discussions.

4.1 Section A: Quantitative Data Analysis, Findings and Discussion

This section presents the analysis, findings and discussion of data obtained from the questionnaire given to both the teachers and pupils in the sampled schools. It is divided into two parts and various sections. Part one (1) analyses and discusses teachers' quantitative data consisting of section A-E. Part two analyses and discusses pupils' quantitative data that is made up of section A-C. Any statement with a mean between 3.00 and 3.4 implies that the respondents agree with the statement because the mean value is 3.00. However, if the mean for a statement is higher than 3.4, it means that the respondents strongly agreed with the statement. On the other hand, a statement with a mean between 2.9 and 2.6 implies that respondents disagree with it, while a statement with a mean lower than 2.6 suggests that respondents strongly disagree with it.

4.1.1 Part one (1): Teachers' Quantitative Data Analysis, Findings and
Discussion

The analysis and findings were presented in two main sections. The first section involves analysis of demographic data whereas the second section involve the

analysis of research questions of the study. Section A contains the demography of the teachers; section B discusses the extent of use of the L1 in teaching the L2; section C discusses the impact of the L1 on the teaching of the L2; section D discusses the impact of the L1 on the learning of the L2 and section E discusses the challenges faced when the L1 is used in teaching the L2. This part ends with the discussion of the findings presented.

4.1. 2 Stage A: Results on the Demography of Teachers

Table 1: Sex of Teachers

		Frequency	Percent
Valid	Male	4	40.0
	Female	6	60.0
	Total	10	100.0

Source: Field Survey, 2021

Table 1 represents the sex of the teachers who were sampled for the study from the ten schools in the Achimota circuit. A total of ten teachers were given the questionnaire prepared by the researcher for the study. All ten were retrieved by the researcher. The researcher found that, out of a total of ten teachers, four (4), representing 40% were male whereas six (6), representing 60% were female. This means that, in the Achimota circuit of the Okai Koi North Municipality, there are more females teaching English Language at Basic three than males.

Table 4.2: Age of Teachers

		Frequency	Percent
Valid	25 to 35 years	2	20.0
	Above 35 years	8	80.0
	Total	10	100.0

Source: Field Survey, 2021

Table 2 presents the findings of the age range of the Basic three (3) teachers who participated in the survey. The table shows that, generally, majority of the teachers in the Achimota circuit of the Okai Koi North Municipality are above thirty-five years old. Specifically, eight (8) teachers representing 80% of the total number of participating teachers were above 35 years with those below 35 years recording a total of 2 representing 20% of the total population of teachers.

Table 4.3: Status of Respondents

		Frequency	Percent
Valid	Professional	10	100.0

Source: Field Survey, 2021

Table 3 shows the status of Basic three ESL teachers in the Achimota circuit of the North Okai Koi municipality. The data obtained from the survey shows that, all the ten teachers, representing a total of 100% in the Achimota circuit are professional teachers. It is worth stating again that, the target population for the study was all the ten public basic schools in the Achimota circuit in the North Okai Koi municipality. The data on table 3 shows that, all the public Basic three ESL teachers in the Achimota circuit are fully trained professional teachers and therefore knew and understood the purpose of this research before answering the questionnaire given them.

Table 4:4 Years in Teaching Service

		Frequency	Percent
Valid	1-5 years	1	10.0
	6-10 years	2	20.0
	11-15 years	5	50.0
	Above 16 years	2	20.0
	Total	10	100.0

Source: Field Survey, 2021

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This table shows the number of years each participating teacher has been in the teaching service. The data obtained shows that, generally, majority of the teachers have spent more than ten (10) years in the teaching service. The highest number, that is Five (5) of the teachers, representing a total of 50% have been in the teaching service between eleven (11) and fifteen (15) years. Two (2) of the teachers representing 20% have taught for a period of six (6) to ten (10) years and another two (2) also representing 20% have also been in the teaching service above sixteen (16) years. The least among the participants, is one (1) teacher representing 10% who has been in the teaching service for a period of one (1) to five (5) years.

This therefore suggests that most of the teachers have been in the teaching service for quite a long time and are therefore more experienced. This also implies that, the teachers sampled for this study, having taught for quite a long period of time do understand what it means to learn a second language and can clearly spell out the best techniques to help pupils learn the L2. Their experience in teaching also enabled them to answer the questions in the questionnaire given out to them with much knowledge, understanding and objectivity.

Table 4.5: Highest Educational Qualification

		Frequency	Percent
Valid	Diploma	1	10.0
	Bachelor's degree	5	50.0
	Post- Bachelor's degree	4	40.0
	Total	10	100.0

Source: Field Survey, 2021

From the data illustrated in Table 5 academically, most of the basic three ESL teachers are holders of the bachelor's degree. Teachers with bachelor's degree recorded the highest number of five (5) representing a total of 50% of the overall

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respondents. Four (4) teachers however, which signifies a total of forty 40% holds a post-bachelor's degree and one (10%) of the teachers holds a Diploma certificate.

Table 4.6: Highest Professional Qualification

		Frequency	**Percent**
Valid	Diploma	1	10.0
	B.Ed.	5	50.0
	Post B.Ed.	4	40.0
	Total	10	100.0

Source: Field Survey, 2021

The table above describes the professional status of the ESL teachers in the Achimota Circuit of the North Okai Koi Municipality. Five (50%) of the teachers have attained the bachelor's degree in Basic Education. Four (40%) have also obtained post-bachelor's degree with one (10%) being a diploma holder respectively. It can therefore be concluded that, in the Achimota circuit, majority of the teachers have attained either the bachelor's degree or the post-bachelor's degree. The lowest professional qualification of the teachers is the Diploma.

It can be concluded therefore that, majority of the basic three teachers in the Achimota circuit have undergone high professional training hence, they should have knowledge both in content and pedagogy as far as the issue of teaching English as a second language is concerned.

4.1.3 Stage B: Research Question One

To what extent do primary three teachers of the Okaikwei North Municipality use L1 to teach the L2?

Tables 4.7 shows the teachers' responses to each sub question, as well as the mean and Standard Deviation of all the teachers' responses, in relation to the teacher questionnaire. The following is the description of the letters on the table below: **SD=**

Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation

Table 4.7: Descriptive Analysis showing extent of use of L1 to teach L2

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MN	SDV
I understand the Ga Language thoroughly.			1 (10)	4 (40)	5 (50)	4.40	.699
I use the Ga language very often when teaching English.			1 (10)	5 (50)	4 (40)	4.30	.675
I use Ga language to explain crucial English words when teaching English language.			1 (10)	6 (60)	3 (30)	4.20	.632
I use the Ga language to indicate the relationship between English and Ga words.		1 (10)	1 (10)	6 (60)	2 (20)	3.90	.876
I use the Ga language to portray the differences between Ga and English language words.		2 (20)	1 (10)	4 (40)	3 (30)	3.80	1 .135
I use Ga to teach English because the Language teaching policy demands that I do that.		3 (30)	1 (10)	3 (30)	3 (30)	3.60	1.265
I use the Ga language to teach English language because of the community the school finds itself in.		1 (10)	2 (20)	1 (10)	6 (60)	4.20	1.135
I use the Ga language to teach English because the prescribed textbooks demand so.		3 (30)	5 (50)	1 (10)	1 (10)	2.20	1.317

Source: Field Survey, 2021

4.1.3.1 Discussions

In Table 4.7, the responses from the ten (10) teachers who teach in Basic 3 and as a result, teach English as a Second Language in Achimota circuit of the ONMA are

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analyzed. The researcher sought information on research question one (1), which was to determine the extent to which teachers use the L1 to teach English in the class and circuit. All ten (10) teachers responded to all eight (8) questions, giving a 100% response rate.

With respect to sub statement 1, "I understand the Ga language thoroughly", responses from the teachers were comparatively positive. The teachers asserted that they understand the Ga language to a high extent. It is worth stating that it is very important that a teacher of the English language is proficient in the pupils' L1 because it is a sure way of establishing a good rapport between the teacher and the pupils. Schweers (1999) made this conclusion in research he did on native Spanish speakers learning English as a second language. He discovered that students found it easier to cope with the L2 teacher if he or she could speak their mother tongue, based on the classroom recordings and the questionnaire, because this demonstrates how much the teacher values the students' mother tongue. In essence, 5 (50%) of the teachers, representing half of the sampled teachers strongly agreed to the statement implying that, they understand the Ga language thoroughly. Another 4 (40%) of the teachers agreed to the same statement, therefore, alluding to the fact that they understand the Ga language thoroughly. However, 1 (10%) of the teachers was neutral when the question of the understanding of the Ga language thoroughly was asked. This suggests that this teacher may understand the Ga language to some extent but not thoroughly. The total mean for statement 1 was 4.40 which is located somewhere between agree and strongly agree with a standard Deviation of .699. This shows that averagely, the teachers in the Achimota circuit of the ONMA understand the Ga language thoroughly.

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In the teachers' responses to statement 2," I use the Ga language very often when teaching English language", 5 (50%) of the teachers, representing half of the sampled teachers agreed that they use the Ga language to teach the English language. On the other hand, 4 (40%) of the teachers strongly agreed to the same statement indicating that, they use the Ga language to teach the English language as well. On the contrary, 1 (10%) of the teachers was neutral when asked the same question. The mean for their answers to the second statement was 4.30 which is between agree and strongly agree with Standard Deviation of .675, which is closer to the mean. This shows that, 90% of the teachers use the Ga language in teaching the English language more often than those who do not. Cook (2001) is one of the researchers who calls for the use of L1 in the L2 classroom. When the translation method is applied, he claims that the L1 provides learners with the language competence they require. Cummins (2007) Linguistic Interdependence Hypothesis is based on the same logical assumption that the use of the mother tongue by teachers in the classroom is beneficial because transfer is not necessarily a negative characteristic of language learning since. Compared to the response of 1 of the teachers to statement 2, the Ga language is rarely used in teaching the English language in the same circuit. This comes to support the assertion of Cook (2001) that some teachers try as much to push their pupils away from the use of their L1 in the L2 classroom.

Regarding statement 3 "I use the Ga language to explain crucial words in English when teaching the English language", 60% of the teachers asserted that they use the Ga language to explain certain difficult English words, 30% of the teachers strongly agreed and 10% of them declared a neutral stance on the same subject. The mean for statement 3 was 4.20 which is highly within the range of agreement and a standard deviation of .632 which indicates closeness of the data to the mean was recorded

respectively. This reveals that, most of the teachers in the Achimota circuit, i.e., 90% agree that, using Ga in explaining crucial English words facilitates the teaching and learning of the English language. Although Harbord (1992) agrees that L1 may improve L2 teaching, he cautioned that L1 should not be used as a mechanism to spare time for more valuable tasks, nor to make life simpler for the instructor of the students. Contrary to Harbord's assertion, findings by Khoshnaw, (2014) suggest that teachers feel that prohibiting L1 in English lessons will have the following consequences: it will be more difficult for students to understand and for teachers to teach, and it will need more effort and time from the teacher.

Regarding the 4th statement, "I use the Ga language to indicate the relationship between Ga and English words", 60% of the teachers agreed that they use the Ga language to indicate the connection between Ga and English language words with 20% of the teachers strongly agreeing to the statement. One (10%) of the teachers was neutral and therefore asserted that, using the Ga language to indicate the connection between Ga and English words is rarely done and 10% of the teachers responded negatively by disagreeing to the 4th statement. The mean for their responses to this question was 3.90 which roughly corresponds to agree with a standard deviation of .876 which is quite huddled around the mean. This implies that, a greater margin (80%) of the teachers prefers the Ga language to be used often in indicating the connection that lies between Ga and English language words English during English language lessons.

The teachers showed quite a positive attitude toward their use of the Ga language to establish the differences between Ga and English language words (statement 5). Four (40%) of the teachers agreed while 3 (30%) indicated that they strongly agree to the statement. Ten (10) of the teachers expressed neutrality and therefore suggested that

the revert to the use of Ga for this purpose is done sometimes. Two (20%) of the teachers disagreed to this statement indicating their non-use of the Ga language for this purpose as stated in the 5[th] statement. The mean for their responses to this statement was 3.80, located somewhere around agree with a high standard deviation record of 1.35 indicating that the data obtained for the 5[th] statement is more spread out from the mean. It can therefore be concluded that, 70% of the teachers positively responded to this statement and therefore use the Ga language for the purpose of teaching the differences between Ga and English words. However, 30% of the teachers expressed their seldom use and non-use of the Ga language for this purpose.

The 6[th] statement "I use the Ga language to teach English language because the language teaching policy demands that I do so" saw teachers giving quite an equal response rate as compared to the preceding statements. Evidently, 30% of the teachers strongly agreed and another 30% agreed to the same statement. The same number of teachers, i.e., 30% disagreed to the same statement. One (10%) of the teachers again took a neutral stance on this statement in that order. The mean for this item was 3.60 which is slightly higher disagree with a standard deviation of 1.265 which shows that, the response from this statement is more detached from the mean than the preceding statements. This therefore implies that, 60% of the teachers agrees that the language teaching policy in Ghana demands that they use the Ga language to teach the English language and that is their reason for using it during lesson delivery. On the contrary, the data from the remaining teachers indicates that, they either do not have any knowledge of the language teaching policy or have decided to use the Ga language during lesson delivery not because of the language teaching policy. This can be deduced from the 10% of teachers who expressed neutrality and the 30% who disagreed to the statement respectively.

Concerning the statement "I use the Ga language to teach English language because of the community the school finds itself", the teachers gave varying responses. Responses from 70% percent of the teachers were affirmative whereas 30% were negative. A total of 60% strongly agreed, while 10% agreed, 20% were neutral and 10% disagreed. The mean for this statement was 4.20 with a standard deviation of 1.135. Again, the standard deviation indicates that the responses obtained from the teachers are spread out from the mean recorded for this statement. Thus majority (70%) of the teachers use the Ga language to teach the English Language because of the where the school is situated. Twenty (20%) couldn't tell if it is for the purpose of the community why they use the Ga language to teach English language or not. The remaining 10% were clear enough as they stated that their use of the Ga language to teach the English Language was not based on the community in which the school finds itself.

With regards to the final statement on table 7, "I use the Ga language to teach the English language because the prescribed textbook demands that I do so", most of the teachers responded negative with the least of the number of the respondents affirming. Fifty (50%) of the teachers responded neutrally to the final statement. Thirty (30%) of the teachers disagreed to the statement. Ten (10%) of the teachers agreed and another 10% strongly agreed to this statement respectively. The mean for this statement was 2.20; the least among the mean recorded for the preceding statements and a standard deviation of 1.317 indicating that that responses from the teachers on this statement was widely dispersed from the mean score. The responses from the teachers also imply that, the prescribed textbooks do not make provision for the teachers to use the Ga language teaching the English language.

When all the sub statements of research question 1 are put together to identify the extent to which the teachers in the Achimota circuit of the ONMA use the Ga language in teaching the English language, the average of their responses showed the most positive attitude toward the use of Ga in teaching English. The mean for their responses on the first statement recorded the highest (4.40) as majority of them (90%) agreed to the fact that they understand the Ga language thoroughly. This shows that, almost all the sampled teachers for the study understand the dominant L1 in the circuit and may therefore be comfortable to use it during English language lessons as opined by Worglo, (2018) who found that, most teachers admit and use the mother tongue in their classrooms because; it helps in inculcating knowledge better using the L1.

On the other hand, statement 8 comparatively had the least positive attitude (MN = 2.20). The teachers believed that their use of the pupils' L1 in teaching the English language is not based on the prescribed textbooks. While 50% of them were neutral in their responses, 30% totally disagreed with the statement. It can therefore be deduced that, majority of the teachers somehow opposed to the fact that they use the Ga language in teaching English because the prescribed textbooks demand that they do so. The overall mean of the teachers' responses to all the statements in research Question one is MM=3.83 (which is Strongly Agree) with a standard deviation of 0.72.

This confirms that, although they gave varying responses, the sampled teachers were generally positive toward their use of Ga language in the English Language classroom and therefore use Ga in teaching the English language to a large extent. This finding is also in support of Cook (2001) who holds the view that, the biggest reason for which teachers use L1 in the classroom is that it can save a lot of time and confusion. Worglo, (2018) similarly opines that, teachers of English also have the perception that

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without the mother tongue in the classroom, students find it difficult to communicate with their friends on an aspect they do not understand.

Stage C: Research Question Two: What impact does the use of the L1 have on the teaching of the L2 in primary three of the Okaikwei North municipality?

Tables 4.8 shows the teachers' responses to each statement on their views on the impact of the L1 on the teaching of the L2. The mean and Standard Deviation of all the teachers' responses, in relation to the teacher questionnaire for the study are summarized in table 8 as well. The following is the description of the letters on the table: **SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation**

Table 4.8: Descriptive Analysis showing the impact of the L1 on the teaching of the L2

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MN	SDV
My pupils do understand the meanings of English words any time I use Ga to explain them.		1 (10)	3 (30)	4 (40)	2 (20)	3.70	.949
My lessons in English are smooth and seamless when I mix the two languages in lesson delivery.		1 (10)	1 (10)	5 (50)	3 (30)	4.00	.943
Pupils' participation in English language lessons increase when Ga is introduced to explain crucial English words.		1 (10)		4 (40)	5 (50)	4.30	.949
I am able to cover more topics in English if Ga is used when teaching than when Ga is not used.		1 (10)	1 (10)	5 (50)	3 (30)	4.00	.943
My feedback on pupils' tasks becomes easier if Ga language is used when teaching English language.		1 (10)	2 (20)	2 (20)	5 (50)	4.10	1.101
The use of Ga language to teach the English language pushes me to use Variety of teaching techniques to ensure my objectives are achieved.		1 (10)		6 (60)	3 (30)	4.10	.876
Parents and guardians are able to supplement my teaching of the English Language if the Ga language is used when teaching English.		2 (20)	5 (50)	2 (20)	1 (10)	3.20	.919

Source: Field Survey, 2021

4.1.3.2   Discussions

The researcher aimed at obtaining information on research question two (2) which

was to find out the impact of the use of the L1 on the teaching of the English language

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in the afore mentioned class and circuit respectively. In all, seven (7) statements were asked the teachers.

