UNIVERSITY OF CAPE COAST

THE USE OF GHANAIAN LANGUAGE AS THE LANGUAGE OF

INSTRUCTION AT THE JUNIOR HIGH SCHOOL LEVEL

ERNEST NYAMEKYE

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BY

NYAMEKYE ERNEST

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature……………………………. Date……………………

Name: ERNEST NYAMEKYE

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature………………………… Date……………

Name: DR. EKUA TEKYIWA AMUA-SEKYI

 Co-Supervisor's Signature……………………………… Date……………

Name: MR. CHARLES OKOFO ASENSO

ABSTRACT

This study investigated the rationale behind the adoption of Ghanaian language as instructional language despite the laid down policy for English-only instruction at the Junior High School level. Factors such as the extent to which teachers use Ghanaian language as Language of Instruction (LOI), the effect of Ghanaian language as a medium of instruction on learning, students' reaction to Ghanaian language instruction, and the association between educational qualification and the choice of language used by teachers were also explored. The study adopted an explanatory case study as the research design. Two cases - that is Odumase Roman Catholic Junior High School and Tainso Roman Catholic Junior High School were selected for the study. In all, 23 participants comprising 18 students and 6 teachers were selected through a purposive sampling procedure. Data were gathered through interviews, observations, focus group discussions, and document analysis. The thematic analysis procedure was used to analyse the data gathered from the respondents. The study revealed that factors that accounted for the use of Ghanaian language as LOI were the low proficiency of students, comprehension of lessons, and teachers' willingness to deliver their lessons with ease. It was also found that Ghanaian language instruction ensures effective lesson delivery and student learning. Though Ghanaian language was found to be an effective LOI, students advocated for complementary use of English and Ghanaian languages in teaching and learning. Finally, the study revealed that the teachers' educational qualification does not compel them to adopt English-only as LOI because they believed that for the best interest of the student, instruction in the local language is a necessity.

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DEDICATION

This thesis is dedicated to my family; Mr Emmanuel Nyamekye, Mrs Patricia Odamtten, Miss Beatrice Nyamekye, Maxwell Nyamekye, Patricia Nyamekye

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LIST OF ACRONYMS

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CUP	Common Underlying Proficiency
CPP	Convention Peoples Party
EFL	English as a Foreign Language
EMI	English Medium Instruction
GES	Ghana Education Service
JHS	Junior High School
LOI	Language of Instruction
NALAP	National Literacy Accelerated Programme
NLC	National Liberation Council
NLTF	National Literacy Task Force
P1	Primary 1
PGCE	Postgraduate Certificate in Education
PNDC	Provisional National Defence Council
PP	Progress Party
SAEMA	Shama Ahanta East Metropolitan Assembly
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZPD	Zone of Proximal Development

<center>**CHAPTER ONE**</center>

<center>**1   INTRODUCTION**</center>

1.1   Overview

This chapter introduces the background of the study, taking into consideration issues surrounding the Language in Education Policy in Ghana. It also delves into the statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations, and organisation of the study.

1.2   Background to the Study

The role of language in all facets of human life cannot be underestimated. It provides a voice to culture and acts as a medium that conveys personality and ideas from person to person in a speech community (Anani, 2019a). In education, language is considered a significant and inevitable factor since it is the medium through which knowledge is imparted and shared among teachers and students (Lupogo, 2014). It plays an integral role in the teaching and learning process, irrespective of the topic under review. Students successfully integrate new ideas as they listen, speak, read, and write; thus, if the learners' language proficiency is weak, so is their learning (Anani, ibid). Oppong-Sekyere, Oppong-Sekyere, and Akpalu (2013) also corroborate the fact that progress in education depends primarily on language as he points out that success in any type of schooling, training, and practice typically depends on the ability to learn and use language effectively. For this reason, Dube and Ncube (2013, p. 250), assert that "education and language are dependent on each other". Since it is the medium of communication, business, scientific

<center>1</center>

development (Anani, 2019b), the language in education policy of a particular country is thus, considered as a contributing factor to its national development.

Although language cannot be considered the only determinant of successful student learning, the choice of language to be adopted as the instructional medium in a given country (especially in multilingual countries) has always sparked fierce debate among educationists and government officials (Kwapong, 2006). As a result, most multilingual societies have devised constitutional clauses that suggest the specific language deemed appropriate for instruction at a specific stage of education. Despite the existence of explicit policies in multilingual societies that suggest the specific language that could promote quality education, there appears to be a lack of implementation strategies (UNESCO 2008).