In view of the first statement on the table: "My pupils do understand the meanings of English words any time I use Ga to explain them", 40% of the teachers agreed to the statement and 20% of them strongly agreed to the statement. On the contrary, 30% of the teachers were neutral and 10% of the teachers disagreed that the use of the Ga language improves pupils' understanding of the meanings of English words. Their responses to this statement give a mean of 3.70 and a Standard Deviation of .949. Hence, majority of the teachers affirmed that, when they use the Ga language to explain certain English words, the pupils understand these words better than when it is not used. However, 30% of the teachers stated in their response to the same statement that, the pupils sometimes understand the meaning of English words when the Ga language is used in explaining them. These teachers took a neutral stance in the response. One (10%) of them totally disagreed to the fact that, the use of the Ga language to explain English words improves pupils' understanding of the words.

The 2nd statement "My lessons in English are smooth and seamless when I mix the two languages in lesson delivery" saw majority of the teachers giving a positive response. For this purpose, the teachers' responses were as follows in a descending order: SA= 3 (30%), A= 5 (50%); N= 1 (10%); and D= 1 (10%). The mean recorded for this statement was 4.00 (which is between Agree and strongly Agree) with a deviation of .943 (indicating that their responses are clustered around the recorded mean). This therefore shows that, on the average, the teachers accept that, incorporating the L1 and the L2 during English language lessons make their lesson delivery whole. One (10%) of them was neutral with another 10% stating their disagreement to the statement.

Following the statement "Pupils' participation in English language lessons increase when Ga is introduced to explain crucial English words", 50% of the teachers strongly agreed, 40% agreed and 10% disagreed. The mean of the response to this statement was 4.30 (which shows that the responses are closely attached to strongly agree) with a standard deviation of .949. This therefore implies that, the teachers' use of the L1 in the L2 classrooms motivates the pupils to participate and engage more fully in classroom activities as opined in the studies of Rolin-Ianziti & Brownlie (2002). However, 10% of the teachers expressed their disagreement to this statement indicating that, the use of the L1 in the L2 classroom rather demotivates the pupils therefore affecting the participation in English language lessons.

In addition, the teachers were asked to express their views on their ability to cover more topics in English language when the Ga language is used than when it is not. In their response, 50% of the teachers agreed that they can cover more topics when the use the Ga language to support the teaching of English language. Thirty percent rather agreed strongly to this statement. Ten percent expressed uncertainty as their response was on the neutral side with 10% totally disagreeing to the statement. With respect to mean values, the responses of this statement recorded 4.00 and .943 as the standard deviation. The mean value depicts that, the respondents gave answers between strongly agree and agree. It can be inferred from this that, the introduction of the Ga language during English Language lessons enables the teachers to cover more topics. Ten percent of the teachers however held a negative opinion on this subject and therefore expressed disagreement in their response to this statement.

Concerning teachers' feedback to pupils which is very vital in lesson delivery, the

teachers responded to the statement: "My feedback on pupils' tasks becomes easier if Ga language is used when teaching English Language". This statement sought to gather the views of the teachers concerning how their feedback on pupils' tasks becomes easier when they use the Ga language during English language lesson delivery. In all, 70% of the teachers gave positive responses while 30% gave negative responses. Specifically, 50% strongly agreed that the use of Ga in the English classroom eases their feedback to pupils on their tasks and 20% agreed as well. Responses from 20% of the teachers brought to bear their standpoint on the statement which is that their feedback on pupils' tasks sometimes or somehow becomes easier when the Ga language is introduced during lesson delivery. One of the teachers however disagreed to the statement implying that, their feedback on pupils' assignments becomes rather difficult when they use the Ga language in teaching the English language. The mean for teachers' responses on this statement is 4.10 and a Standard Deviation of 1.10 meaning that the teachers gave varying responses to this statement.

Considering the 5th statement on Research Question 2 which tried to find out whether the use of Ga language to teach the English language pushes the teachers to use variety of teaching techniques to ensure that their objectives are achieved. From table:8, the teachers gave more positive views. 60% of the teachers agreed, 30% strongly agreed and 10% disagreed to the statement. The mean recorded for their responses is 4.10 and a standard deviation of .876 respectively. This shows that, agreeably, 90% of the teachers affirmed that, hitherto the use of the Ga language in teaching the English language, they were not privy to the use of variety of teaching techniques. Hence, they confirmed that the use of the L1 in the L2 classroom gives them the opportunity to use different teaching methods which helps them achieve

their objectives for the lesson. On the other hand, 10% of the teachers disagreed to the statement therefore emphasizing that, the use of the Ga language rather impedes their use of variety of teaching techniques and achievement of their objectives as well.

Finally, teachers were not quite positive in their responses to the statement "Parents and guardians are able to supplement my teaching of the English Language if the Ga language is used when teaching English". In all, 50% took a neutral stance, 20% disagreed, 20% agreed and 10% strongly agreed to the question. The mean was comparatively minimal (3.20) with a standard deviation of .919. It can be concluded that, majority of the teachers (50) were not sure whether the use of the Ga language makes parents supplement their teaching of the English language or not. Other teachers were very sure that; the use of the Ga language does not make parents involve themselves in the teaching of their wards in any way. Some of the teachers (30%) asserted that, their use of the Ga language in the teaching of the English enhances parents' involvement in the teaching of the English language.

In summary, the mean values of the sub statements under Research Question 2, i.e. 1(3.70), 2 (4.0), 3 (4.3), 4 (4.0), 5(4.10), 6 (4.10), and 7 (3.20) show that, the teachers gave answers between Agree and strongly agree. In statement 3, the mean was 4.3 (the highest), which indicates that, on the average, the responses from the teachers were between Agree and Strongly Agree. Essentially, the most common response (50%) to the 3rd statement was Strongly Agree and another 40% of Agree, which indicates that; 90% of the teachers agreed to the fact that, Pupils' participation in English language lessons increase when Ga is introduced to explain crucial English words.

In the case of Questions 1 (MN=3.70) and 7 (MN=3.20) which recorded low means, the mean shows that the teachers' responses were closely related to Neutral, as the

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mean of each of the two statements were lower than the overall mean (3.9) of all the sub statements. This confirms that, a good number of the participants took a neutral stance with respect to the statements: "my pupils understand the meanings of English words anytime I use Ga to explain them" and "parents and guardians are able to supplement my teaching of the English language if the Ga language is used when teaching English".

It can thus be concluded that, the general view of the teachers on the impact of the L1 on the teaching of the L2 is reasonably affirmative. Auerbach, (1993, p. 20) agrees on this finding and thus asserts that, the use of L1 "reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences and allows for learner-centered curriculum development". Similarly, Tang (2002) supports that, teachers often use L1 in low and medium proficiency level English classes to: give instructions, explain meanings of words, explain complex ideas, and explain complex grammar points because, Students understand better when the explanations of the subject matter are given in their own language.

Furthermore, the distribution of standard deviation (SD) values varied between 1.10 (highest value) and .876 (lowest value) and decreased as mean values increased and vice versa. Hence, the highest value (1.10) of the SD was in sub statement (5) in which the mean was quite high (4.1) and therefore majority of the teachers Strongly agreed to this statement. On the contrary, the lowest value (.876) was in sub statement 6 in which the mean value of the same item was close to the highest (4.10 as against the highest MN=4.30) which indicates that participants mostly agreed to the statement. Similarly, in the case of the 3rd statement which had the highest mean (4.30), the value of the SD (.949) decreased comparative to the 5th statement

(SD=1.10). This indicates that, the teachers strongly agreed with the 3rd statement respectively.

In conclusion, the overall mean of the teachers' responses to all the statements in research Question 2 was: MM= 3.9 and SD=0.36 (which is close to Strongly Agree). The results of Research Question 2 suggest that the teachers did not give varying responses and strongly agreed collectively that, the L1 has a positive impact on the teaching of the L2.

Section C: Research Question 3: Impact of L1 on the learning of the L2

Tables 10 shows the teachers' responses to each statement on their views on the impact of the L1 on learning the L2. The mean and Standard Deviation of all the teachers' responses, in relation to the teacher questionnaire for the study are captured in table 10 as well. The following are the descriptions of the letters on the table: **SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation**

Table 4. 9: Descriptive Analysis showing the impact of the L1 on the Learning of the L2

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MN	SDV
Pupils understand English language lessons better if the Ga is used when teaching.			2 (20)	3 (30)	5 (50)	4.30	.823
Pupils are able to complete tasks in English language lessons on time when the Ga is introduced in the lesson delivery.		1 (10)		5 (50)	4 (40)	4.20	.919
Parents and guardians show interest in pupils learning by helping them with their tasks if English language lessons are supplemented with the use of Ga language.				6 (60)	4 (40)	3.60	.516
Pupils show interest and fully participate in English language lessons when Ga is introduced during delivery.	1 (10)	2 (20)	3 (30)	4 (40)		4.00	1.054
Pupils learn more topics in English language lessons if the Ga language is used in the lesson delivery.		1 (10)	1(10)	5 (50)	3 (30)	4.00	.943

Source: Field Survey, 2021

4.1.3.3   Discussion

The table above shows teachers' responses regarding the impact of the L1 on the learning of the L2 by the pupils (Research question 3). The teachers were expected to share their views on the use of the Ga language in teaching the English language and its influence on pupils' ability to learn the English language. The teachers were asked a total of five sub questions on this research question.

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Regarding the first sub statement: "Pupils understand English language lessons better if the Ga is used when teaching", the data obtained were as follows: SA= 50%, A= 30% and N=20%. It is obvious that, majority of the teachers were positive that, the use of the Ga language in teaching the English language betters the pupils' understanding of English language during the teaching process. Particularly, 50% of the teachers strongly agreed to the statement whereas 30% agreed to that same statement. This gives a total of 80% of the teachers giving an affirmative response to the first sub statement. In support of this, Briggs, (2001) asserts that children do well in English language lessons because, evidently, pupils tend to prefer teachers who understand their L1. This implies that, the pupils prefer the use of their L1 and therefore tend to do better in English language once the Ga language is introduced during lesson delivery. Similarly, a study by Schweers, (1995) found that, majority of Spanish pupils studying English wants L1 used in the class because it facilitates learning. Notwithstanding, some few teachers were not sure in their responses to the first statement as other teachers were. These teachers expressed neutrality instead; therefore, they were neither positive nor negative on the statement. This implies that, the remaining 20% of teachers who fell within the neutral category either use the L1 sparingly and therefore cannot really tell its impact on the learning of the L2 or do not use it at all for some reasons. In all, the mean recorded for the first statement on table 10 was 4.30 and a deviation of .823 respectively. This shows that, the responses from the teachers on this statement was between Agree and Strongly Agree respectively.

The second sub statement on the third research question concerned how fast pupils can complete their assignments in English upon the introduction of the Ga language during lesson delivery. From table:10, 50% of the teachers agreed, 40% strongly agreed and 10% disagreed in that order. The mean for the responses to this sub

statement 2 is 4.20 and SD=.919. Again, there is an indication that, an overwhelming number of the teachers agreed to the fact that, the pupils can complete their tasks on time when they are taught the English language using the Ga language. However, for 10% of the teachers, the use of Ga in teaching English language does not in any way assist pupils with their tasks.

On the third statement: "Parents and guardians show interest in pupils' learning by helping them with their tasks when the English language lesson is supplemented with the use of the Ga language", all the teachers unanimously agreed to the statement. 60% of the teachers' agreed to the statement with 40% strongly agreeing to the same statement. This gives a total of 100% affirmative response to the third sub statement. Obviously, all the teachers view the use of the Ga language in the English language classroom as an avenue for parents to contribute to their wards' learning process.

A further look at the table above shows that, 70% of the teachers agreed that pupils show interest and fully participate in English language lessons upon the introduction of the Ga language during lesson delivery. Notwithstanding 20% of the teachers were not quite sure if the use of the Ga language during English language lessons adds to pupils' participation in the lesson and 10% of the teachers disagreed to the statement. This presupposes that, some of the teachers did not see a change in pupils' interest and participation level in English language lessons with the introduction of the Ga language maybe because of the multilingual nature of the classroom. Hawks (2001) for instance opines that, the use of English only in the classroom is a laudable idea because of the multilingual nature of the classroom and because of how impossible it is for the instructor to use L1 when the learners speak different L1s.

The responses from the teachers on the final sub statement confirm that, pupils can cover more topics in the English language when the Ga language is used than when it

is not. The results from their responses include A=50, SA=30, N=10, D=10 with a recorded MN= 4.00 and SDV=.943. It is worth noting that, from the literature reviewed, many studies have found out that, one of the importance of the use of the L1 in the L2 classroom is its ability to accelerate the learning process. This therefore ensures the coverage of more topics in the L2. Warford (2007; cited in Worglo, 2018:27) maintains that learners become more active, learn more subject matter, enjoy school more, and improve in English. Majority of the teachers (50%) agreed, and another (30%) strongly agreed to this assertion. On the other hand, many studies have found evidence of the negative influence of L1; therefore, they insist on the use of only the target language for teaching. One of such studies by Swain & Lapkin, (2000) found that, the overuse of L1 reduces the learners' exposure to the L2. From table 10, it is evident that, 20% of the ESL teachers in the Achimota circuit agrees that, using L1 in the English language classroom rather slows the pupils' learning processes since it reduces the learners' exposure to English language.

In summary, the distribution of standard deviation (SD) values on the 3rd research question varied between 1.054 (highest value) and .516 (lowest value). The highest value (1.054) of the SDV was in sub statement (4) in which the mean was quite low (4.0). Majority of the teachers, (70%) Strongly agreed to this statement that, pupils show interest and fully participates in English language lessons when the Ga language is used in the classroom. The lowest value (.516) was in sub statement 3 in which the mean value of the same item was the lowest (3.60 as against the highest MN=4.30) which indicates that, all the participants agreed to the statement that, parents and guardians show interest in pupils' learning and are ready to assist their wards with their tasks and assignment once the Ga language is used during English language lessons. The overall mean of the teachers' responses to all the statements in research

Question 3 was: MM= 4.02 and SD= 0.95 (which is Strongly Agree). The results of Research Question 3 therefore suggest that, again, the teachers' responses were not varying and therefore, they unanimously strongly agreed that the L1 has a positive influence on pupils' learning of the L2.

Research Question Four: What challenges do primary three teachers in the Okai Kwei North municipality encounter in the use of the L1 in teaching and learning the L2?

From the literature reviewed, there is a clear indication that, both teachers and pupils face several challenges in their effort to use the L1 in the L2 classroom. These numerous challenges outlined by several writers around the globe include challenges related to Language of Instruction policies, individual negative perceptions, linguistic diversity nature of some classrooms amongst others. The researcher therefore sought to find out some of the challenges teachers in the ONMA face particularly in their attempt to use the L1 in teaching the L2. The responses from the teachers based on the questionnaire offered them are analyzed and displayed on table:13 below. This is also followed by a discussion of the findings on each sub statement as well.

The following is the discussion of the letters on the table: **SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation**

Table 4.10: Descriptive Analysis Showing Teacher Related Challenges.

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%	MN	SDV
If the Ga language is used in Teaching the English language, it sometimes influences pupils' pronunciation of the English words.	1(10)	1(10)	3(30)	2(20)	3(30)	3.50	1.354
I am sometimes compelled to use the Ga language too often before pupils understand English words.		1(10)	2(20)	4(40)	3(30)	3.90	.994
Pupils sometimes get confused when the relationship between the Ga language and English language is being established when teaching.		5(50)	1(10)	3(30)	1(10)	3.00	1.155
Pupils find it difficult to understand the differences between the pronunciation of Ga and English language words.	1(10)	3(30)	2(20)	3(30)	1(10)	3.00	1.247
I am handicapped because of My low proficiency level in the Ga language.	3(30)	3(30)	2(20)	1(10)	1(10)	2.40	1.350
Some of the pupils in the class room do not understand the Ga language fully.				9(90)	1(10)	4.10	.316
Some of the English words do Not have their Ga counterparts.		1(10)		3(30)	6(60)	4.50	.707
Some parents often protest Against the use of the Ga language to teach the English language.	1(10)		4(40)	4(40)	1(10)	3.40	1.075
I go for in-service training on the use of the Ga language in teaching the English language.	4(40)	2(20)		2(20)	2(20)	2.60	1.713
I sometimes lack logistics to teach the English language using the Ga language.		2(20)		3(30)	5(50)	4.10	1.197

Source: Field Survey, 2021

4.1.3.4   Discussion

Table 4.13 illustrates responses from the teachers on the challenges related to the use of L1to support the teaching and learning of L2. The responses on the table above agree with Ibrahim, (2019:19) who opines that, "using L1 or mother tongue as a teaching technique has had many complications once it had been accepted as a teaching technique for a long time as in the case of Grammar-L1 Method". Several authors have outlined many challenges that generally confront teachers in their attempt to use the L1 in the L2 classroom. For the 4th research question, ten (10) sub statements were used to elicit responses from the teachers. The teachers gave varying responses in relation to the challenges outlined in the items.

Firstly, teachers were asked to express their notion on the use of the L1 during English language lessons and its negative influence on the pupils' pronunciation of English language words. Half of the teachers (50%) agreed that, indeed, the use of the L1 in the L2 classroom poses pronunciation challenges to the pupils. This result fulfils the idea of Turnbull (2001) who argue that the principal danger in the overuse of the L1 in the L2 classroom is that the L1 may influence the L2 learning process negatively by depriving students of L2 input. The MN=3.50 and SDV= 1.354 of the responses of the teachers on the first statement therefore suggests that the use of the L1 in the L2 classroom poses pronunciation difficulty to the pupils which affects the teaching and learning process. Responses from 30% of the teachers show that, they believe the use of the L1 in the L2 classroom sometimes affect pupils' pronunciation of some English words. This therefore implies that; these group of teachers agree with a balance in the use of both L1 and L2 in the classroom. However, with 20%of the teachers disagreeing to the statement, there is an indication that, some of the teachers believe that the use of the L1 in the teaching of the L2 does not have any influence on

pupils' pronunciation of English words. This confirms that, low proficiency learners in the ESL classroom can speak clearer and more effective expressions in their mother tongue which offers a sense of comfort as it validates the experiences of the learner, enabling them to express themselves rather than impeding their expression (Atkinson, 1987; Auerbach, 1993).

On the second challenge: "I am sometimes compelled to use the Ga language too often before pupils understand English words", responses from the teachers were as follows: A= 40%, SA=30%, N=20%, D=10%, MN=3.90 AND SDV=.994. With most of the teachers agreeing to this statement, there is the need to consider the assertions of writers (Atkinson, 1987; Turnbull, 2001) on L1 overuse in the L2 classroom and its possible effects on the pupils and the teachers. To Turnbull, (2001), the primary "danger" is that overuse of L1 in the L2 classroom may negatively influence the L2 learning process by depriving students of L2 input. Similarly, Atkinson (1987) suggests that L1 overuse can cause students to become dependent on their L1 and feel that reaching a full understanding of aspects of the target language cannot happen without translation. On the contrary, 10% of the teachers believed that the pupils do not need the L1 to be used excessively before they can reach a full level of understanding of the L2. The MN and SDV suggest that the teachers mostly agreed to the statement.

The third statement on the table required the teachers to state whether the pupils sometimes get confused when the relationship between the Ga language and English language is being established when teaching. From table 11, majority of the teachers (50%) did not agree to this statement implying that, there is no mix-up when the pupils' L1 is used in forming the connection between the L1 and the L2. Some of the teachers agreed to the statement on the other hand. A total of 40% of the teachers

opined that, indeed, one major challenge they are exposed to when they use the L1 in the L2 classroom is that the pupils sometimes get confused when the relationship between the Ga language and English language is being established and10% of the teachers took a neutral stance indicating that, these group of teachers believe pupils' sometimes (but not always) get confused when the relationship between both the L1 and the L2 is being established. The mean for this statement was 3.00 with a deviation of 1.155 depicting that, the teachers had varying views with respect to the third statement.

Another difficulty the teachers were asked to express their views on was related to pupils' ability to differentiate between the pronunciation of Ga and English language words. The responses of the teachers showed that, 10% strongly agreed, 30% agreed, 20% were neutral, 30% disagreed and 10% strongly disagreed to the statement respectively. The findings of this statement showed that, while some of the teachers (40%) agreed to the statement others (40%) vehemently opposed the assertion that the pupils are unable to get the differences in the pronunciation of the L1 and the L2 when the L1 is used during the teaching of the L2 using the L1. Twenty percent of the teachers were not particular in their responses to the statement as they agreed that, sometimes, the pupils experience this difficulty. The mean of the responses of the 4th statement was 3.00 with a 1.247 standard deviation indicating that, on the average, the teachers believe that the pupils sometimes face pronunciation difficulty between words in the L1 and the L2.

For sub statement 5: "I am handicapped because of my low proficiency level in the Ga language", responses of the teachers were comparatively positive. 60% of the teachers affirmed that, they disagree to the fact that they are handicapped because of their low proficiency level in the Ga language. This confirms that, most of the

teachers are proficient in the Ga language. However, 20% of the teachers were neutral indicating that they are somehow (but not very) proficient in the Ga language making them unable to some extent use the Ga language in the teaching of the English language. Twenty percent of the teachers also agreed that their proficiency level is low as far as the Ga language is concerned making it impossible for them to use the Ga language in teaching the English language. The total mean and standard deviation for the responses of the 5th sub statement was 2.40 and 1.350 which is located somewhere close to disagree. This shows that generally, the teachers completely disagreed to the fact that, they are handicapped because of their low proficiency level in the Ga language.

With reference to the linguistic diversity of pupils in Ghanaian classrooms, the researcher through statement 6 aimed at ascertaining teachers' opinions on the challenge of some of the pupils' inability to understand the Ga language fully and its influence on the teachers' use of the Ga language in the teaching of the L2. With a high MN=4.10 and the lowest in all the sub statements SDV=.316, the teachers unanimously agreed that one of the problems they have with the use of the L1 in the teaching of the L2 is pupils' language differences. Notably, a typical Ghanaian classroom is certainly made up of pupils from different ethnic backgrounds who speak different Ghanaian languages. This is quite challenging to the teacher because, according to Owu-Ewie (2006), in multilingual societies, there is always a debate about the language to use in school, particularly at the lower primary level. In all, 90% of the teachers agreed and 10% strongly agreed that, indeed, it is very tasking to use the Ga language in teaching the English language because, not all the pupils understand the Ga language in the class. The data on Table 13 reveals that, the teachers had the highest positive response to this statement (M = 4.10, SDV=.316).

The mean for this statement was clearly close to Agree which indicates that, all the teachers understood that their greatest challenge with the use of the Ga language in the English classroom is with the dialectical differences among the pupils in the classroom.

From table 13, majority of the teachers affirmed the statement: "Some of the English words do not have their Ga counterparts". Specifically, the results of their responses were as follows: SA= 60%, A= 30%, D=10%, MN=4.50 (the highest among the responses to the various statements), and SDV=.707. Evidently, the teachers strongly agreed that the use of the Ga language in teaching the English is not an easy task to embark on because, there exist some English words that do not have their corresponding words in the Ga language. Hence, in the event where the teacher reverts to the Grammar Translation Method, the lack of enough Ga words to match some English words makes lesson delivery quite cumbersome. Ten percent of the teachers were however of the view that, there are enough Ga words to match the English words therefore they disagreed to the statement. The mean and standard deviation for this statement shows that, the responses from the teachers were close to Strongly Agree implying that, some of the English words used in speech and in writing in the classroom do not have their Ga counterparts.

From the literature reviewed, the use of the L1 in the L2 classroom has attracted a lot of criticisms over the years and this seems to be one of the challenges of this phenomenon. Since a lot of people around the globe do not entirely support this course, the statement: "Some parents often protest against the use of the Ga language to teach the English language" was used to ascertain whether stakeholders in general do not support the idea of the use of the L1 in the teaching and learning of the L2. In their responses to this statement, 10%, strongly disagreed, 40% agreed, 40% were

neutral and 10% agreed to the statement respectively. There is a clear indication that, parents representing stakeholders do not protest the use of the L1 in teaching the L2. Notwithstanding, the mean (3.40) and SDV (1.075) of their responses imply that, the parents sometimes protest the L1 use in the L2 classroom.

Subsequently, there is an increasing need for teachers to go for In- service training on regular basis to be abreast with modern pedagogical skills for effective teaching. The problem of lack of regular organization of In-service training has long created a gap in the professional development of teachers in Ghana and this has over the years contributed to teachers' inability to use modern techniques in their lesson delivery. The teachers were asked whether they go for INSET on the use of the Ga language in teaching the English language. Sixty percent of the teachers strongly disagreed implying that, they are not taken through INSET programs on the use of the L1 in the teaching of the L2, 20% advanced that, they sometimes go for INSET programs on the use of the L1 in teaching the L2. 20% of the teachers however agreed that they attend INSET programs on the use of the L1 in the teaching of the l2. The mean (2.40) and Standard Deviation (1.713) indicates that, the teachers disagreed to the statement.

In relation to the final statement: "I sometimes lack logistics to teach the English language using the Ga language", the teachers' responses were as follows: D= 20%, N= 30% and A= 50%. The final statement sought to find out from the teachers if they have problems relating to the availability of suitable TLMs to use in their attempt to use the L1 in teaching the L2. Fifty percent of the teachers agreed signifying that, they do not get access to appropriate TLMs to aid their use of the Ga language in teaching the English language. Thirty percent of the teachers were not very certain in their responses stating that, they sometimes lack access to relevant teaching materials and

resources to enable them to use the L1 in teaching the L2 with ease. More specifically, 20% of the teachers disagreed with the statement that, they sometimes lack logistics to teach the English language using Ga language. This therefore implies that; these group of teachers do not have the problem of unavailability of suitable TLMs to aid their teaching process. The mean (4.10) and SDV (1.197) specify that, the teachers generally agreed that they sometimes lack logistics to effectively teach the English language using the Ga language.

When all the sub statements of research question 4 are put together to identify challenges the teachers in the Achimota circuit of the ONMA face in their effort to use the Ga language in teaching the English language, their responses revealed that, the teachers indeed face several of such challenges. The mean for their responses on the seventh statement recorded the highest (4.50) as majority of the teachers agreed to the fact that; most of the English words do not have their Ga counterparts. On the other hand, statement 5 relatively had the least positive attitude (MN = 2.40 and SDV=1.350). The teachers disagreed that, they are handicapped because of their low proficiency level in the Ga language. Sixty percent of the teachers disagreed with the 5^{th} statement implying that, on the average, almost all the teachers are highly proficient in the Ga language and are not handicapped in the use of the L1 in teaching the L2 because of this reason.

In conclusion, the overall mean of the teachers' responses to all the statements in research Question 4 was: MM= 3.36 SD=1.57 (which is close to Agree). The results of Research Question 4 suggest that the teachers agree that they face a lot of challenges in their use of the L1 in teaching the L2.

4.2 Part Two (2): Pupils' Quantitative Analysis, Findings and Discussion

Regarding the analysis of the pupils' questionnaire, their responses to each question followed by the mean and standard deviation of all the pupils' responses are demonstrated in the tables below. Section A contains the demography of the pupils; Section B deals with the extent of pupils' use of the L1 in learning the L2 and section C deals with the challenges pupils face when using the L1 in learning the L2. Each of the sections stated is followed by a discussion of the findings presented on each table. The discussion is done based on each sub statement stated under each research questions respectively.

4.2.1 Section A: Demography of pupils

Table 4.2.1: Gender of Pupils

		Frequency	Percent
Valid	Male	20	50.0
	Female	20	50.0
	Total	40	100.0

Source: Field Survey, 2021

The information on table 4. above shows that, the percentage of male and female who were sampled for this present study was proportionate. The researcher ensured the number of male pupils equals the number of female pupils to ensure that any form of bias was eliminated as stated earlier. Hence, out of the forty (40) Basic three ESL pupils selected for the study, 20 (50%) of them were male and 20 (50%) were female.

Table 4.2.2: Age of Pupils

	Age	Frequency	Percent
Valid	8.00	5	11.9
	9.00	11	26.2
	10.00	18	47.6
	11.00	6	14.3
	Total	40	100.0

Source: Field Survey, 2021

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Table 2 presents the findings of the age range of the Basic three (3) pupils who participated in the survey. The table shows that, majority of the Basic three pupils in the Achimota circuit of the Okai Koi North Municipality are on the average above ten years old. Precisely, eighteen (18) of the pupils representing 47.6% of the total number of participating pupils are ten years old; with those who are eight years recording a total of 5 representing 11.9% of the total population of pupils.

Research Question One: To what extent do primary three pupils of the Okaikwei North Municipality use L1 to learn the L2?

With reference to the use of the L1 in the L2 classroom, the pupils were asked to express their opinions on the extent to which the L1 is used in the learning of the L2.

Table 14 shows the pupils' responses to each sub question, as well as the mean and standard deviation of all their' responses, in relation to the pupils' questionnaire of this study.

The following is the connotation of the letters on the table below: **SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation**

Table 4.2.3: Descriptive Analysis Showing pupils' extent of use of L1 in learning the L2

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%	MN	SDV
I understand the Ga language thoroughly.		3(7.5)	16(40)	21(52.5)		4.45	.639
I speak the Ga language fluently	1(2.5)	6(15)	14(35)	19(47.5)		4.28	.816
I can use Ga to explain English language words.	2(5)	4(10)	11(27.5)	23(57.5)		4.38	.868
I understand the English language better when my teacher uses the Ga language to explain the English words.	1(2.5)	4(10)	21(52.5)	14(35)		4.18	.813
My Ga language influences my speaking and pronunciation of English words.	10(24.4)	5(12.2)	12(29.3)	10(24.4)	3(7.3)	2.78	1.291
I complete my assignments in English on time when my teacher uses Ga in teaching the English language.	2(5)	6(15)	13(32.5)	19(47.5)		4.22	.891
I am always happy and ready to learn the English language when my teacher uses the Ga language in teaching the English language.	2(5) 3(7)		2(5)	13(32.5)	20(50)	4.15	1.145
I learn more topics in English language lessons if the Ga language is used by my teacher in teaching the English language.	1(2.5)	3(7)	11(27.5)	12(30)	13(32.5)	3.83	1.059
My parents are happy and ready to help me to do my assignments in English language when the Ga language is used.	1(2.5)	1(2.5)	9(22.5)	29(72.5)		4.65	.662
I am not afraid to learn the English language when the Ga language is used by my teacher to teach the English language.		5(12.5)	12(30)	23(57.5)		4.45	.714

Source: Field Survey, 2021

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4.2.1 Discussions

With reference to the questionnaire distributed to the pupils in the study, the pupils were asked ten sub questions under the third research question which sought to examine the impact of the use of the L1 in the learning of the L2. The need for the pupils' to be asked this question arose from the fact that, the researcher offered the teachers the opportunity to express their views on the impact of the L1 on the teaching of the L2. Table 13 presents an analysis of the responses obtained from the pupils on the impact of the L1 on the learning of the L2.

To start, there was the need to confirm that the pupils understand the Ga language well enough hence, the first sub statement was:" I understand the Ga language thoroughly". On this sub statement, 52.5% of the pupils Strongly Agreed, 40% Agreed, and 7.5% were neutral. Obviously, the pupils' responses show that, majority of the participating pupils (92.5%) understand the Ga language comprehensively. It is worth stating that, the participants were purposively sampled for the survey however, seeing 7.5% neutrally responding to the first statement indicates that, they understand the Ga language but not comprehensively as the others indicated. The Mean of 4.45 and SDV of .639 relate the pupils' responses to the first sub statement to Strongly Agree.

The second sub statement: "I speak the Ga language fluently" recorded the following responses: D=1(2.5), N=6(15), A=14(35), SA=19(47.5), MN=4.28 and SDV=.816 respectively. These responses somehow mirrored the responses from the pupils on the preceding sub statement. Nearly 83% of the pupils declared that they speak the Ga language frequently and 15% asserted that they are somehow fluent in the speaking of the Ga language. However,1 representing 2.5% out of the pupils disagreed with the statement indicating that, they are not fluent in the Ga language. This implies that, this pupil understands the Ga language but cannot speak it fluently or at all. The overall

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mean and Standard Deviation indicate that, the responses from the pupils were between Strongly agree and agree respectively.

Additionally, the pupils were asked to confirm if they can use Ga to explain English language words. In their response, 2(5%) disagreed, 4(10%) were neutral, 11(27.5%) agreed and 23(57.5%) strongly agreed. Evidently, more than half of the pupils stated that, they can explain English language words using the Ga language. A total of 57% strongly agreed to the statement and another 27.5% agreed implying that, almost all the pupils who participated in the survey can generally translate English language words to the Ga language. 10% of the pupils stated in the response that, they can explain some English language words using the Ga language with 5%, representing a small number of the respondents emphasizing their inability to explain English language words using the Ga language. With a high MN (4.38) and a Standard deviation of .868, the pupils largely agreed to the statement which implies that, indeed, the affirmative responses they gave with regards to the preceding sub statements were worthwhile.

Also, the fourth sub statement was asked to find out from the pupils if they understand the English language words better when their teachers use the Ga language in explaining them. Two and half percent of the pupils strongly disagreed, 10% were neutral, 52.5% agreed and 35% strongly agreed to the statement. Looking at the high number of positive responses to the third sub statement, there is a clear indication that, the use of the Ga language helps them understand English language words with ease. Khoshnaw, (2014) admits that a justification for which students revert to L1 in English classes is because it helps them understand difficult concepts and topics better. Considering the MN (4.18) and SDV (.813), there is a clear indication that, the pupils mostly Agreed to the third statement affirming that, their understanding of

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English words betters when the Ga language is used in explaining them than when it is not.

In addition, the pupils were asked to tell if the Ga language influences their speaking and pronunciation of English words. The pupils gave varying responses to this statement. Specifically, 10(24.4%) strongly disagreed, 5(12.2%) disagreed, 12(29.3%) neutral, 10(24.4%) agreed, 3(7.3) strongly agreed respectively. When the responses from the pupils who strongly disagreed are put together, it can clearly be deduced that, a few of the pupils' speaking and pronunciation of the English words is not influenced by the Ga language. Majority of the pupils however took a neutral stance which meant that, sometimes, the Ga language influences their speaking of the English language as well as their pronunciation of English language words. This agrees with Turnbull, (2001) who avows that the primary danger is that overuse of L1 in the L2 classroom may negatively influence the L2 learning process by depriving students of L2 input. Some of the pupils also affirmed that, indeed the Ga language does have an influence on the speaking and pronunciation of English language words as opined by Richards & Rodgers (2001) who argue that interference from the mother tongue creates difficulty in the English language learning and to avoid it, LI should be separated in the target language learning. A total of 24.4% agreed and 7.3% strongly agreed to that effect. With the mean of (2.78) and SDV of (1.291) as compared to the 3 preceding statements, there is the implication that, the pupils to some extent disagree that, the Ga language has influence on the speaking and pronunciation of English language words. The responses for this statement are therefore contrary to the claim by Krashen & Terrell (1983), who think that the overuse of the L1 reduces pupils' exposure to the L2 and thus suggest that the L1 should not be used in the English language classroom to enhance students' exposure to the target language.

On the question of pupils' ability to complete their assignments on time when the Ga language is used in teaching the English language, the result reveals that, majority of the pupils strongly agreed to the statement. From the table, 5% of the respondents disagreed, 15% were neutral, 32.5% agreed while 47.5% strongly agreed to the statement. Some researchers agree that the use of L1 to support the teaching and learning of the L2 facilitates pupils' understanding of the lesson and enable pupils complete their tasks on time. Pan and Pan (2010) agree that L1 facilitates L2 learning as its use helps students in understanding tasks and solving problems. The mean recorded for the pupils' responses was 4.22 and SDV= .891. It can therefore be inferred from their responses that the L1 helps them to complete their tasks in L2 on time.