It appears that the colonial history of the African continent has influenced language in education policies in most of the countries within the continent. It is therefore not surprising that most African children are being taught through the colonial language instead of their native languages. According to (UNESCO 2010), the common notion behind this is that foreign languages such as Arabic, English, French, Portuguese, and Spanish are the languages that easily expose the African child to globalisation. In Nigeria for instance, Fafunwa (1998), attributed the continued retention of English as the official language to colonial mentality. He, therefore, stressed that children should be given early education in their mother tongue because it will last longer in their memory than any other language. Furthermore, Ansah (2014), opines that the retention of colonial languages as the LOI in Ghana may be caused by the diversity of the linguistic background of Ghanaian students.

In Ghana, bilingual education began with the inception of formal education during the days of the Castle schools. This practice was later continued by the Christian missionaries. They helped in the development and use of the various Ghanaian languages in the educational system of Ghana. However, while the missionaries of Basel and Bremen claimed that using the local language as a medium of instruction was the safest method of encouraging literacy, the Wesleyans, on the other hand, insisted on the adoption of the English language (L2) as a language of education in all their schools (McWilliam and Poh, 1975). According to Bamgbose (2000), during the era of the Christian missionaries, using Ghanaian languages as instructional media gained prominence to an extent that the British colonial government did not alter it after they took over the administration of the country. The native languages, under the administration of the colonial government, were to be used as the Language of Instruction (LOI) only at the lower primary level (Primary 1-Primary 3), with English to be used thereafter. However, the policy was reversed and became unstable when the administration of the country came under the jurisdiction of Ghanaians after independence. This lead to a continuous change of the language policy which advocated for the use of English language as the LOI in the upper level of primary education (Owu-Ewie, 2006).

The spread of English language as the dominant and most prestigious LOI in Ghana can be attributed to the issue of colonial influence and also the work of Wesleyan missionaries who emphasized the use of English language at the expense of the local languages. However, the Basel missionaries were pioneers in promoting the local languages by translating the bible into the local languages and also using them in educating their converts. The first education

ordinance which was aimed at promoting better education was the 1882 Ordinance declared by the British. This ordinance required that the English language only be used as LOI and taught in schools as a subject. It was referred to as the Ordinance for the Promotion and Assistance of Education in the Gold Coast Colony (Owu-Ewie, ibid). However, in 1925, Guggisberg's Ordinance made amendments to the existing ordinance and called for the use of local languages as LOI in the first three years (primary 1- primary 3) of schooling after which the use of local languages would make way for English-only instruction. Surprisingly, many indigenous elites misconstrued this programme as a calculated effort by the colonial office to provide Africans with inferior education. Despite the opposition, the strategy was adopted in 1925. The criticisms labelled against the policy were overlooked and the policy was implemented. Provisions were also made in the ordinance for the local languages to be taught as a subject from primary 4 to the tertiary level of education (Andoh-Kumi, 2002). This ordinance emphasised the use of the local languages as LOI in lower primary (P1-P3) and as a subject of study in Upper Primary (P4-P6).

Another reform was made in the year 1951. As opined by McWilliams and Kwamena-Poh (1975), this reform led to the introduction of the Accelerated Development Plan (ADP) which also emphasised the use of the local languages as LOI at early stages (P1 – P3) of education, and as a subject to be studied in upper primary.

During independence in the year 1957, the Accelerated Development Plan was reviewed, and the use of local languages as LOI was eliminated. This, therefore, paved way for the adoption of English as the sole LOI from the first

year of schooling to the tertiary level of education in Ghana (Andoh-Kumi, 2002). Nonetheless, there was another review of the Language in Education policy in the year 1966. This review which was undertaken by the Kwapong Committee which was set up by the National Liberation Council (NLC). Under the leadership of Professor Alex Kwapong, the head of the committee, it was found that most teachers were deviating significantly from the implementation plan the English-only policy since they were rather using the local languages for instruction. The committee, therefore, recommended that the local languages should be used as LOI at the early stages of primary education and English language be used thereafter (McWilliams & Kwamena-Poh, 1975).

According to Clermont, as cited in Twumasi Ankrah (2015), the recommendations of the Kwapong's Committee on Ghanaian language was adopted and emphasized by the Progress Party (PP) that had taken over the administration of the country under the leadership of Dr Busia. This informed the introduction of local languages as LOI for the first three years of schooling in 1970. This development led to the establishment of the Ghanaian Languages School at Ajumako in the year 1974. The school was, specifically, tasked to train Ghanaian language teachers to facilitate the successful implementation of the language policy. The teaching of Ghanaian languages in teacher training colleges and secondary schools (SS) was thus made compulsory.

During the administration of the National Redemption Council (NRC), much emphasis was placed on the use of local languages when the structure and content of education were reviewed in the year 1974. It was under this review that the Dzobo committee, headed by Reverend Dzobo, proposed in their report that the various Ghanaian languages must be a compulsory subject from primary

1 to the tertiary level (Dzobo, 1974). Also, it was proposed that children must learn at least one local language in addition to his/her mother tongue in school. English, on the other hand, was to be used as LOI from primary four to six, and also be used at the JHS level. Twumasi Ankrah (2015) claims that this reform was implemented on a pilot basis in some schools

Also, under the regime of the Provisional National Defence Council (PNDC) in the year 1987, it was reiterated that students in primary schools would learn their local language in addition to any other Ghanaian language. Moreover, the local languages were to be used as the LOI for the first three years of primary education, while English was to be pursued as a subject of study and be used as LOI from primary 4 upwards (Bamile, 1995). This is a clear indication that PNDC eventually implemented the proposal of the Dzobo committee.

Several alterations were made to the language in education policy. However, one of the most prominent and recent changes which raised a great debate among educationists in Ghana was the change initiated by the NPP government in the year 2002. This policy abolished the use of Ghanaian languages as the LOI from P1- P3. The rationale for the abolishment of the use of the Ghanaian languages was that teachers, especially those in the rural areas, were abusing the Ghanaian language as the LOI to the detriment of the English language. The government's decision to abolish the Ghanaian languages, according to Professor Ameyaw-Akumfi, the then Minister of Education, was informed by the realisation that the English proficiency of the students was being compromised. Thus, according to the Minister of Education, students were unable to construct good English sentences which in turn impedes their

academic progress. Ansah (2014), asserts that this decision by the government to abolish the use of Ghanaian languages was backed by the consent of parents. This, therefore, sheds more light on the notion that the use of Ghanaian languages has been despised by parents, educationists, and government officials due to the prevailing misconception that it does not accelerate literacy. This policy was eventually reversed in 2007 when it was faced with lots of criticisms by different educationists and interest groups. Table 1 gives a historical overview of the Ghanaian language in education policy implementation.

Table 1: Historical overview of Ghanaian Language in Education Policy Implementation.

Period		P1	P2	P3	P4-JHS
1529-1925	Castle Schools Era	-	-	-	-
	Missionary Era	+	+	+	-
1925-1951		+	+	+	-
1951- 1955		+	-	-	-
1956- 1966		-	-	-	-
1967- 1969		+	-	-	-
1970- 1973		+	+	+	+
1974-2002		+	+	+	+
2002-2007		-	-	-	-
2007 to date		+	+	+	-

Source: Adapted from (Owu-Ewie, 2006)

Key: +   =Use of Ghanaian language as LOI

-    = Ghanaian Language was not used

Despite these numerous changes to the language in education policy over the years, Ghana is currently on the Language in Education Policy which advocates for the use of local languages at the lower level of primary education (P1 – P3) and English Medium from Primary 4 upwards. This Policy was further emphasised by the National Literacy Accelerated Programme.

In 2006, the National Literacy Accelerated Programme (NALAP) was introduced. It was developed by National Literacy Task Force (NLTF) which was set up by the Ghana Education Service (GES) to investigate the low literacy skills identified as the major factor undermining quality education (Anyidoho, 2018). As cited in Anyidoho (ibid),

> The task force recommended the adoption of the National Literacy Acceleration Programme (NALAP), an instructional approach which provides teachers and students of the Lower Primary level (KG 1 – P3) with quality literacy materials, effective instruction, and public support to read and write in their local language and English. The methodology seeks to make students literate in their local language for a smooth transition to English. Therefore, by P3, it is expected that the students would be fully bilingual (p. 233).