According to Warford (2007) posits that L1 provides a confident, non-threatening learning environment for pupils, pupils become more active, learn more subject matter, enjoy school more, and improve in L2 upon the introduction of the L1. The 6th sub statement sought to find out how happy and ready the pupils are to learn the English language when the Ga language is used by their teachers. The statistics presented on table 13 shows that, 2(5%) strongly disagreed, 3(7%) disagreed, 2(5%) neutral, 13(32.5%) agreed and 20(50%) strongly agreed to the statement. Although the pupils gave varying responses, majority of them (82.5%) agreed that the awareness of the use of the Ga language in the teaching of the English language makes them excited and ready to learn. The mean (4.15) and SDV (1.145) recorded for this statement suggests pupils' affirmation that, they are happy and ready to learn the English language because of the use of the Ga language in the teaching and learning process.

Writers around the globe have outlined several reasons why there is the need to include the pupils' L1 in L2 classroom. On the 7[th] statement: "I learn more topics in English language lessons if the Ga language is used by my teacher in teaching the English language" results obtained from the pupils' responses are as follows: SD= 1(2.5%), D= 3(7%), N= 11(27.5%), A= 12(30%), SA= 13(32.5%), MN= 3.83 and SDV= 1.059. Their responses confirm the findings of Kim and Petraki (2009) who report that; L2 students in Korea believe that L1 plays a supportive role in the classroom, and that it is very useful for learning the L2. To some of the respondents (27.5%), they are sometimes able to learn more topics in the L2 when the L1 is used in the classroom. Contrarily, 9.5% of the pupils negatively responded to the statement indicating that, the use of the L1 rather reduces their exposure to the target language thus, they do not learn more topics in the L2 when the L1 is used. Their responses are in line with the findings of Nazary, (2008) who conducted a study in the context of Iran with students and found that, Iranian students in all levels were reluctant to use their L1 in the L2 classroom because such usage would completely reduce their exposure to the L2.

With regards to the statement: "My parents are happy and ready to help me to do my assignments in English language when the Ga language is used", the pupils responded positively confirming their parents' involvement in their learning process because of the use of the Ga language in the learning of the English language. Majority of the pupils (95%) strongly agreed to the statement indicating that, indeed, their parents readily and willingly help them to complete their assignments in the English language because their teachers use the L1 in explaining the concepts in their tasks. The fact is that parents with low proficiency level in the English language will certainly embrace the use of the L1 in the L2 classroom because, that is the only way

their wards can help them understand certain concepts and ideas communicated to them by their teachers. Castillo and Gámez (2013) found in their inquiry into parental perception on the use of the L1 in the L2 classroom that, parents had expressed that they were unable to support their children's development in L2 because they "did not know English". However, not all parents support this cause and will therefore decline the idea of the use of the L1 in the learning of the L2 for several reasons. In line with this, 5% of the pupils stated that, the use of the Ga language in the teaching of the English does not excite their parent neither does it cause them to help them with their assignments in the English language. Considering the mean (4.65) and SDV (.662) recorded for this sub statement, there is a clear indication that, almost all the pupils get their parents to help them with their assignments when the Ga is used in the English classroom.

Regarding the statement: "I am not afraid to learn the English language when the Ga language is used by my teacher to teach the English language", the findings show that, 23(57.5%) of the pupils strongly agreed, 12(30%) agreed and 5(12.5%) expressed neutrality to the statement. Considering the support of the use of the L1 in the L2 classroom, there is the need to reiterate that, the acceptance of the L1 in the ESL classroom excites the pupils and pushes them to learn the L2. Norman, (2008:692) asserts that, "Students are often unresponsive, inattentive, and unwilling to speak in class" however, he observes that the opposite was true when he occasionally used the L1 in class with the same students. Agreeably, having 87% of the pupils agreeing to this statement indicates that, the use of the L1 in the L2 classroom takes away from the pupils all forms of anxiety and fear that grips them when learning the English language. Meyer, (2008) agrees that, often, students will not speak in class out of fear of embarrassment hence, Norman, (2008) suggests that

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the L1 can be used in the L2 classroom as a tool to reduce affective filters. Furthermore, Burden, (2001) posits that, if students want their teachers to use the L1 but the teachers do not perceive or respond to this need, it can lead to an unhappy classroom experience for all. Nonetheless, 12.5% of the pupils did not agree entirely to this statement emphasizing that, they are indifferent to learn the English language when their teacher uses the Ga language in the classroom. This confirms the fact that, although a potentially useful tool, how the L1 is used, the goals, type of language, materials, method, and procedures used in the classroom determines whether it is detrimental or helpful, (Weschler, 1997; and Stephens, 2006).

The overall mean (3.53) and SDV (1.06) values of the of the pupils' responses to all the statements in research Question 3 suggest that they strongly agreed and were generally positive toward their use of Ga language in the English Language classroom; and use Ga in learning the English language to a large extent

Research Question Four: What challenges do primary three teachers and pupils in the Okaikwei North municipality encounter in the use of the L1 in teaching and learning the L2?

This question aimed at identifying the difficulties the pupils' encounter when they use the L1 in learning the L2. Table 4.15 summarizes pupils' responses to the sub statements, the mean and standard deviation for each sub statement as well as a discussion of the findings. The following is the description of the letters on the table below:

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SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree, F= Frequency, %= Percentage, MN= Mean and SDV= Standard Deviation

Table 4.2.3: Descriptive Analysis Showing Pupil Related Challenges.

Statement/ Items	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	MN	SDV
I sometimes find it difficult to understand the differences between the pronunciation of Ga and English language words.	8(20)	7(17.5)	6(15)	14(35)	5(12)	3.03	1.37
I am sometimes compelled to use the Ga language often during English language conversations in class.	12(30)	8(20)	10(25)	7(17.5)	3(7.5)	2.53	1.301
My teacher sometimes scolds me for using Ga language in class.	8(20)	7(17.5)	10(25)	6(15)	9(22)	3.03	1.441
My parents are sometimes not happy because I use Ga language in learning the English.	28(70)	6(15)	2(5)		4(10)	1.65	1.252
My English language learning materials make room for me to use Ga in learning English Language.	24(60)	5(12.5)	4(10)	6(15)	1(2.5)	1.88	1.244

Key: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Disagree
Source: Field Survey, 2021

4.2.2 Discussion

In view of the contrasting views of writers on the use of the L1 in the learning of the L2, five sub statements were asked considering the fourth research question relating to the challenges pupils face in their use of the L1 in learning the L2.

Firstly, the pupils were asked if they sometimes find it difficult to understand the differences between the pronunciation of Ga and English language words. Their responses were as follows: SD= 8(20%), D=7(17.5%), N= 6(15%), A= 14(35%), SA= 5(12), MN= 3.03 and SDV= 1.37. It is evident that, the pupils (47%) mostly agreed to the statement indicating that indeed, one challenge involved in the use of the L1 in the learning of the L2 is its effect on the pupils' understanding of the differences between the pronunciation of English and Ga words. Specifically, the pupils' responses come to confirm the assertion by Voicu, (2012) that, some challenges associated with the use of the L1 in the L2 classroom are that, using L1 may mislead the students, errors may emerge due to the L1 transfer, and L1 use may limit enough comprehensible input. Fifteen percent of the pupils also admitted that the use of the L1 in learning the L2 sometimes influences their understanding of the differences between the pronunciation of English and Ga words. Therefore, Swain and Lapkin as cited in khoshnaw, (2014: p. 29) argue that L1 should neither be banned, nor be used as an alternative to L2, but rather be used to support L2 learning. The responses from the 15% of the pupils come to support the judicious use of L1 in the learning of the L2. However, 37.5% of the pupils disagreed with the statement implying that, the use of the L1 in the learning of the L2 doesn't influence their understanding of the differences between the pronunciation of Ga and English language words. The Mean (3.03) and Standard Deviation (1.368) recorded for this statement implies that the pupils agreed that the use of the L1 in the learning of the L2 exposes them to difficulty in the pronunciation of Ga and English language words.

The second sub statement was "I am sometimes compelled to use the Ga language often during English language conversations in class". From the table above, half of the respondents (50%) disagreed to the statement. This therefore implies that; the

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students are aware and are therefore not compelled to use their L1 often in class for conversation purposes. Ten percent of the learners, however, took a neutral stance and 10% of the pupils agreed to the statement. With regards to the MN (2.53) and SDV (1.301) values, there is a clear indication that, majority of the pupils disagreed to the statement.

Evidently, the faction of researchers who speak against the use of the L1 in the L2 classroom are high in number and presents a powerful reason/s why the L1 should be banned in schools. These group of advocates include teachers, and they therefore do everything within their power to stop the use of the L1 in the L2 classroom. The pupils were therefore asked to tell if their teachers sometimes scold them for using Ga language in class. In their responses, 20% strongly disagreed, 17.5% disagreed, 25% expressed neutrality, 15% agreed and 22% strongly agreed to the statement respectively. With a mean of 3.03 and a standard deviation of 1.441, it implies that, most of the pupils strongly agreed that their teachers punish them for using the L1 in the classroom. Notwithstanding, quite a few of them strongly disagreed to the statement indicating that, their teachers do not scold them for using the L1 in the classroom.

The fourth sub statement was asked to find out if parents are sometimes not happy because the pupils use Ga language in learning the English language. Their responses were as follows: SD= 70%, D= 15%, N= 5%, SA= 10%, MN= 1.65 and SDV= 1.252. Clearly, 85% of the pupils disagreed with the statement indicating that, their parents are rather happy with their use of their L1 in learning the L2. On the contrary, some few pupils (10%) asserted that their challenge of the use of the L1 in learning the L2 happens to be their parents' dislike and negative attitude towards the use of the L1 in school. Five percent of the pupils however expressed neutrality implying that, they are

sometimes but not always, happy with their use of the Ga language in learning the English language. Since this sub statement recorded the least mean yet a high Standard Deviation, there is the clear implication that, the pupils had the tendency to strongly disagree with the statement. It can be concluded therefore that, generally, majority of the parents in the Okai Koi North Municipality do not scold their wards for using the L1 in the L2 classroom.

Finally, looking at the literature on the historical view of the language of instruction policy in Ghana over the years, lack of logistics for the full implementation of the policy has contributed immensely to teachers and pupils' inability to use the L1 in the L2 classroom. EGR Endline_USAID (2019) reports that, although the theoretical underpinnings of mother tongue LOI policies are strong, they are sometimes complex, expensive, and difficult to implement, especially at scale, and require system-level cooperation, coordination, and management. Further, mother tongue LOI requires the effective development and distribution of a more diverse set of pupil and teacher materials, as well as a more robust matching of teacher and pupil language skills. To be able to confirm if this was the case for the pupils in the ONMA, they were asked if their English language learning materials make room for them to use Ga in learning English Language. Their responses confirm this assertion as 72.5% of the pupils totally disagreed with the statement meaning that, the available English language learning materials do not make room for them to use the L1 in learning the L2. Notwithstanding, 12.5% of the pupils however agreed to the statement implying that, their English language learning materials makes room for them to use the Ga language in learning the English language. Ten percent of the pupils however admitted that some of their English language learning materials include portions that allow them to use the Ga language in learning the English language in school.

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Although the mean for this sub statement was low (1.88), the standard deviation was high (1.244). It can therefore be concluded that, as reported by the EGR Endline_USAID, (2019) project, lack of materials for the full implementation of the pupils' L1 in the learning of the L2 in Ghanaian Basic schools is indeed a major challenge pupils face in the Okai Koi North Municipality.

The overall mean of the fourth research question was MM=2.42 and SD=1.34 and this indicate that, although their responses varied, the pupils strongly disagreed to most of the statements in research question four.

4.2.3. Summary

In conclusion, the results of the questionnaire suggest that the pupils' responses averagely correspond with those of their teachers in terms of the impact of the L1 on the teaching and learning of the L2 as well as some challenges they face in their use of the L1 in teaching and learning the L2. This finding is also supported by many related studies for example, (Voicu, 2012, Tang, 2002, Norman, 2008, Tufuga, 1994, Khoshnaw, 2014, Prodromou, 2002, EGR Endline_USAID, 201) that report that, although there are challenges, the use of the L1 has a positive impact on the teaching and learning of the L2.

4.3.   Section B: Qualitative Data Analysis, Findings and discussions

This is the second section of the fourth chapter, and it presents the analysis of the data obtained from the interview and observation sessions respectively. After the interview sessions, the researcher observed a two period (one hour) English language lesson taught by each of the ten participating teachers in the Achimota circuit. The intention of the researcher was to examine the extent to which the teachers' responses and their actual teaching practices correspond.

4.3.1   Part A: Analysis of the Interview

A total of nineteen out of the overall number of respondents were interviewed (this comprised of fifteen pupils and four teachers) and all ten basic three ESL teachers from the ten sampled schools' English language lessons were observed. The teachers were identified with the codes: ESLT1, ESLT2, to ESLT4 (where ESLT represents the pseudonyms for English as a Second Language Teachers who were sampled for the study). The pupils were however identified with the codes: ELP1, ELP2, ELP3 to ELP15 (where ELP represents the pseudonyms for English Language Pupil who participated in the study). Also, in the verbatim responses, **…** represents the omission of a segment of the sentence while **[…]** represents the omission of an entire sentence respectively. There is the need to reiterate that, the themes for the interview analysis were obtained deductively and the sub-themes for the analysis of the data collected through the interview were inductively drawn from the data obtained from the interview sessions.
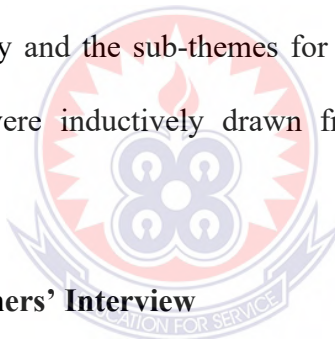
4.4   Analysis of Teachers' Interview

4.4.0 Overview

The table below represents a summary of the thematic analysis of the data collected through the interview with the teachers. The interview questions were drawn from the four research questions in this study. These questions were put under four main themes and sub-themes after the interview sessions. Below is a tabular representation of the themes and sub-themes of the teachers' interview.

Table 4.4.1 Thematic and Sub-Thematic Analysis of the teachers' interview

Themes	Sub-themes
Extent of use of L1 in teaching the L2	Why How often Explaining crucial English words Language of Instruction Policy
Impact of L1 on teaching the L2	Enhancing understanding Seamless lesson delivery Simplifying feedback
Impact of L1 on learning the L2	Parental involvement coverage of more topics
Challenges	Time Reading materials Language diversity
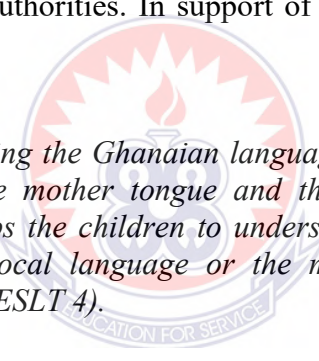
4.4.1 Theme one: English language teachers' extent of use of the L1 in teaching the L2

On the first theme, the teachers who were interviewed expressed their views on: why teachers should use Ga in teaching the L2, how often teachers should use Ga in teaching the L2, why there is the need to use Ga to explain crucial English words and how the Language of Instruction Policy influences teachers use of Ga in teaching the English language.

Sub-Theme One: Why teachers should use Ga in teaching L2

It emerged from the interview that, generally, Basic three English language teachers deemed the use of the mother tongue language in the teaching of the L2 a very necessary step to take. To them, the teaching of the English language which is the second language of the pupil should be done in an interactive manner where the pupils are allowed to freely communicate and express themselves in the classroom. Also, the use of the Ga language in teaching the English language enhances the pupils'

understanding of the topics and promotes their speaking of English language in general. It is worth stating that, every child comes to school already grown in the home environment and the language of the environment, specifically their mother tongue language; hence, there is the need to teach these children from the known language to the unknown language as proposed by Vygotsky, (1935) who posits that, the child acquiring a foreign language is already in command of a system of meaning in the native language which she/he transfers to the sphere of another language. In John-Steiner's, (1985) view, native language literacy plays an important role in L2 acquisition, because it is believed that learning to write contributes to a deeper, more conscious awareness of one's own speech. The teachers who were interviewed share the same views as these authorities. In support of their claim, the teachers gave the following responses:

> *"To me, using the Ghanaian language helps to bridge the gap between the mother tongue and the foreign language; ...at least it helps the children to understand what is being taught when the local language or the mother tongue is used in teaching" (ESLT 4).*

> *"In my view, I think before every child enters the school environment, most of them are coming with the language that they understand before learning the introduction of the English language. So if in such an environment the language which is common to the child is the Ga language, I think then that language should be used in the teaching and learning process to give a better understanding of the concept to the child" (ESLT 2).*

Sub-theme two: How often should teachers use Ga in teaching English language?

The teachers were asked to express their views on how often they propose that the Ga language be used in teaching the English language in the classroom. Considering the literature reviewed in this study, while some writers argue for the comprehensive use of the L1 in the L2 classroom (see: Cook, 2001, Burden 2000, Macaro, 2001 etc.), other writers advocates for a complete ban of the L1 in the L2 classroom (see:

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Prodromou, 2002, Kelleher 2013, Gabrielatos, 2001, Çelik, 2008, etc.). Generally, the teachers asserted that, in their view, the Ga language should be used frequently in teaching certain aspects of the English language such as literacy. One teacher recounted that:

> *"...let's say you are teaching literacy... with that, you need to include the Ga language just for them to be able to understand it very well "(ESLT 3).*

Other teachers had this to say:

> *"it should be very often because since they are at a lower class it will help them to master the subject area" (ESLT1).*

> *"it should be always because...if a child cannot use the English language to express him or herself, he may think he is being eliminated in the society so definitely it should be used across board both inside and outside the classroom" (ESLT4)*

The views of the teachers agree with Miles (2004). In his attempt to demonstrate how useful and therefore how often the L1 is to be used in the L2 classroom, he conducted two Experiments with some students with Japanese as their L1. In the first experiment, three classes – one banned L1 use, one permitted its use only by students, and in the last, L1 was used by both teachers and students. He observed the classes for five months after which he obtained a result showing a better improvement in speaking with the first class where the L1 was used. With the second experiment with one class, four lessons, two of which excluded L1 (Japanese) use and the other two included L1 use. The findings of the second experiment also showed that there was a considerable improvement in the classes where L1 was used.