He further adds that the rationale for the introduction of this policy was,

> …to equip the majority of children leaving the basic education system with skills of literacy that would improve their learning abilities and serve as a springboard for further academic pursuit. This means that by P3, students would be functionally literate and would achieve reading fluency in their local language (L1) and in English (L2) (p. 233).

According to Ansah and Agyeman (2015), table 1 below is the proposed implementation plan for the Language in Education policy. It clearly shows the English and Ghanaian Language ratio for the implementation.

Table 2: NALAP Implementation Plan.

Level	Ghanaian Languages	English Language
Kindergarten 1 and 2	90%	10%
Primary 1	80%	20%
Primary 2 and 3	50%	50%
Primary 4- JHS	0%	100%

Source: Ansah, (2015)

Despite this reinforcement by NALAP, it appears that there have been a lot of inconsistencies in the implementation of the policy. For instance, According to Ampiah as cited in Fredua-Kwarteng and Ahia (2015), in rural, urban and some private schools, English language was rarely used as instructional medium, especially in mathematics lessons. Also, from various observations conducted in schools situated in Central region of Ghana, Ampiah (2008) came to the conclusion that geographical location and school type have a relationship with the choice of LOI used more often. In his report, he revealed that in private schools, the language of communication was strictly English. However, in most urban public schools 37% of instruction were done in the learners' L1, while 68% of classroom interaction in the rural schools was done

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in the local languages. This is a clear indication that there has not been a strict adherence to the English-only policy at the JHS level.

1.3 Statement of the Problem

The current policy on LOI in Ghana states that Ghanaian languages be used as a medium of instruction only at the lower primary (P1-P3) and taught as a subject of study from upper primary to tertiary level (Anyidoho, 2018). As indicated by Ansah and Agyeman (2015), at the upper primary level, teachers are expected to exclusively use English as the LOI. Despite this clearly laid down policy, there appears to be non-compliance with the stated policy among some teachers because, at the Junior High School level, some teachers still retain the Ghanaian language as LOI as against what the policy stipulates. The researcher, during his internship in Tainso R/C JHS, observed that teachers retain Ghanaian language as the LOI during lesson delivery, even at the JHS level.

Similar situations have been found in different contexts; however, little is known about the rationale for such practice, especially at the JHS level. For instance, Amoah (2019) evaluated the use of English language as LOI in Asafo Catholic JHS in Sefwi, Western North region. Out of his assessment of the policy implementation, he found that teachers do not comply with the implementation plan of the language policy. Amoah (ibid) revealed that using English as the LOI at the JHS level was rare in most lessons. This substantiates the fact that teachers in most JHSs use the native languages as instructional language against what the policy stipulates. Similarly, Amoah (2019) investigated the use of English in public schools in the Gomoa East District, Central Region of Ghana. In his investigation, he also reiterated the fact that the

English-only policy is not being adhered to as required. The findings of these studies revealed that ineffective supervision of the policy, over-reliance on local languages as LOI, environment, and location of schools, lack of in-service training for teachers, lack of requisite teaching and learning materials, and others contributed to the lack of proper implementation of the English-only policy. Nonetheless, it appears, from available literature, that special attention has not been paid to investigating the rationale behind the retention of Ghanaian languages as LOI at the JHS level in Ghana. The reason is that most of the studies available focus mainly on evaluating the English-only policy implementation without delving into factors the may be compelling teachers to use Ghanaian languages at the JHS level, as well as its corresponding consequences. Thus, this research aims at investigating the use of Ghanaian language as LOI in Tainso Roman Catholic JHS and Odumase Roman Catholic JHS in Sunyani West District of Bono Region where the researcher observed issues of non-compliance with English-only policy implementation

1.4   Purpose of the Study

The study sought to investigate the reasons why teachers use Ghanaian language as the LOI at Junior High School level. It specifically seeks to find out:

1. factors that account for the use of Ghanaian language LOI at the JHS level.

2. the degree of use of the Ghanaian language in teaching and learning at JHS.

3. how the use of Ghanaian language affects teaching and learning at the JHS level.

4. how students respond to the use of Ghanaian language as the LOI.

5. how educational qualification of teachers influences the choice of language they use as the LOI at the JHS level.

1.5 Research Questions

The study was guided by the following research questions.

1. What factors account for the use of Ghanaian Language as the LOI at the JHS level?

2. What is the degree of use of the Ghanaian language as the LOI?

3. How does the use of Ghanaian language as the LOI affect teaching and learning at the JHS level?

4. How do students respond to the use of Ghanaian language as the LOI at the JHS level?

5. How does the educational qualification of teachers influence the choice of instructional language they adopt for teaching?

1.6 Significance of the Study

The study is beneficial to Language in Education policymakers and teachers. It is beneficial to the language in education policymakers in the sense that it would highlight some of the causes of the constant violation of the Language in Education Policy in Ghana. Also, it would help them to determine whether to adopt the late-exit model of bilingual education where students would transit into English-only instruction at the JHS level or hold on to the early-exit transitional model where English-only instruction would be introduced and practised right from primary four to Junior High School level.

The study also gives teachers the opportunity to outline some of the reasons why they are not implementing the early-exit transition model of the

Language in education policy for the attention and necessary action by education policymakers.

1.7 Delimitation

This study was delimited to only Tainso Roman Catholic Junior High School and Odumase Roman Catholic (R/C) Junior High School. The rationale for the choice of schools chosen for this investigation has to do with the fact that the researcher, during his internship in Tainso R/C JHS (the only school in Tainso village), observed the occurrence of Ghanaian language usage during classroom interaction. Moreover, through a pilot study, it was realised that parents situated in the Tainso community complained about the use of Bono as LOI in teaching their wards. Given this, most parents end up sending their wards to Odumase R/C JHS (a school in a neighbouring urban community) with the belief that it is the most reputable school just for the mere fact that, comparatively, they rarely used Bono as the medium of instruction. As such, Odumase R/C, located in an urban area, was also chosen as another case for the study because the researcher sought to investigate whether or not there would be any discrepancy between rural and urban schools with regards to the language choice of teachers.

With regards to the Ghanaian Languages, only that of the Akan language was monitored since the study was conducted in the Bono region where the language background of learners is Akan.

1.8 Limitations of the Study

The study employed a case study research design. This did not pave the way for the study to cover a wide range of schools that have issues related to this study. As such, the findings of the study cannot be generalized to various

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schools with similar issues because of the purposive sampling strategy employed.

The researcher was also faced with data collection issues. The interviews were supposed to be conducted in the English language. However, since the proficiency of the students and some teachers was low, discourse was quite difficult. To mitigate this problem, the researcher turned the medium of communication to Bono to enable students to express their views appropriately. Again, students were sometimes hesitant in responding to questions because of factors such as shyness and anxiety.

Also, some teachers were unwilling to respond to the interviews with the notion that the investigation was a means to gather information that could be used against them. To mitigate this, they were formally presented with a letter of introduction to assure them of the confidentiality of the information they provide.

1.9   Organisation of the study

The study is composed of five chapters. The background, problem statement, the study's purpose and objectives, research questions, significance of the research, limitations, delimitations, and definition of terms have all been covered in the first chapter of this thesis. The second chapter of the thesis also covers the theoretical underpinnings of the research, conceptual review, and empirical studies related to the study. In the third chapter, the research methods employed were clearly outlined. It, particularly, looked at the research design adopted, sample and sampling technique, data collection procedure and instruments, data processing and analysis, and ethical considerations. While the fourth chapter deals with the analysis of data collected from the field, the fifth

chapter briefly presents a summary of the research findings, conclusions, recommendations, and suggestions for further research.

1.10 Chapter Summary

The introductory chapter covered the relevant background issues about the instabilities regarding language in education policies in Ghana and the lack of consistent implementation strategies. It also provided a clear definition of the research problem, the research purpose, objectives and question the guided the study. The chapter further provided the significance of the study, delimitations, limitations, and how the rest of the study was organised.

CHAPTER TWO

2   REVIEW OF RELATED LITERATURE

2.1   Overview

This chapter reviews literature related to this study. It looks at the theoretical and conceptual basis of the study, and also looks at empirical literature related to the study. Two theories were adopted for the study; the first theory is Vygotsky's sociocultural theory of learning which explains the role of using the first language which forms part of the child's experience to facilitate learning. The second theory is the Linguistic Interdependence theory of Cummins which states that language development happens at two levels. These are Basic Interpersonal Communication Skills (BICS) which is used for communicative purposes and the Cognitive Academic Language Proficiency (CALP) which both the teacher and the learner must acquire before they can engage in any academic discourse in the classroom. The chapter also reviews the concept of bilingual education, mother tongue-based education, and English-based education. It finally looks at similar studies conducted on the rationale behind the use of the child's first language as LOI, implications of using the first language as LOI, learners' reaction to the use of the first language as the LOI, and the influence of educational qualification on teachers' choice of LOI.