Sub-theme three: Using Ga to explain crucial English words

The participants explained that, for pupils at the lower level to understand English language words, there is the need to use the Ga language to explain. Some of the

participants stated emphatically that, to help the pupils to understand keywords in English language lessons, the teacher needs to relate these words to the Ga language. Some of the participants explained that:

> *"...yes, teachers should use the Ga language in explaining crucial English words so that they can get a better understanding of the words in the lesson" (ESLT 1)*

> *"it should be used because some words in English…if Ga is not used to explain it to them, they might find it difficult to understand or write the English" (ESLT 4).*

Another teacher was more specific:

> **"***of course, because you cannot stand in front of the children and be saying everything in English, they will not be able to understand. You need to relate it to what they know so that they will be able to understand well by using the Ga language"* (ESLT 2).

The responses from the teachers confirm the assertion by Martinez and Olivera (2003) that, L1 eases L2 learning with the similarities between them, it saves time and effort, it helps using translation as a technique or strategy in L2 learning, and it avoids ambiguity and guarantees that students understand the meaning. Similarly, Jones (2010) explains that comprehension and memorization of L2 words will be easier when students translate them into L1.

Sub-theme four: Influence of Language of Instruction Policy

It is quite evident from the literature reviewed that the language of instruction policy in Ghana's educational system has gone through several modifications over the years. The very recent one is the NALAP where the policy clearly states that, a Ghanaian language dominant in the area where the school is situated should be used alongside the English language during instruction from pre-school to the lower primary level with primary three being the transitional class between the upper and lower primary respectively. The researcher therefore asked the teachers to tell whether the current

LOI policy has any sort of influence or not on their use of the Ga language in teaching the English language. In response to this question, some of the participating teachers had this to say:

> *"based on our education system, we are being told that with the lower classes, we are supposed to use the L1 in explaining certain things to the children for them to be able to understand it clearly"* (ESLT 2)

> *"yes of course it influences the teachers' use of the Ga language in teaching the English language"* (ESLT 3)

Another teacher said that:

> *"oh yes it does influence a lot"* (ESLT4).

4.4.2 Theme two: Basic three English teachers' views on the impact of the L1 on teaching the L2

In the analysis of the views of the participating teachers on the impact of the Ga language on the teaching of the L2, three sub-themes emerged. These include enhancing pupils' understanding of the lesson, making lesson delivery smooth and seamless for the teachers and simplifying the teacher's feedback to the pupils during English language lessons. The teachers believe that the use of the Ga language in teaching the English language enables the pupils to be active in class and helps them to freely express their views.

Sub-theme One: Enhancing pupils' understanding of the lesson

Pan and Pan (2010) agree that the use of the L1 facilitates L2 learning as its use helps students in understanding tasks and solving problems in the classroom. The responses from the teachers therefore suggest that the teachers consider the use of the Ga language in teaching the English language as a medium of promoting better understanding of the English language among the pupils. Some expressed their views

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that, the proper use of the Ga language in teaching the English enhances the pupils'

ability in learning the English language and facilitates the understanding of both the

content and concepts in the English language. One teacher had this to say:

> *"from the onset I said it bridge the gap between the foreign language and the Ga language. It makes them to understand the content of whatever is being taught in the classroom and they are able to express their views easily since they are saturated in their local language" (ESLT4).*

Other teachers opined that:
> *"when you use the Ga language to teach the English language, it helps the students understand every bit of the lesson delivered" (ESLT 1)*
>
> *"it makes the lesson very interesting and also understandable because the children involve themselves just because they are trying to say it in Ga language and you will be translating it in English for them to understand it very well" (ESLT 2)*
>
> *"yes of course because in every lesson delivery, you know definitely one or two words will be introduced along the line that which might not get down well with the child so whenever you come across such challenges it is better to use the Ga language at that moment to enhance a better understanding at that moment" (ESLT 3).*

Sub-theme two: Making lesson delivery smooth and seamless for the teacher

The teachers were asked to describe how smooth and seamless or not their English

language lesson delivery is once the Ga language is introduced. All the teachers

recounted that, the use of the local language in teaching the second language makes

their lesson delivery quite an easy task. Some of the participants said that:

> *"in fact it makes the lesson delivery smooth and simple to their understanding" (ESLT 2).*
> *"it makes the lesson smooth and less difficult" (ESLT 1)*
>
> *"it makes it smooth and also it involves the children because at that moment it gives them the opportunity to express themselves in their local language" (ESLT 3).*
> *"it makes the lesson very effective" (ESLT4).*

In general, Cook, (2001) notes that, the role of the mother tongue in concurrent teaching is to foster L2 learning through more natural L1-using situation and that, teachers use L1 to convey meaning and organize the class. The responses from the teachers from the interview therefore confirms that the use of the L1 indeed makes lesson delivery smooth and seamless by saving a lot of time and eliminating all forms of confusion as noted by Samedi (2001) that, teachers use the L1 mostly for establishing a non-threatening classroom environment, explaining and translating vocabularies, managing the classroom, and giving instructions. Students can use it for scaffolding and for cooperative learning with fellow classmates.

Sub-theme Three: Simplifying the teacher's feedback to the pupils

The researcher asked the teachers about the use of the Ga language in teaching the English language and how it makes their feedback to the pupils during lesson delivery simple. The teachers affirmed that, the use of the L1 simplifies their feedback to the pupils during lesson delivery. Some of the teachers emphatically said that:

> *"it really helps because when you use the Ga language to explain the words in the lesson to them, they are able to understand it better and they are able to get your feedback better"* (ESLT1).

> *"yes please, it makes feedback very … simple"* (ESLT2)

4.4.3 Theme three: Basic three teachers' views on the Impact of the L1 on learning the L2

In answering research question three, the researcher developed two sub-themes. Primarily, the teachers were asked whether the use of the Ga language in teaching the English language enhances parents' involvement in pupils' learning and augments the coverage of more topics as compared to the sole use of the English language during lesson delivery. The teachers shared their experience as they stated that, most of the

parents are elated and are ready to help their wards in their learning process once the Ga language is introduced during lesson delivery. On the coverage of more topics, the teachers affirmed that, the use of the Ga language helps them cover more topics.

Sub-theme one: Enhancing parents' involvement in pupils' learning

The purpose for which the participating teachers were asked questions on this sub-theme was to gain some in-depth data about parents' reaction towards the use of L1 in teaching the L2. Some of the teachers stated that, the pupils can understand concepts well once the Ga language is introduced during English language lessons; with this, the pupils are able to explain the instructions given in their assignments to their parents. In that case, the parents can supplement the teaching of their wards at home. One teacher was emphatic:

> *"when the Ga language is used to explain the lesson and the kids go home, they are able to explain to their parents to get a better feedback" (ESLT 1).*

Another teacher had this to say:
> *"the parents although they not in the school, they are very proud when the Ga language is used because, when homework is given to children to send home, they are able to explain it better to the children "(ESLT4).*

To another teacher, some of the parents are illiterate and therefore cannot express themselves in the English language. To this teacher, it is quite necessary to use the local language which these illiterate parents are conversant with to teach the English language to enable their wards explain their assignments to them for the necessary assistance.

This teacher categorically said that:

> *"we all know that, […] not all their parents are literates, some are illiterates. So when you are able to use the Ghanaian*

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> *language to explain certain things to them, when they have any*
> *challenge in their home work, they will be able to explain it to*
> *their parents for them to help them to do their work" (ESLT 2).*

Sub-theme two: Coverage of More Topics

Generally, all the teachers who were interviewed responded positively to this question. The teachers viewed the use of the Ga language in teaching the English language as a means of helping them to cover more topics as compared to the use of English only during lesson delivery. Harbord, (1992), suggests that the biggest reason for using L1 in the classroom is that it can save a lot of time and confusion. Hence, the use of the L1 in the L2 classroom helps teachers to treat a lot of topics within a shorter time as compared to dealing with the numerous confusions that occurs in the classroom due to the extensive use of the English only. To one teacher, the use of the Ga language in teaching the English language enhances pupils' understanding of the topic being treated hence, it helps her to cover more topics at a quicker pace. She stated that:

> "*I am able to cover the lessons quickly because they*
> *understand the way the lesson is being delivered" (ESLT 1).*

Other teachers had this to say:

> *"of course, because when I'm teaching a particular topic and*
> *I'm able to explain it and the pupils are able to understand*
> *what I have been teaching and based on the evaluation they*
> *are able to perform very well, then it means that, I will be able*
> *to cover more topics" (ESLT2).*

> *"the use of the Ga language helps you to move at faster pace*
> *than you not using the Ga language at all" (ESLT 3).*
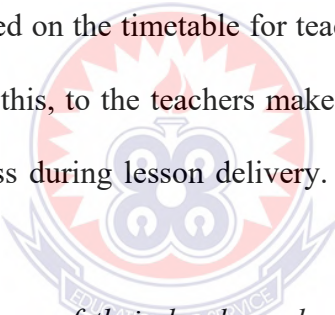
4.4.4 Theme Four: Challenges associated with the use of L1 in teaching the L2

With regard to challenges teachers encounter in their attempt to use the L1 in teaching the L2, the teachers identified challenges in relation to inadequate time on the

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timetable apportioned to the teaching of English language, lack of appropriate reading materials for the use of Ga in teaching the English language, Language diversity nature of pupils in the classroom, Translation difficulty and infrequent organization of In-service training to make teachers abreast with modern pedagogical skills to teach the pupils.

Sub-theme one: Time

Based on the interviews conducted with the teachers, there was a significant manifestation of limited amount of time allotted on the timetable for teaching the English language in general. Using the L1 in the L2 classroom requires a substantial amount of time because of literal translation of words and in some cases meaning of sentences. The time allotted on the timetable for teaching the English language is one hour (two periods) hence this, to the teachers makes it very challenging to blend the L1 and the L2 use in class during lesson delivery. Some of the teachers had this to say:

> *"[...] because of their level, we have to explain it for better understanding so we need more time so that we can explain words to them well so that they can get better understanding"* (ESLT 1).

Another teacher stated that:

> *"... the time for teaching ... is not enough"* (ESLT 4).
>
> "

Sub theme 2: Reading materials

The teachers also presented their grievances relating to lack of appropriate reading materials during the interview session. All the teachers asserted that, the biggest challenge they face in their attempt to use the L1 during English Language lessons has to do with the reading materials available to the pupils. To the teachers, the reading

materials should be written both in Ga and in English to make their lesson delivery less stressful. In line with this, EGR Endline_USAID, (2019) project observes that, lack of materials for the full implementation of the pupils' L1 in the learning of the L2 in Ghanaian Basic schools is a major setback faced by teachers. The teachers expressed that:

> "[…] *getting ... text books in teaching is also difficult because the text books are in the English language they are not in the Ga language"* (ESLT 1).

> "[…] *since the text books they use the English language to write them*" (ESLT 2)

Sub theme 3: Language diversity

Undoubtedly, the linguistic diversity nature of the Ghanaian basic school classroom is a matter of concern raised by the teachers during the interview when the teachers were asked to state some challenges that confront them in their attempt to use the Ga language in teaching the English language. For the multilingual nature of our classrooms in Ghana, Hawks, (2001) opines that, unless of course the teacher can speak all the L1s of the pupils in the classroom, there would seem to be no benefit of L1 use and it would probably hinder learning. The teachers agree to this and therefore explained that, not all the pupils in the class understand the dominant L1 (Ga) in the community hence it makes their use of the Ga language in the teaching of the English language quite a challenging task. Some stated categorically that:

> "*[...] the challenge… has to be with the kids that … don't understand the Ga language" (ESLT 3)*
> *"Some of the children in the classrooms are not Ga students" (ESLT 4)*
> "*the pupils in the class, not all of them are Gas" (ESLT 2)*

Other teachers also stated that, the multilingual nature of the pupils in the classroom exposes them to translation difficulty. This group of teachers detailed that, because

some of the pupils do not understand the Ga language, they are sometimes forced to use the English language only in the classroom so that all the pupils will understand the lesson better. As well, they are sometimes faced with the difficulty in finding exact words in Ga to explain certain English language words. The teachers had this to say:

> "[…] with the Akans, Ewes and the others, we need to always explain it more in the English language for them to understand…" (ESLT 2).

> "… *sometimes you don't get the exact words to explain the words or the topic you're treating and you have to ... go round the ...the word before they can understand it better" (ESLT 1)*.

4.4.5 Summary of teachers' interview

The results from the interview suggest that, although teachers face certain challenges, the use of the L1 in the English language classroom does not hinder the learning of the L2 but rather improves it. Notably, the introduction of the L1 in the L2 classroom creates a more conducive and natural environment for both teachers and pupils. This confirms the findings of some researchers which suggest that, using the mother tongue appropriately in the L2 classroom facilitate the L2 acquisition. For instance, Cummins and Mulcahy cited in Cummins, (1979; p.232) compared two groups of children attending a Ukrainian-English bilingual program with a unilingual control group both in grades 1 and 3 levels. One group of bilingual children had extensive Ukrainian at home and were judged by their teachers to be relatively fluent in Ukrainian. The second group had little or no Ukrainian at home and were judged by teachers to have little fluency in Ukrainian. Consistent with the threshold hypothesis, it was found that the fluent bilingual group was significantly better able than either the non-fluent bilinguals or unilingual to analyze ambiguities in sentence structure.

However, there is the need to look at writers who advocate for the judicious use of the L1 in the L2 classroom to avoid the overuse of the L1 which may rather slow

acquisition skills in the English language. The results from the teachers' interview have some similarities with the results obtained from their responses in the questionnaire given to them therefore confirming the opinion of the teachers on the impact of the L1 in the teaching of the L2. Nonetheless, the responses from the teachers indicate that, there are several reasons for the apparent failure of the use of the L1 in the teaching of the target language. One reason is insufficient time allotted on the timetable for the teaching of the English language making it seemingly tedious for teachers to use the L1 in teaching the L2. Some other reasons include lack of logistics in general (including TLMs, lack of in-service training etc.) and translation difficulty.

4.5   Part B: Analysis of the Pupils' Interview

4.5.0 Overview

The table below represents a summary of the thematic analysis of the data collected through the interview with the pupils. The interview questions were drawn from the four research questions which was used in designing the items in the questionnaire in this study. These questions were put under three main themes and sub-themes after the interview sessions. Below is a tabular representation of the themes and sub-themes of the pupils' interview.

Table 4.5.1 Thematic and Sub-Thematic Analysis of the teachers' interview

Themes	Sub-themes
Extent of use of L1 in the classroom	Why
	Explaining English words
Views on teaching and learning impact	Enhancing understanding Coverage of more topics Parental involvement Readiness
Pupils' related Challenges lack of	Teachers' negative attitudes and
	Logistics

4.5.1   Theme one: Extent of use of the L1 in the classroom

As in the case of the teachers, the pupils were asked to tell the extent to which the L1

is used in the classroom to confirm their responses in the questionnaire given to them.

To begin with, the pupils shared their views on why they think the L1 should be used

in the teaching and learning of the L2. Also, the pupils were asked to tell the extent to

which they personally use their L1 in the classroom during English language lessons.

It emerged from their responses that, generally, the pupils revert to their L1 when they

are explaining words in the English words. The two sub themes that emerged from the

first theme are discussed below.

Sub theme one: Why

Like the views of their teachers on why the L1 should be used in the L2 classroom, it

emerged from the interview that, generally, basic three English language pupils in the

Okai Koi North Municipality also considered the use of their L1 (Ga) in the teaching

of the L2 a viable option. To them, the teaching of the English language which is their

second language should be done in an interactive manner where the pupils are

allowed to freely communicate and express themselves in the classroom. To be able to

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achieve this, the pupils agreed that the use of their L1 in the classroom during English language lessons is considerable. Interestingly, some of the pupils attributed their difficulty in learning and passing their English language examinations to the constant and frequent use of the English only in the classroom. One pupil for instance said that:

> "[…] *we find it difficult to pass our exams and difficult to learn so I think teachers should use Ga so that it will be easier for us" (ESLP 1).*

In addition, some of the pupils' reason why they prefer their teachers use of the Ga language to the use of English only is in agreement with John-Steiner's, (1985) view that, native language literacy plays an important role in L2 acquisition therefore to the pupils, the use of the Ga language (which they understand more than the English language) helps them to learn and understand the English language lessons better. To some of the pupils:

> *"[…] some pupils understand the Ga more than the English so if the teachers use the Ga, the pupils can understand the English very much" (ESLP 2)*

> *"I want them to use the Ga because is not everyone that understands the English […]" (ESLP 5)*

> *"I think teachers should use Ga in teaching English so that we can understand what she is talking about". (ESLP 9)*

> *"Because I understand the Ga more than the English" (ESLP 14)*

> *"I think teachers should use Ga in teaching English because some pupils do not understand the English very much so if they use the Ga in teaching English language, it will help them understand it well" (ESLP 7)*

Other pupils' view was that some of the pupils hear the Ga language being spoken more by the people around them hence the use of the Ga in teaching the English language will only boost their enthusiasm to learn the English language. Also, one of the pupils expressed dissatisfaction with the teachers' use of crucial English words in

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the classroom making understanding of English lessons difficult. So, the use of the Ga language in the classroom helps them overcome this fear and comprehension difficulty. One of the pupils stated emphatically that:

> "[…] *because some of the students don't understand the English language well but some they understand the Ga more than the English because sometimes, anywhere they go they hear people speaking Ga to each other so ...they might feel happy to use Ga to learn English language" (ESLP 6)*

To the other pupil:

> "*when the teacher is teaching with the GA I understand it better than the English language because [...] some of the teachers they use big words so I can't understand the English language so I like it when they use the Ga" (ESLP 4)*

The responses from the pupils on the reasons why they think the Ga language should be used in the L2 classroom is supported by the assertion of a lot of researchers (see: Al-Nofaie, 2010; Thompson, 2006, Eldridge, 1996; etc.) who think that the pupils' use of L1 can be beneficial in so many ways. For instance, Al-Nofaie, (2010), posits that, pupils use their L1 in the L2 classroom for reasons including: practicing English language, participating in pair work activities, asking questions, contrasting L1 and L2 (Al-Nofaie, 2010), and translating unknown words. Similarly, Thompson, (2006), emphasizes that, the use of the L1 in the L2 classroom helps the pupils to establish solidarity a cordial relationship with the teacher, and indicate lack of comprehension. To Eldridge, (1996), the L1 is used as a way of floor-holding, i.e., temporary way of dealing with a problem or satisfying a need and talking about tasks.