2.2   Theoretical Framework

The section reviews two theories that explain the impact of the child's first language as a communicative tool to enhance effective interaction between the learner and the teacher in the teaching and learning process. These theories are Vygotsky's sociocultural theory of learning and Cummins' Linguistic

Interdependence theory. The rationale for selecting these theories is that, as Vygotsky's sociocultural theory of learning acknowledges the pertinent role of using a familiar language to assist student learning, Cummins' Linguistic Interdependence Theory, on the other hand, gives certain considerations that teachers in multilingual societies, like Ghana, should follow in making decisions regarding the transition from a familiar LOI to instruction in a foreign language.

2.2.1 The Sociocultural Theory of Learning

In view of Vygotsky's sociocultural theory, learning is best described as a social phenomenon. This implies that human knowledge is deeply rooted in one's culture or the society in which he finds himself. The major tenet of this theory is that social interaction among learners plays a major role in their education. According to the sociocultural theory, learning experience should be meaningful and relevant to the learner (Williams & Burden 1997). It opposes the notion of discrete teaching of skills in that meaning should be the core feature of every unit of study.

Vygotsky argues that cognitive development, thought and learning in general, largely depends on LOI. He points out that language is a very important tool for determining the ways a child learns how to think. Also, he believes that it is a mental tool that enables a child to engage in higher mental functions. Given these, he opines that it is through language that the child would be able to internalize variety of complex concepts (Feden &Vogel in Dahms et *al* 2007).

This theory also emphasizes the fact that learning takes place through social interaction. This implies that for learning to take place, there must be a form of communication between two parties, thus the learner and the instructor.

Through interaction with others, concepts, skills, and knowledge are learned and mastered by students (Dahms et al., 2007). This can only be achieved through language.

Also, Vygotsky emphasized the role of language as a tool for effective learning in his concept of Zone of Proximal Development (ZPD). He defines this concept as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978. p. 86). In this zone, both the teacher and the learner must interact effectively with a familiar LOI to make learning successful. The implication of this is that for the teacher to assist the student in learning new things that he cannot learn independently, the teacher must use the language the learner is very proficient in.

Vygotsky claims that speech structures, for which the child is very fluent in, is the fundamental basis of his thought and that language and thought will only evolve if there is a social connection between the child and the adult (Williams & Burden, 1997). This underscores the fact that the child's mother tongue or the language which he is most proficient in forms his basic structure of thinking. Also, the ability of the child to interact well with his environment is key to his cognitive development and success in his learning. This implies that the use of the child's home language or a language learned in the child's immediate environment, is useful for the comprehension of a definition and thus, for the interpretation of meaning. This suggests that the surrounding society gives the learner the means or method of thought (Vygotsky, 1962). This theory of Vygotsky is relevant to this study since it explains why teachers may

choose to use Ghanaian languages instead of the use of English in the teaching and learning process. In a practical sense, a teacher using a foreign language as LOI would have to switch to child's first language and cite examples in the child's culture to make the concept very simple and practical to the learner; especially in a situation where the learner find it difficult understanding a concept being taught in class

2.2.2 Linguistic Interdependence Theory.

The Linguistic interdependence theory also serves as a theoretical basis for explaining why teachers may choose another LOI other than what has been prescribed by policymakers to supplement learning. Cummins began his work on bilingualism in the year 1970. His works centred on the association between cognition and bilingual education (Cummins, Baker & Hornberger, 2001). He also contributed to academia by delving into immersion education programmes, bilingual child development and linguistic interdependence. These educational contributions of Cummins became a framework for curriculum development and assessment in bilingual and multilingual education.

During the 1970s, most researchers were of the view that bilingual and multilingual students were disadvantaged because they seem to be performing low in terms of academic work and on cognitive measures as compared to those in monolingual classes. However, Cummins (1998), opines that bilingual or multilingual learners were rather gaining more benefits over monolingual learners. The rationale for his assertion was based on the fact that unlike monolingual children, bilinguals were endowed with the ability to express one thing in two distinct languages. This implies that bilingualism was a necessary tool for transfer of knowledge from one language to the other. According to

him, learners with bilingual knowledge were above monolinguals in metalinguistic, intellectual and academic realms. Hence, the research into the use of multiple languages in education attracted much attention.

Cummins (ibid), also indicated that there could be a correlation between the learning of the first language and how that learning will influence the learning of other languages. A practical example of this principle is a student learning English as a second language and already having a Ghanaian language as the mother tongue. This means that the learner may develop a strong conceptual and linguistic proficiency in the Ghanaian language in a class that made use of English instruction. Thus, the interaction between the first and the second languages could be facilitated by the learners through the 'underlying cognitive proficiency' that have arisen as a product of thinking in more than one language.

Cummins also suggests that if a student has trouble reading a second language, comprehension should be developed in his/her native language, and this growth of a stronger language could be moved to a weak language literacy skill (Cummins, 1998).

Another hypothesis put forth in the theory of linguistic interdependence is that a more experienced and older learners who have acquired sufficient cognitive academic language skills would acquire L2 competence at a faster rate compared to children. This implies that in terms of L2 acquisition, the number of years the learner has learnt it plays an important role. This theory was further explained with Dual Iceberg Model as illustrated below.

Figure 1: The dual-iceberg model of Linguistic Interdependence Theory

The Dual Iceberg Model
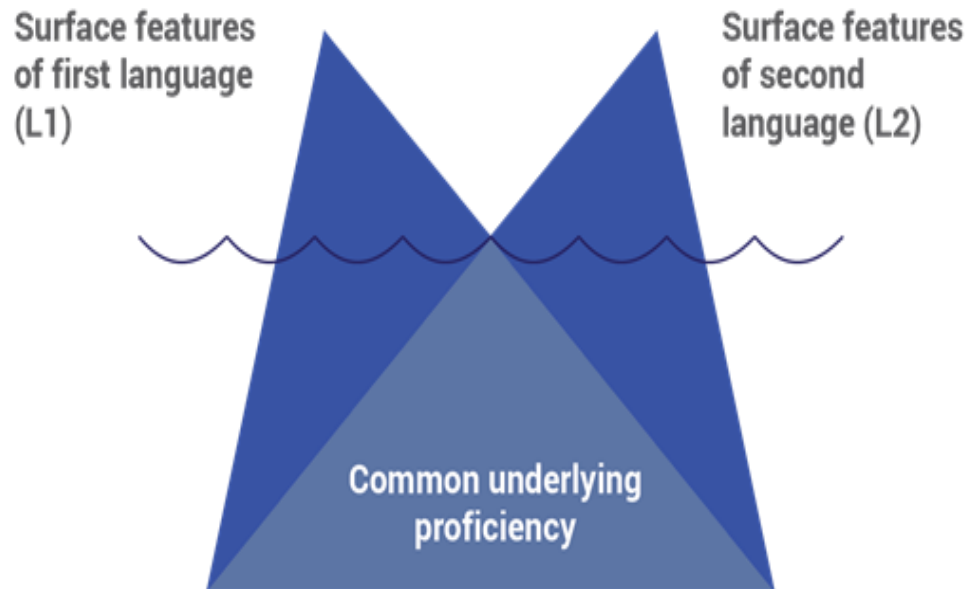
Source: Adopted from Göncz (2015; p.67).

The dual iceberg was used by Cummins to explain how students' proficiency in two languages (L1 and a foreign language) could interact. Cummins hypothesized that the growth of linguistic skills happens at two main levels. These levels, according to Cline and Fredrickson (1996), are the Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). He explained that the BICS applies to more apparent language systems, such as grammar, vocabulary, and pronunciation. These linguistic processes are the surface characteristics of the first and second languages. It is something that can be related to the tips of the iceberg. BICS is the fundamental capacity to listen and talk in order to communicate your thoughts. It is the daily language that we use to interact with our families and neighbours.