Sub theme two: Explaining English words

Another sub theme that emerged from the interview with the pupils was the pupils' ability to use the Ga language to explain English language words. the pupils expressed their ability to use their L1 in explaining the L2 in the researcher's attempt to know

the extent to which the L1 is used in the L2 classroom. In support of their responses in the questionnaire, the pupils confirmed that, they can use the Ga language to explain most difficult English language words. The pupils responded that:

> "*I'm able to explain some English language words using the Ga language* "(ESLP 1).
>
> "*I am very good in explaining the words because that's what my parents teach me with and I can explain any word I come across in any passage or any work they gave me*" (ESLP4)
>
> "*I can explain English language words using Ga language because I'm from Ga and I can use Ga because Ga is my language*" (ESLP 6).
>
> "*I am able to explain some English language words using Ga language if our teacher often use the Ga in teaching any lesson*" (ESLP 9).
> "*madam, I can do it very well*" (ESLP 15).

Others however asserted that, they can sometimes explain English language words using the Ga language. One stated that"

> "*sometimes I can explain it but not every day*" (ESLP 14)

4.5.2   Theme two: Views on teaching and learning impact

With respect to the second theme, the pupils were asked questions that relate to their views on the impact of the use of the L1 on the teaching and learning of the English language. Four sub themes emerged from the responses of the pupils. These sub themes include enhancing pupils' understanding of the lesson, coverage of more topics, improving parental involvement in the teaching and learning process and promoting pupils' happiness and readiness to learn the English language.

Sub theme one: Enhancing understanding

Based on the interview with the pupils, it was clear that the students believed that the use of the Ga language during the teaching and learning of the English language enhances their understanding of the lesson. In support, Cummins, (1979; p. 232) states

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that, "In minority language situations a prerequisite for attaining a higher threshold level of bilingual competence is maintenance of L1 skills" and that "the findings of several research studies suggest that maintenance of L1 skills can lead to cognitive benefits for minority language children". Some of the pupils categorically stated that:

"[…] *if my teacher uses the Ga I will understand the work"*
(ESLP 2)

"*It increases my understanding because it will help me in test and other works" (ESLP 4)*
"*I understand the lesson well when my teacher uses Ga in teaching the English language" (ESLP 7)*
"It helps me to understand the lesson easily" (ESLP 12)

According to Briggs, (2001), there is evidence that, pupils tend to have some likeness for teachers who understand and use their L1 in the classroom hence, this likeness may contribute to pupils' attentiveness in the classroom. In view of this, one pupil was more emphatic that:

"it makes the teaching interesting and makes you understand anything she teaches" (ESLP 9)

The responses stated indicates that, the use of the Ga language in teaching the English language surely minimizes the confusion that arises in the classroom which arises due to the continuous use of the English only in the classroom. This finding is in line with the findings of Schweers, (1995) who examined Spanish Students Studying English language. The responses from the pupils during the interview showed that, the pupils find the use of the Ga language in the English language classroom quite a desirable one because it enhances their understanding of the lesson. Swain & Lapkin, (2000) agree that the L1 compensates for students' lack of comprehension in the L2 classroom as the L1 is seen as an initiator of meaning in the L2.

Sub theme two: Coverage of more topics

From the literature reviewed, advocates of the use of the L1 in the L2 classroom provide powerful reasons why they assert that, the L1 use in the L2 classroom makes lesson delivery seamless. These writers argue that a seamless lesson delivery will surely enhance the coverage of more topics. For instance, Samedi (2001) states that, the reasons for which teachers use the L1 during L2 lessons is for establishing a non-threatening classroom environment, explaining, and translating vocabularies, managing the classroom, and giving instructions. Responses from the pupils in the interview agrees with this assertion. Some of the pupils indicated, when their teachers switch to the use of their L1 during L2 lesson, it makes it easier for them to comprehend the concept being taught therefore ensuring that more topics are covered within a short period of time. For instance, some of the pupils said that:

> *"I think that our teacher should use the Ga language to teach us in our English lessons so it will be easier for us" (ESLP 1)*

> *"Yes please because the English language if you are writing it is very long to write but the Ga even if the English word is long the Ga make it short and simple" (ESLP 6)*

> *"She covers more topics because I understand the Ga and I can do more works when they write it on the board and I can read it well.*

clearly, the pupils' responses show that, the use of the L1 in the L2 classroom reduces their learning difficulty and therefore promotes the coverage of more topics than the use of solely the English language. Notably, the L1 eases off the burden of teachers who are not very proficient in the L2 and therefore use some words and sentences that are not understandable to the pupils and that creates a lot of tension in the classroom. In this instance, understanding the lesson becomes tough for the pupils and therefore draws them back instead of increasing the pace at which they can grasp concepts and ideas in the classroom. To Hawks, (2001), one reason why it is impractical to exclude

the L1 in the L2 classroom is that, majority of English teachers are not native speakers of the L2 hence, Pachler et al (2007) argue that, sometimes these teachers own spoken English is not very good; therefore, insisting on an English only policy, can severely undermine the ability of these group of teachers to communicate and consequently their ability to teach. Another reason it is impractical is that to enforce the sole use of the L2 can often lead to a reduced performance on the part of the teachers, and the alienation of students from the learning process.

Sub theme three: Parental Involvement

According to Andoh-Kumi (1997), there are enormous reasons given by researchers who find the policy of the use of the L1 in the L2 classroom laudable. To him, these people hold the view that the L1 serves as a bridge between the home and the school and children nevertheless consider teachers to act as 'in lo-co parents' (on behalf of parents) because they speak their language. Similarly, Cummins, (1979) proposes a theoretical framework which assigns a central role to the interaction between socio-cultural, linguistic, and school program factors in explaining the academic and cognitive development of bilingual children. He opines that, the paucity of meaningful data on the effectiveness or otherwise of bilingual education can be largely attributed to the fact that evaluations have ignored the interaction that exists between socio-cultural, & linguistic factors and the academic and cognitive development of bilingual children. Essentially, Cummins argues that the home plays an important role in the cognitive development of the child hence, parental involvement as a form of support to the education process of the child is very keen. The pupils' responses on the impact of the use of their native language in the L2 classroom suggest that the introduction of the L1 in the teaching and learning process improves their parents' involvement in the process. Mostly, the pupils revealed that,

their parents are willing to help them with their tasks at home because of the use of their native language in the teaching and learning of the English language. Some of the pupils stated that:

> "[…] whenever they give me homework and I send it home my parents encourage me to do the homework and they like Ga very much […]" (ESLP 1)
>
> "My parents are always happy if I speak the Ga language so they are ready to help me with my homework if my teacher […] use Ga to teach me my work in school […] "(ESLP 2)
>
> "Sometimes when they give me my assignments and I send it home if I don't understand something and I ask my parents they sometimes teach me what I should write" (ESLP 5
>
> "They are very happy because they want me to speak my language well" (ESLP 6)

Some of the pupils also emphasized that, their parents are happy and willing to help them with their tasks at home when the Ga language is used in the L2 classroom. Apparently, not only are some English teachers' non-native speakers of the L2 (Hawks, 2001), but these pupils brought to bear the fact that, most of their parents did not attend any formal school hence they are not English literate. The use of the native language which they are conversant with therefore makes them happy and encourages them to involve themselves in the Education process of their wards. One pupil said that:

> "… my mother is very happy because she knows the Ga more than the English because she did not attend any school…" (ESLP 15)

According to Marzano (2003), one key factor that influences the child's school achievement is their Parents and Community Involvement. The pupils' responses indicate that, indeed their parents are actively involved in their learning of the L2 because of the use of their L1. Castillo and Gámez, (2013) conducted research to

address low school achievement in L2 on a group of ten children, their parents, and the homeroom teacher in Bogotá, Colombia. In their findings, although the parents admitted that they were aware of the importance of the L2, they claimed they were unable to support their children's English as a Foreign Language learning process because they did not understand English. It is therefore necessary that parents are given the opportunity to involve themselves in the learning of the L2 by their children. Based on the pupils' responses, this can be achieved using their L1 in the teaching and learning of the L2 in the school.

Sub theme four: Readiness

Generally, there is lack of consistency in the attitude of students towards the use of the L1 in the L2 classroom based on research conducted worldwide. Some have positive attitudes while others have a negative attitude when the matter of the L1 use in the school environment is concerned. For instance, Schweers (1999) conducted a study in a Spanish context regarding students' attitudes towards the use of L1 in the L2 classroom. He found out that 88.7% of the students believed that Spanish should be used in the English classroom. Similarly, in the Chinese context, Tang, (2002) carried out another study with English major students and found that, majority of the students (70%) alludes to their L1 (Chinese) use in their L2 (English) classroom. On the contrary, Nazary (2008) found out from his study with some Iranian students that, all the students reported negative attitude towards the use of their L1 (Persian) in L2 (English) classroom. Contrary to this, Worglo, (2018) conducted research on the same subject under discussion. She conducted her study on Seventeen (17) trainees (students in the teacher training college) in Ghana. The students opined that; teachers should plan their lessons in a way to minimize the use of the L1. They further explained that since students need to acquire requisite skills for effective

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communication in English, teachers must decrease the use of the L1 to achieve this goal. They also stated that teachers should use all the available techniques, methods, materials, and opportunities to expose the students to the L2. They further argued that the L1 should only be used as an alternative if all attempts to get them to grasp the concept failed. They contended that the L1 must be the last resort because students would be examined in English, and they are supposed to provide their responses in English.

Nevertheless, the students' responses in this study showed that, they are happy and ready to learn the L2 with the knowledge of the use of the Ga language by their teachers. in support of this, some of the pupils had this to say:

> "… I'm ready and happy because the Ga language is easier for me to learn … and understand the English language very well" (ESLP 1).
> "I'm very happy because this is a nice suggesting …so that we can learn the English using the Ga better" (ESLP 4)
>
> "Yes I'm happy to use the Ga in learning the English" (ESLP 7).
>
> "Yes I'm very happy" (ESLP 15)

One more pupil clearly stated that:

> "I am happy and ready because it makes the lesson fun" (ESLP 9)

The responses given above clearly indicate that, ESL pupils are happy and ready to learn the English language using the Ga language. In their view, this strategy helps the learning of the English language to be more fun and easier which promotes their understanding of the concept and ideas being communicated by their teacher in the classroom. In support of this finding from the pupils' interview, Algazo, (2018) finds in a class observation that, students were smiling and laughing when their teacher translated an English proverb into Arabic. The students were happy

to know that the English proverb has an Arabic equivalent and meaning. Recognizing the meaning of the proverbs attracted the students' attention to the class, and this may be the reason that inspired the teacher to translate the English proverb into Arabic. The importance of the L1 in the L2 classroom cannot be overlooked based on the remarks of the pupils stated above. In the L2 classroom, the use of the L1 can help the pupils to overcome several learning challenges including lack of comprehension in general. Also, using English only in explaining certain crucial words and sentences can only be detrimental, time consuming and ineffective hence the use of the L1 can help the pupils to understand the concept easily. Greggio and Gill (2007) supports that, in Portugal, teachers utilized L1 (Portuguese) as an effective teaching strategy for explaining grammar rules and giving feedback to EFL students.

4.5.3   Theme Three: Pupils' related challenges

From the afore going discussion, there is clear evidence that, the pupils in the Achimota Circuit in the ONMA consider the use of the Ga language in teaching and learning the English as a social intervention which promotes better interaction between teachers and pupils and better understanding as well. To the pupils, learning the English language is not an easy task for them hence, the teaching and learning process should be a rather interactive one and a conducive environment should also be created to allow for free communication and understanding of concepts being taught. However, the pupils remarked that, they are faced with certain challenges in their attempt to use the Ga language in the English language classroom which makes its use quite uncomfortable despite its numerous advantages outlined. These challenges, they stated, have to do with: some teachers' negative attitudes towards the use of the native language in general, lack of appropriate learning materials including Textbooks, etc.

Sub theme one: Teachers' negative attitudes and lack of logistics

The first sub theme that emerged from the broad theme was on teachers' negative attitudes towards the pupils' use of the Ga language in the classroom. According to the pupils, they are sometimes punished by their teachers for the use of the Ga language in the classroom. This can be attributed to the fact that, from time immemorial, teachers have shown some form of dislike for pupils' use of their L1 in the school because they see the school as a place where the English language is to be learned and therefore must be used in all its' length and in all its' breath. It is worth stating that, until recently, most of the basic schools in Ghana had inscribed on the walls of the school: "No Vernacular" meaning, no student should be heard speaking any language either than the English Language in the school. Students heard speaking their native language in school were given one form of punishment to the other. However, in recent times, the introduction of NALAP and other policies which lauds the use of the L1 in the L2 classroom brought this problem to an end somehow. Nonetheless, the pupils' responses indicate that, some of their teachers still hold on to the "No Vernacular" pattern and therefore punishes them sometimes when they use the Ga language in the classroom. Some of the grieved that:

> "…*sometimes my teacher punishes me if I use the Ga language in the class" (ESLP 2*)

> "*She doesn't often punish us but if she hears that the whole class speaks it she doesn't like it" (ESLP 3).*

> "*She doesn't normally punish me because it may be once a while ... I ... use the Ga language […] so that… lead her to punish me" (ESLP 4)*

> "*sometimes when she punish me is because I like speaking the Ga" (ESLP 5)*

> "*she punish me because if she is using English to teach us and I use Ga to answer the question she may be […] very angry" (ESLP 6)*

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Clearly, majority of the pupils' responses show that, one major challenge they face in their use of their native language in school has to do with their teachers. The pupils clearly indicated that, some of their teachers punish them for using their native language in the classroom. Several research findings show that, some teachers exhibit negative attitudes towards the use of the L1 in the teaching and learning of the L2. For instance, the pupils' responses confirm that of Algazo, (2018) who conducted research into the attitudes of teachers towards the L1 use in the L2 classroom. His findings showed that, all the teachers who participated in the study manifested an awareness of the importance of minimizing L1 use as much as possible in their classes to increase students' exposure to the L2. Further, the teachers suggested that students should practice English in the class because they do not have other places to do that and that, Arabic use should be limited to specific situations. Similarly, Burden, (2000) reveals that, most teachers believe that the learners' exposure to the English needs to be maximized since the classroom is often the venue for learners' exposure of the English language.

Still on the challenges, other pupils had this to say:

> *"the text books are not many" (ESLP 5)*
> *"Madam please we do not have enough reading books" (ESLP 10)*

Precisely, it emerged from the pupils' interview that, other pupil related challenges centered around lack of logistics. According to the EGR Endline_USAID (2019) report, although the theoretical underpinnings of mother tongue LOI policies are strong, they are sometimes complex, expensive, and difficult to implement, especially at scale, and require system-level cooperation, coordination, and management. Further, mother tongue LOI requires the effective development and distribution of a

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more diverse set of pupil and teacher materials, as well as a more robust matching of teacher and pupil language skills. In confirming their answers given in the questionnaire concerning the fourth research question, some of the pupils stated that, their available textbooks do not make room for them to use the Ga language in learning the English language. Agreeably, Ibrahim, (2019:19) opines that, "using L1 or mother tongue as a teaching technique has had many complications once it had been accepted as a teaching technique for a long time as in the case of Grammar-L1 Method".

4.5.4   Summary of pupils' interview

In line with their teachers, the results from the interview with the pupils also suggest that, although the pupils are faced with certain challenges, the use of the L1 in the English language classroom does not hinder their learning of the L2 but rather improves it. Also, in view of their responses, the pupils brought to bear the fact that, the use of the L1 offers them a better understanding of the lesson, helps them overcome their fear of learning the English language, and creates a more conducive environment in the classroom. To establish the veracity in their claim, the learners were given some sentences in English for them to translate to Ga. Out of the fifteen learners given the test, thirteen of them were able to fully translate the sentences to Ga whilst only three had a challenge or two.

Examples of the test items were:

1. I saw a big lorry enter the gutter.

2. I am having my school uniform sometime next week.

3. I don't harm domestic animals.

The results from the pupils' interview have some similarities with the results obtained from their responses in the questionnaire given to them therefore confirming their

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extent of L1 use in the L2 classroom, their views on the impact of the L1 in the teaching and learning of the L2 as well as some challenges they encounter in their attempt to use the L1 in the L2 classroom. However, there is a clear indication from the pupils' responses that, there are numerous challenges that contribute to their inability to properly use the Ga language in the classroom. These challenges arise from some of their teachers' negative attitudes towards the use of their native language in school. This negative attitude on the part of the teachers makes them inflict one form of punishment or the other on the pupils when they use the Ga language in the English language classroom. The pupils further revealed that, the available textbooks for learning the English language does not make provision for them to use the Ga language in learning the English language. This makes it quite difficult for them to freely use the Ga language in the English language classroom.

4.6   Part C: Analysis of teachers' observation session

4.6.0   Overview

Owing to the responses given by the teachers in the questionnaire and interview sessions there was the need to further confirm if their use of the L1 during L2 instructions indeed correspond with the data already given. Hence, to explore the teachers' actual use of the L1 during L2 facilitation and benefits of L1 use in the practical environment, the researcher conducted an observation process where all the ten teachers who participated in the study were observed during L2 lessons. The classroom observations were made using a checklist made from the given extent of use of the Ga in the questionnaires by the teachers. Analysis of all the occasions of L1 use that appeared in the observed classes were transcribed, and then categorized using frequencies. In each checklist, there was some space left at the end to record some practical challenges the teachers face in the classroom in their use of the Ga in

teaching the English language. With respect to the observation analysis, the teachers were identified with the code: **T1, T2, T3, T4, T5, T6, T7, T8, T9 and T10** (Where T represents the pseudonyms for Teachers).

4.6.1 Teachers' extent of use of the Ga language in teaching the English language
It is worth noting that, the use of Ga more times does not always mean using it for a longer period. The table below shows the extent of teachers' use of the Ga language during English language instructions school by school. The rating scale of teacher's use of the Ga in the teaching of the English language ranges between poor, average, good, very good, excellent, and nil.

Table 4.6.1.1   Extent of teachers' use of Ga in teaching the English language

Statement/ Items	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
	F	F	F	F	F	F	F	F	F	F
Explaining new words	5	4	5	4	5	4	5	2	5	5
Explaining grammar.	5	3	5	4	5	5	5	1	4	4
Explaining the similarities and differences between structure in the GA and English languages	5	2	5	5	5	3	5	1	4	5
Giving guidelines for activities, tasks, homework, etc.	5	3	4	5	5	5	5	2	2	5
Checking for comprehension.	3	1	3	3	5	5	5	4	2	5
Clarifying difficult concepts or topics.	5	2	5	5	4	5	5	1	5	4
Summarizing material already covered	5	1	3	3	1	5	4	1	1	3
Assessing pupils' performance	5	3	3	3	5	5	5	1	1	5
Giving feedback to students.	5	2	5	5	2	5	5	3	2	5
Managing the class.	5	5	5	5	5	5	3	3	2	5
Doing brainstorming prior to the delivery of a lesson.	4	2	2	3	3	5	1	1	1	5
Translating a text from a story in English to GA.	5	2	5	N	N	5	N	3	2	5

Source: Field data- Observation 2021. Key: 1= poor, 2= average, 3= good, 4= very good, 5= excellent, N= Nil F= frequency, T1= Teacher 1 … T10= Teacher 10

4.6.2   Discussions

It was discovered from the observation process that most of the class time was spent

in English, with Ga being used occasionally during the instructional delivery. In

general, majority of the teachers employed Ga extensively for a variety of purposes and on several occasions, according to the results.

To start with, with reference to the data in Table 4.4.3, the first and most frequent reason for which all the teachers resorted to the use of the Ga language was to explain unfamiliar words. During the class observations, it became clear that teachers rely heavily on the L1 for translation purposes. When a teacher translates L2 elements, such as words, phrases, or proverbs, into the L1 language, this is known as translation (Algazo, 2018). The Ga language was used to explain to the students nearly all the new vocabularies that emerged from passages being read and afterwards employed as dictation words. Specifically, except for T8 (who only used the Ga language sparingly during a reading comprehension session), the rest of the teachers typically translated the new and crucial English words they encountered into the Ga language as soon as they encountered them. It was observed that, some teachers employed the Ga language more frequently than others in describing the meanings of new terminology throughout their lesson delivery than other teachers. T1, T3, T5, T7, T9, and T10, for example, scored the highest frequency (5) of L1 usage in explaining new terms when compared to T8, who scored the lowest frequency (2) of L1 use in explaining new words. During their English language lessons, the former utilized Ga language the most to explain the meaning of new and unfamiliar words, whereas the latter used Ga language only infrequently. The teachers did this to ensure that the students understood what they were being taught; as a result, in cases where the students did not understand the new vocabulary, the teachers explained to them in the Ga language. It was therefore observed that, translation assisted the pupils to better comprehend the meaning of the items in question and to learn them more effectively like Nation (2003), who believes that teachers can effectively use the learner's L1 to

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translate vocabulary items in class, since translation of items in the learner's L1 can help the learner learn more quickly.

Management of the class was the second most frequently mentioned reason for which teachers used Ga in the English language classroom. The researcher noted that, majority of the class management remarks were delivered in the Ga dialect. Even the teachers (T8 and T9) who seldom used the Ga language during lesson delivery reverted to using the Ga language when the going got tough in class management. It was also observed that, the teachers used the Ga language when they were: cautioning students to maintain calmness especially, drawing students' attention to a new concept during lesson delivery, asking pupils to run some errands in the classroom, and performing other tasks in the classroom. Similarly, Khoshnaw, (2014) observed in a similar study that teachers used Kurdish to manage their classes, such as urging pupils to stay quiet and be careful, write what was written on the board, shift from one activity to another, and to warn them about their misconduct, among other things.

Other notable reasons for teachers using Ga language in English language teaching include explaining grammar, providing guidelines for activities, tasks/homework, and clarifying difficult concepts/topics. In comparison, most teachers were observed routinely employing the Ga language to clarify grammatical principles that the students needed to know during grammar lessons. T4, T5, and T7, for example, taught nouns, and verbs. Throughout the class, these teachers ensured that the meanings of these concepts in Ga were provided for adequate comprehension. T1, T3, T6, T8, T9, and T10 also taught reading comprehension and storytelling. Per the table, they employed the Ga language rather often throughout their lesson delivery. T3, on the other hand, had the lowest frequency (3) of using the Ga language to teach grammar.

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Furthermore, the teachers employed Ga language to give instructions for activities, tasks, and homework, as well as to discuss tests, quizzes, and other assignments. Discussing tests, quizzes, and assignments entailed describing the directions in each class task, homework, and checking who had completed homework. According to Algazo (2018), teachers deliver instructions in the L1 for three key reasons. The first reason is to overcome time constraints in the classroom, to demonstrate the relevance of the instructions, and to ensure a thorough comprehension of work requirements such as how to do the task or exercise. Except for T2, T8, and T9, whose low frequency demonstrates their infrequent use of the Ga language while discussing duties and activities, the rest of the teachers' high frequency demonstrates their regular use of the Ga language for the same reason. In addition, the teachers frequently employed the Ga language to clarify difficult concepts and themes. Complicated ideas that the pupils had difficulty in comprehending were mostly explained in the Ga language for proper understanding. Notably, T1, T3, T4, T5, T6, T7, T9 and T10 frequently used the Ga to clarify some difficult ideas during story telling lessons, reading comprehension lessons and grammar lessons respectively. Notwithstanding, T2 and T8 averagely used the Ga during their lesson delivery even when there were some difficult concepts that needed clarifications.

The fourth most frequent use of the Ga language by the teachers was for the purpose of establishing the similarities and differences between structure in the Ga and English languages. Owing to the information on the table, as compared to T2 and T8, the remaining eight teachers reverted to the use of the Ga language in exhibiting the similarities and differences that exist between the position of words in sentences in both languages. It was observed that, majority of the teachers used the Ga language to for instance notify the pupils on the differences in the position of nouns and verbs in

sentences in Ga and in English. Additionally, it was noted that, to convey the complicated grammatical structures between their L1 and L2, T1, T3, T4, T5, T6, T7, T9, and T10 employed the Ga language. This use of L1 in the L2 classroom is justifiable due to the argument for its usage by those in favor of the use of L1. Seng and Hashim (2006) and Cook (2001) contend that instructing word and pattern recognition with L1 increase students' awareness of the differences between the two languages, and they also assert that using L1 for grammar instruction helps students build associations between the linguistic knowledge they have and their prior knowledge.

Additionally, when delivering feedback to the students during class delivery, the teachers switched to using the Ga language instead of the English language. It was observed that, when students made mistakes in class exercises and assignments, this required correcting them and, on some occasions, congratulating them when they completed their tasks successfully. Ga was also used by the teachers to respond to inquiries from students, all of which were linked to the grammar topics that were being covered. Students' mispronouncing and misspelling words, as well as giving incorrect answers to questions posed throughout the lesson, were the subject of the feedback. It is worth noting that T2, T8, and T9 did not use the Ga in their feedback to the students as frequent as the rest of the teachers did. For example, T1, T3, T4, T5, T6 and T10 received a frequency of five (5) because, at first, they provided feedback to students in English, but as the lesson advanced, they began to provide feedback in Ga language. The feedback was given in Ga in order for them to be able give an additional explanation to some concepts that pupils found difficult to comprehend when given in English.

From the analysis on the table, the sixth most frequent extent to which the teachers used the Ga language during instruction was to check for comprehension. Here, the teachers used the Ga to periodically ask if the students understand what was being taught and check if the students were following what was being taught as well. To check for comprehension, T5, T6, T7, and T10 frequently used Ga, switching to it from time to time to see how well the students understood the topic being studied, whether they had any questions, whether they could provide additional examples, and whether they could answer some specific questions about the topic. Algazo (2018) believes that one problem that the adoption of the L1 may assist minimize is the challenge of checking of students' understanding of a lesson hence, the L1 can be used to assess students' understanding, and the L1 can be used as a tool to determine the amount to which students comprehend or follow the instruction. Moreover, according to Butzkamm (1998), L1 is an essential conversational lubricant for improving students' enthusiasm to join and interact in class activities. But despite the importance of the Ga language as mentioned by authors who have been quoted, T1, T2, T3, T4, and T9 employed it sparingly for the same goal as compared to their other colleagues. When it comes to the teaching and learning process, evaluating students' performance both during and after each lesson delivery is quite imperative. According to Stevens et al. (2000), language competency assessments that measure students' academic language skills are extremely important. In the classroom, assessment is a valuable tool for teachers to determine how well a subject has been taught and whether the learner has grasped the concept expressed by the teacher. Teachers use a variety of methods to evaluate their students' performance in general. Stack (2002) believes that, when comparing students who have recently been identified Proficient English students to other students in mainstream classrooms, their lower academic

achievement suggests that these students' difficulties may be due in part to: the demands of English in non-sheltered content classes themselves as well as on standardized content assessments. Similarly, Cook (2001) believes that it is sometimes necessary to employ L1 instructions to test or ask questions in order for pupils to properly comprehend what they are required to accomplish in order for them to succeed. Therefore, with this notable importance of assessment and for the purpose of this study's objective, the teachers were observed while they delivered an English language lesson to determine the extent to which the L1 (Ga language) was used in evaluating students' performance.

When compared to the other teachers, T8 and T9 used the least amount of Ga language to assess students' performance during and after English language sessions, it was discovered that this was true. It was discovered that the Ga language was employed in assessing students' performance in T2, T3, and T4 on a significant number of occasions. T1, T5, T6, and T10 were the classes where they employed the Ga language to assess the students' performance the most. This comes to confirm findings by Worglo, (2018) who observed that, teaching assistants used the L1 to assess their students' knowledge of the subjects taught by asking questions in the L1 language. She also noted that teachers used the L1 to assess students' understanding of a story-telling class, for example, by asking them to answer oral evaluation questions in the L1. In this regard, the teacher requested that the students provide an oral summary of the story in the L1 language.

The least common reasons for teachers to use Ga was to summarize previously presented material, undertake brainstorming before to an activity, and translate a sentence from an English story to Ga. Notably, only a few of the teachers (T1, T6, and T10) attempted to walk the students through a Recall activity in which, prior to the

beginning of the new lesson, the teacher asked the students some questions about what they had learned in the previous lesson. When the students showed signs of difficulty recalling previously covered materials, the teachers resorted to using the Ga language to assist them in recalling what had previously been covered. The rest of the teachers, on the other hand, did not attempt to summarize what had already been discussed, therefore they did not use any Ga language in that regard. Likewise, just a few of the teachers employed Ga during the brainstorming activity prior to the start of an activity. T1, T6, and T10, in particular, employed the Ga language frequently for the aforementioned purpose. Lastly, during reading comprehension sessions, T1, T3, T6, and T10 used the Ga language to translate a text from an English story to Ga for correct comprehension. T2, T8, and T9, on the other hand, employed the Ga just a few times during an English comprehension class to translate a text in English. T4, T5, and T7 did not teach reading comprehension or storytelling, thus they did not have any content from a story to translate using the Ga language.

4.6.4 Summary of teachers' observation

During the observation, it was discovered that during class delivery, the teachers primarily employed the Ga language to explain and clarify new and unfamiliar vocabulary. Describing the meanings of words, explaining grammatical rules, clarifying complex topics, and explaining the structural similarities/ differences between the L1 and the L2 are all examples of this. There is the need to reiterate that, the teachers employed the Ga language to attain a goal aimed at effective English language acquisition. The observation also demonstrated that using the L1 in the L2 classroom can be used to create a tranquil school environment for learning, manage, and maintain discipline in the classroom, in addition to supporting and facilitating L2 acquisition. The Ga language was also used by the teachers to give instructions for

tasks and other classroom routines. This backs up Tufuga's (1994) findings, which looked at the effects of having students debate a task in their native language before having to complete it in English. The task's L1 discussion included a few unique characteristics: To begin with, the students were all quite engaged in grappling with the concepts. Second, the L1 conversation included a lot of English language that would be used later in the job. As a result, the discussion did not only assist the learners in comprehending the subject, but also in gaining control of important English vocabulary in a friendly L1 setting. Furthermore, according to Cook (2001), the L1 is encouraged if it aids students' grasp of a particular subject; hence, the L1 has some virtues when used in the classroom. To begin with, it was observed that reverting to the Ga language aided in providing suitable feedback to the students by clearly communicating the meaning of abstract grammar rules and complex concepts. The Ga language was also used to assess students' performance during and after the lesson to ensure that they understood the concepts.

Finally, although some teachers rarely used the Ga language during lesson delivery, observations of teachers in the sampled schools show that using English Only in the classroom can be restrictive and complicated but switching to the L1 in the classroom may be a safe way for teachers to prevent undue tension and nervousness.

4.7 Summary of the chapter

The results of the current study were given and discussed in this chapter, based on the questionnaire, semi-structured interviews, and classroom observation. The extent to which teachers and students in the Achimota circuit use the Ga language in teaching and learning English was presented and discussed in detail. In addition, the impact of using the Ga language in English language teaching and learning was revealed. Finally, the difficulties that both teachers and students face while attempting to

employ the Ga language in teaching and learning the English language were disclosed and discussed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

In recent times, there has been a global upsurge in research on the most effective language of instruction in ESL classrooms. There is therefore the need for one to examine this trend vis-a-vis what obtains in one's community or circumstances in relation to the teaching and learning of English as a second language of basic school pupils. This study examined the use of L1 (Ga) in the English language classroom in ONMA in Ghana's Greater Accra Region. The literature reviewed indicates that there are two distinct schools of thought on the use of the L1 in the L2 classroom. One of these groups posits that using the L1 in the L2 classroom impairs L2 learning, while the other group argue that using the L1 in the classroom enhances L2 learning. The objective of this research was therefore to gather evidence to show which of these two schools of thought prevails. To achieve this stated aim, four questions were asked the respondents.

Firstly, the respondents were asked the extent to which they employ Ga to support the teaching and learning of the English in the ONMA of Ghana's Greater Accra region. The obtained data from the respondents indicate that, majority of both teachers and pupils make extensive use of the L1 in the classroom to support the teaching and learning the L2. Similarly, it was observed that, during their lesson delivery, the teachers used the Ga language in a variety of contexts in class, including explaining grammar, managing the class, checking for comprehension, clarifying difficult concepts or topics which needs to be clarified, summarizing materials already covered, delivering tasks and feedback. According to other studies (e.g., Algazo, 2018, De la Campa & Nassaji, 2009, Khoshnaw, 2014, Rolin-Ianziti & Brownlie,

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2002), the above extent to which teachers used the Ga language in the L2 classroom is perceived to be beneficial because it facilitates students' L2 learning and help teachers achieve their instructional goals.

Secondly, the impact of the use of the L1 to support the teaching of the L2 was asked to ascertain the views of the teachers on the influence the use of the Ga language has on the teaching of the English language. The findings showed that, majority of the teachers perceived the Ga language to have a positive impact on the teaching of the English language in that, the use of the Ga language; Smoothens their lesson delivery, enable them to cover more topics in the English language, enhances pupils' participation and understanding of the lesson, enables the teacher to use variety of pedagogical skills to achieve teaching objective, makes feedback to the pupils seamless and promotes parental involvement in the teaching process.

The impact of the use of the L1 to support the learning of the L2 was the third research question. The purpose of this question was to find out the respondents' views on the Ga language's possible impact on L2 learning. According to the findings, using the L1 has a good impact on L2 learning by improving pupils' knowledge, allowing pupils to perform their task in a timely manner, increasing student participation in class, assisting pupils in covering more topics, and increasing parental involvement in the teaching process. The findings show that when the L1 is used in class, students make substantially more progress in their L2 learning.

The final research question posed concerned the difficulties related to the use of the Ga language to support the teaching and learning of English language. The findings revealed that both teachers and students face several problems when they use the Ga language in the English language classroom. According to the respondents, the use of the Ga language in the English language classroom occasionally influences students'

pronunciation of English words, making it difficult for students to recognize the distinctions in the pronunciation of Ga and English language words. The findings also showed that the respondents were dissatisfied with the fact that, students sometimes get confused when the relationship between the two languages is being formed, some English words do not have Ga equivalents, making translation challenging at times, the teachers and students who are less fluent in Ga are occasionally disadvantaged, teachers do not receive frequent in-service training to equip them with modern methods of using the L1 in the L2 classroom, and there are insufficient textbooks available that encourage the use of the L1 in the L2 classroom.

Also, the findings of the study suggest that not all teachers use the first language effectively in the classroom; as a result, these findings can inform the decision of policymakers and implementers to organize in-service training on how teachers can maximize their use of the first language in the classroom.

5.2 Conclusions

The findings of the study indicate the extent of use of the L1 (Ga) in the L2 Classrooms, the impact of the use of the L1 on the teaching and learning of the L2, and the challenges associated with the use of the L1 in the L2 classroom in the ONMA. Clearly, the pupils' mother tongue language acts as a lubricant for a smooth, clear, and successful learning of the English language. As proponents of the L1 medium of teaching (Vygotsky, 1935, Cummins, 1979, Cook, 2001, etc.) have suggested, the findings of this study also agree that the English-only classroom policy should be reconsidered. The key findings of the study show that, despite the challenges associated with using the Ga language in teaching and learning English, respondents, i.e., both teachers and pupils, prefer the use of L1 in L2 classrooms. It is worth mentioning, however, that a supervised and meaningful use of L1 should be

regarded the best because an unplanned and excessive use of the pupils' L1 may hamper L2 learning.

5.3 Limitations to the study

Notwithstanding the overwhelming amount of information acquired from the respondents, this study was limited in several ways that would require further investigation in the future. Firstly, generalizations from the findings of this study cannot be drawn to other contexts because the main findings of the study come from a small number of participants. Secondly, the number of English language lessons observed was limited to one lesson per teacher, which was insufficient to explore how often teachers used the L1 during L2 instruction. Similarly, the students were not included in the observation procedure to get more detailed information about their actual use of the Ga language during English language lessons. Furthermore, while the ONMA has both public and private basic schools, this study only included public schools. The study was also limited to schools in the Achimota circuit, so schools in the municipality outside of this circuit were not included. Additionally, even though participants were assured of protection of privacy, the researcher's presence in the classroom during the observations may have inspired teachers to present their lesson delivery in a more suitable manner either than the usual, thus bringing bias in the responses they provided and what the researcher recorded.

5.4 Implications of the study

In this study, the findings give a clear idea of English language teaching and learning in EFL/ESL settings. As a result, policy makers, particularly in Ghana, may benefit from this study by making some modifications in their L2 teaching policies. In a similar vein, the study may assist L2 teachers in becoming more aware of how to

benefit from strategic L1 use when providing L2 instruction, while also bringing to light some of the difficulties that teachers and students encounter when using the L1 in L2 classes.

The findings of this study will also aid in examining the role of L1 in the L2 classroom, which will inform teachers about the benefits of effective L1 use and may contribute to a more in-depth understanding of aspects of L2 teaching that necessitate the use of the L1.

Additionally, according to the findings of this study, students believe that L1 use is beneficial to L2 learning to a significant extent; however, they also believe that they face several difficulties when using L1 in the L2 classroom. The findings of the study will assist authorities in considering how to address the existing challenges to improve the students' use of the L1 in the L2 classroom.

5.5 Recommendations

From the findings of the study, the following recommendations are therefore directed at the Ministry of Education, the Ghana Education Service, the National Council for Curriculum and Assessment, Municipal Directors of Education, School Improvement Support Officers, Chief Executive Officers, parents, facilitators, and other stakeholders to consider the use of L1 in the L2 classroom in Ghana's Basic schools.

- Firstly, although the pupils and teachers in the Ghanaian basic school classrooms have a diverse linguistic background, the MOE and GES should consider native language instruction as an option capable of being implemented effectively in schools. In this regard, the Ministry of Education, and the Ghana Education Service (GES) should establish a clear policy on the LOI in Ghanaian schools (as the current policy is not clear enough) and specify the use of L1 as a medium of instruction in Basic Schools in Ghana.

- Secondly, the study's findings indicate that improved access to teaching and learning resources can increase L1 use in the L2 classroom; thus, the MoE, through the GES, should ensure that schools have adequate logistics to facilitate the use of the L1 in teaching and learning the L2.

- Furthermore, the NaCCA and the MoE's Planning, Budget, Monitoring, and Evaluation (PBME) Unit should consider assigning Technical and Vocational institutes in Ghana to design and mold relevant TLMs to facilitate the teaching of the L2 using the L1 in Ghanaian primary schools.

- Additionally, NaCCA should ensure that approved textbooks in the L2 include the L1 to increase pupils' reading frequency and enjoyment.

- The GES should consider adjusting the teaching timetable to allow adequate time for L2 instruction. Facilitators will then be empowered to use the L1 during L2 instruction.

- To strengthen L1 phonics based L2 instruction (for instance the newly introduced T2E program), the MoE should ensure through the GES that, public school teachers are assigned to areas where they understand and speak the pupils' predominant L1. Other options include providing additional training to teachers who teach in classes with bilingual pupils.

- Additionally, the MoE should ensure, through the GES, that physical punishment meted out to pupils for the use of the L1 in schools is banned.

- Additionally, to ensure that teachers' teaching practices improve, the MoE, through the GES, SISOs, and CEOs, should ensure that appropriate supervision of teaching practices is conducted on timely basis to ensure that teachers are indeed utilizing the L1 during L2 instruction. It is therefore

recommended that the GES organize regular in-service training sessions like the CPD/ PLC in this regard.

- The CEOs of the various basic schools should ensure that a joint effort between the school and parents is made to educate the latter about the critical role of L1 in L2 teaching and learning.

- Lastly, it's well-known that hunger is a contributing factor to the poor performance of Ghanaian students in basic schools in general. As a result, it is proposed that the MoE cooperate with the GES to address the issue of pupil hunger as soon as possible and to expand the school feeding program so that all basic school students can benefit from it.

5.6 Suggestions for further studies

It is suggested that in the future, a wider scope of research be conducted that includes all circuits in the ONMA to determine whether comparable results may be obtained. In this regard, teachers, and students from other circuits within the ONMA should be included in the study's participants. It is proposed that because of the ONMA's cosmopolitan nature, more research be conducted in a District or Municipality where most of the population comprises Ga indigenous people.

Additionally, teachers' and pupils' attitudes, as well as the impact of L1 use on teachers' and pupils' L2 proficiency, should be examined. Furthermore, teacher and pupil recognition of acceptable L1 use in L2 classrooms, as well as the drawbacks of excessive L1 use in the L2 classroom, would be a worthwhile area of investigation. Also, because this study's scope was limited, it is hoped that future studies will broaden its scope. For instance, it is proposed that the perspectives of curriculum planners, SISOs, CEOs, parents as well as other relevant stakeholders on

the topic, should be sought to impact change and broaden the generalization of the findings.

Lastly, it is proposed that if a further study is undertaken, a greater number of teachers and pupils should participate to determine whether the teachers' and pupils' extent of L1 use in the L2 classroom are significant.

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APPENDICES

QUESTIONNARRE FOR BASIC THREE ENGLISH LANGUAGE

TEACHERS

Dear, Sir/Madam,

This questionnaire is aimed at collecting information for thesis writing at the University of Education, Winneba. Its aim is to investigate the impact of using the L1 (Ga language) on the teaching and learning of the L2 (English language) in the North Okai Koi Municipality. As a result, there are no correct or incorrect responses. Kindly revert as truthfully as possible. The details you provide will be kept strictly confidential, and your anonymity is guaranteed.

Section A: DEMOGRAPHY

1. Sex: Male [   ]   Female [   ].

2. Age: Less than 25 years [   ] 25 to 35 years [   ], Above 35 years [   ].

3. Status: Professional [   ],   Non-Professional [   ].

4. No. of years in teaching service: 1-5 [   ], 6-10 [   ], 11-15 [   ] Above 16 [   ].

5. Highest Academic Qualification: Post-Sec. Cert. A [   ], Diploma [   ],
   Bachelor's degree [   ], Post- Bachelor's degree [   ], Others [   ].

6. Highest professional qualification: Post-Sec. Cert. A [   ], Diploma [   ],
   B.Ed. [   ], Post B.Ed.. [   ], Others [   ].
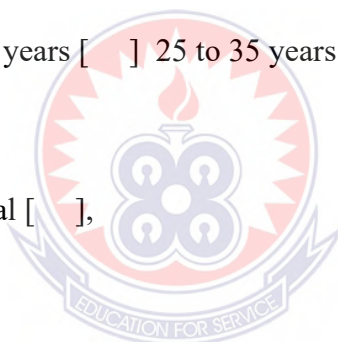
Section B: Teachers extent of L1 (Ga) use in teaching the L2 (English language).

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
1	I understand the Ga language thoroughly.					
2	I use the Ga language very often when teaching English.					
3	I use the Ga language to explain crucial English words when teaching English language.					
4	I use the Ga language to indicate the relationship between English words and the Ga language words.					
5	I use the Ga language to portray the differences between Ga words and English words.					
6	I use the Ga language to teach the English language because the Language teaching policy demands that I do that.					
7	I use the Ga language to teach English language because of the community the school finds itself in.					
8	I use the Ga language to teach English because the prescribed text books demand so.					

Section C: Impact of the L1 (Ga) on teaching the L2 (English language)

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
9	My pupils do understand the meanings of English words any time I use Ga to explain them.					
10	My lessons on English are smooth and seamless when I mix the two languages in lesson delivery.					
11	Pupils' participation in English language lessons increases when Ga is introduced to explain crucial English words.					
12	I am able to cover more topics in English if Ga is used when teaching than Ga is not used.					
13	My feedback on pupils' tasks becomes easier if Ga language is used when teaching English language.					
14	The use of Ga language to teach the English language pushes me to use Variety of teaching techniques to ensure my objectives are achieved.					
15	Parents and guardians are able to supplement my teaching of the English Language if the Ga language is used when teaching English.					

Section D: Impact of the L1 on learning the L2

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
16	Pupils understand English language lessons better if the Ga is used when teaching.					
17	Pupils are able to complete tasks in English language lessons on time when the Ga is introduced in the lesson delivery.					
18	Parents and guardians show interest in pupils learning by helping them with their tasks if English language lessons are supplemented with the use of Ga language.					
19	Pupils show interest and fully participate in English language lessons when Ga is introduced during delivery.					
20	Pupils learn more topics in English language lessons if the Ga language is used in the lesson delivery.					

Section E: Challenges teachers face when using the L1 in teaching the L2

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
21	If the Ga language is used in teaching the English language, it sometimes influences pupils' pronunciation of the English words.					
22	I am sometimes compelled to use the Ga language too often before pupils understand English words.					
23	Pupils sometimes get confused when the relationship between the Ga language and English language is being stablished when teaching.					
24	Pupils find it difficult to understand the differences between the pronunciation of Ga and English language words.					
25	I am handicapped because of my low proficiency level in the Ga language.					
26	Some of the pupils in the classroom do not understand the Ga language fully.					
27	Some of the English words do not have their Ga counterparts.					
28	Some parents often protest against the use of the Ga language to teach the English language.					
29	I go for in-service training on the use of the Ga language in teaching the English language.					
30	I sometimes lack logistics to teach the English language using the Ga language.					

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QUESTIONNARRE FOR BASIC THREE ENGLISH LANGUAGE PUPILS

Dear, student,

This questionnaire is designed to obtain information for the purpose of thesis writing at the University of Education, Winneba. It is intended to find out the effects of using the L1 (Ga language) on the teaching and learning of the L2 (English language) in the North Okai Koi Municipality. As such there are no right or wrong answers. Please answer as frankly as possible. The information you provide will be treated as confidential and your anonymity is highly assured.

Section A: DEMOGRAPHY

1. Sex: Male [   ]   Female [   ]

2. Age: [   ]   Location: [   ]

Section B: Pupils' extent of L1 (Ga) use in learning the L2 (English language).

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
1	I understand the Ga language thoroughly.					
2	I speak the Ga language fluently					
3	I can use Ga to explain English language words.					
4	I understand the English language better when my teacher uses the Ga language to explain the English words.					
5	My Ga language influences my speaking and pronunciation of English words.					
6	I complete my assignments in English on time when my teacher uses Ga in teaching the English language.					
7	I am always happy and ready to learn the English language when my teacher uses the Ga language in teaching the English language.					

8	I learn more topics in English language lessons if the Ga language is used by my teacher in teaching the English language.					
9	My parents are happy and ready to help me to do my assignments in English language when the Ga language is used.					
10	I am not afraid to learn the English language when the Ga language is used by my teacher to teach the English language					

Section C: Challenges pupils face when using the L1 in learning the L2

Please indicate your degree of agreement or disagreement with the statements below.

SD= Strongly Disagree, D= Disagree, N= Neutral SA= Strongly Agree A= Agree

SN	Statements	SD	D	N	A	SA
11	I sometimes find it difficult to understand the differences between the pronunciation of Ga and English language words.					
12	I am sometimes compelled to use the Ga language often during English language conversations in class.					
13	My teacher sometimes scolds me for using Ga language in class					
14	My parents are sometimes not happy because I use Ga language in teaching the English.					
15	My English language learning materials makes room for me to use Ga in learning English Language.					

INTERVIEW GUIDE FOR BASIC THREE ESL TEACHERS

An interview guide on the impact of the L1 on the teaching and learning of the L2 in the North Okai Koi municipality.

Research Question 1: Basic three English teacher's extent of use of the L1 in teaching the L2

1. In your view, why do you think teachers should use Ga in teaching English language?

………………………………………………………………………………

2. How often do you think teachers who use Ga in the teaching of the English language should use it in lesson delivery?

………………………………………………………………………………

3. Why should Ga language be used to explain crucial English words?

………………………………………………………………………………

4. How do language teaching policy influence teachers use of the Ga language in English language lessons?

………………………………………………………………………………

Research Question 2: Basic three English teachers' views on the impact of the L1 in teaching the L2

5. How does your use of Ga language in English language lessons enhance pupils understanding of the lesson?

………………………………………………………………………………

6. **In what way does the use of Ga language in English language lessons make the lesson delivery smooth and seamless?**

………………………………………………………………………………

7. **To what extent do you think the use of the Ga language in English language lessons facilitate your feedback to pupils on their task?**

…………………………………………………………………………

Research Question 3: Basic three English teachers' views on the impact of the L1 on   learning the L2

8. To what extent do you think the use of the Ga language influence parents' involvement in pupils learning of English language?
…………………………………………………………………………
9. How does the use of the Ga language in the teaching of the English language ensure the coverage of more topics?

…………………………………………………………………………

Research Question 4: Basic three English language teachers' assertion on the challenges they face when using the L1 in teaching the L2

10. How does the use of the Ga language in teaching the English language pose challenges to the teacher?

…………………………………………………………………………..

INTERVIEW GUIDE FOR BASIC THREE ESL PUPILS

An interview guide on the impact of the L1 on the teaching and learning of the L2 in the North Okai Koi municipality.

Research Question 1: Basic three English teacher's extent of use of the L1 in teaching the L2

1. In your view, why do you think teachers should use Ga in teaching English language?

…………………………………………………………………………

1. How often do you think teachers should use Ga in teaching English language?

…………………………………………………………………………

2. Do you think Ga language should be used to explain certain difficult English words? Why?
…………………………………………………………………………

Research Question 2: Basic three English language pupils' views on the impact of the L1 in teaching the L2

3. Does the use of Ga language in English language lessons increase your understanding of the lesson?

   …………………………………………………………………………

Research Question 3: Basic three English language pupils' views on the impact of the L1 on learning the L2

4. Do you think the use of the Ga language encourages your parents' to help you learn the English language?
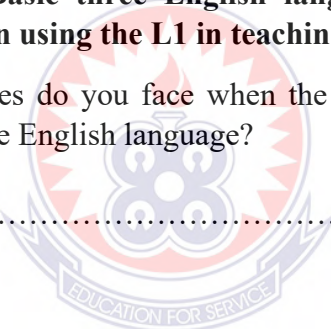
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5. Do you think the use of the Ga language in the teaching of the English language ensure that more topics are done?

   …………………………………………………………………………

Research Question 4: Basic three English language pupils' assertion on the challenges they face when using the L1 in teaching the L2

6. What difficulties do you face when the Ga language is used in teaching and learning the English language?

   …………………………………………………………………………

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OBSERVATION GUIDE

Observation checklist on the impact of the L1 on the teaching and learning of the L2 among primary three pupils of the North Okai Koi municipality.

Name of school…………………………….. Class……. Enrolment……
Date…………   Topic………………………………

Research question 1: Primary three English teacher's extent of use of the L1 in teaching the L2

 1= Poor,   2= fair,   3= Good, 4= Very good , 5= Excellent

Statement/ Items	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
	F	F	F	F	F	F	F	F	F	F
Explaining new words										
Explaining grammar.										
Explaining the similarities and differences between structure in the GA and English languages										
Giving guidelines for tasks.										
Checking comprehension.										
Clarifying difficult topics.										
Summarizing material already covered										
Assessing performance										
Giving students feedback.										
Managing the class.										
Doing brainstorming prior to the delivery of a lesson.										
Translating a text from a story in English to GA.										
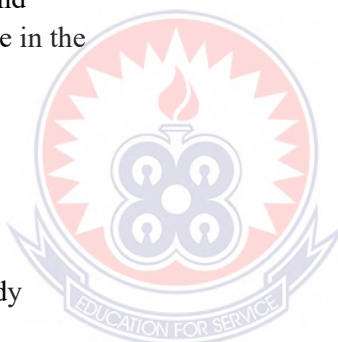
UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF BASIC EDUCATION
P. O. Box 25, Winneba, Ghana   beducation@uew.edu.gh
+233 (050) 9212015

Date: March 31, 2021

The Municipal Director
Okai Koi Municipal Education Directorate
Accra, GA/R

Dear Sir/ Madam,

LETTER OF INTRODUCTION

I write to introduce to you Ms. Faustina Quist, a second year M. Phil student of the Department of Basic Education, University of Education, Winneba, with registration number 200023063.

Ms. Faustina Quist is to carry out a research on the Topic *"Impact assessment of the Use of the L1(GA) on the Teaching and Learning of the L2 (English) Among Primary Three Pupils of the North Okai Koi Municipality of Ghana."*

We would be grateful if permission is granted her to carry out her studies in the Municipality.

Thank you.

Yours faithfully,

DEPT. OF BASIC EDUCATION
UNIVERSITY OF EDUCATION
WINNEBA, GHANA

MRS. SAKINA ACQUAH (PHD)
(Ag. Head of Department)

CamScanner

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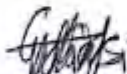
ALL SCHOOL IMPROVEMENT SUPPORT OFFICERS (SISOs)

ALL HEADTEACHERS

LETTER OF INTRODUCTION

Permission has been granted to Ms. Faustina Quist, a second year M. Phil student of the Development of Basic Education, University of Education, Winneba to carry out a research on the Topic "**Impact assessment of the use of the L1 (GA) on the Teaching and Learning of the L2 (English) Among Primary Three Pupils of the North Okai koi Municipality of Ghana**" within the Okaikwei North Municipal Education Directorate.

However, you are directed to ensure that Contact hours are not compromised.

Thank you.

CYNTHIA ABONI (MRS)
MUNICIPAL DIRECTOR OF EDUCATION
OKAIKWEI NORTH
ABEKA

CC:
MS. FAUSTINA QUIST