Most language students get this proficiency within six months to two years, and this will be an easier process if their first language is closer to English, and if they also have the opportunity to communicate with native speakers. On the contrary, the CALP concerns less apparent, technical, and semantic elements of second-language learning (Cline & Fredrickson, 1996). The CALP could be equated to the basis of the iceberg. It is a formal academic language used in higher-level education. This may include technical or analytical vocabulary and figurative words, as well as the forms of words used in research, logical thought, and other cognitive academic processes. It has been likened to the basis of the iceberg because we only use this kind of language proficiency in an academic context, but not in casual conversations. If a second language learner already has CALP in his/her L1, this previous experience will allow the learner to progress with the same idea in the new language. For example, the meaning of 'nouns' may not vary significantly across languages, hence a learner who has the CALP in his language may easily get the understanding of 'nouns' in the second language. The CALP takes 5-7 years to build in the second-language learner, but it may take more time if the language learner does not have CALP in his first language (Cummins, 1999).

The underlying belief in this theory is that when the learner understands a concept very well in the native language, he/she can easily transfer this knowledge into the second language. This interaction between the student's native language and a second language is what Cummins (ibid) terms the Common Underlying Proficiency (CUP)

The implication of this model is that the learner in the bilingual system may acquire basic proficiency earlier. This, according to Cummins, does not

provide the student with enough grounds to engage in a higher-level academic task unless he/she develops the CALP. Also, the CALP requires enough time to develop. To effectively develop the CALP, Cummins suggests that a foreign language learner needs to engage in meaningful communications with native or more proficient users of a particular language for five to seven years.

The implication of this theory for the Ghanaian teacher is that in the classroom setting, it must not be assumed that a student who can speak and understand English has the requisite English language proficiency for learning. It must, rather, be noted that children who exhibit a low level of comprehension when English is used as LOI are not necessarily dull students, but they only need more years to develop CALP in English. The cognitive academic language proficiency as stated by Cummins needs a lot of time to prepare the Ghanaian student for a higher-order academic task in English. Consequently, teachers operating under the early-exit bilingual education might be compelled to go contrary to such policy when they find out that the cognitive language skill of students is not well developed.

2.3 Conceptual Review

This section of the literature review delves into concepts related to the study. It reviews the concept of bilingual education, mother tongue education, and its importance to classroom practice. Furthermore, it reviews the concept of English-based education and issues hovering around its practice in Africa.

2.3.1 Bilingual Education

This form of education relates to language planning because it operates mainly in most bilingual and multilingual countries. It is, basically, a means of educating marginalised language groups in particular. Also, this form of

education facilitates second language learning as it serves as a means of teaching language and content simultaneously. The concept of bilingualism and some forms of bilingualism must be examined in order to appreciate the applicable research on bilingual education in second-language teaching contexts.

Conceptualising the term 'bilingualism' tends to be a difficult task for various scholars (Bourguet, 2006). The rationale behind this opinion relates to the fact that there are four basic language skills one has to exhibit to be fully considered as a competent bilingual. These skills are listening, speaking, reading, and writing. This is why Bourget talks about the idea of 'balanced bilingualism'. The term "balanced bilinguals", as he asserts, refers to learners whose competencies in two languages are equally well developed. The term also refers to biliteracy which relates to one's ability to exhibit proficiency in two languages in terms of reading and writing. To meet the requirements of being a balanced bilingual in practical terms, a learner must perfectly comprehend instruction in two languages and be able to excel in any other academic task in both languages. Another dimension of the definition offered by Krashen (2005), views bilingualism as a way of using the child's L1 to facilitate the learning of a foreign language. Instruction in the child's L1 offers information, which makes the child comprehend a lesson as it is introduced in the foreign language (so the child understands more content and gains more L2 competence, Hence, the content they experience in the L2 becomes more comprehensible). The acquisition of first-language literacy also speeds up the development of second-language literacy (Odlin, 1989).

Moreover, bilingual education is a system of education that offers learners enough instruction in their L1. This means that students in this kind of education pass through stages where they are taught the content subject in a language that is not foreign or in a language they are very familiar with. In transitional bilingual education, learning to read and write are mostly aided by instruction in learners' L1, especially at the primary level of education. However, there is always a gradual transition into English-only instruction as learners graduate to JHS level. English or any other foreign language with official status in a given educational system is treated as a subject of study. Other content courses could be taught in English, but ideally, in the transitional model, the L1 of learners is often used in the early stages of education.

There are two forms of bilingual education. These include the early-exit model where the transition to English instruction happens at the fourth grade, and the late-exit model in which children can continue in native-language teaching during primary school to ensure their mastery of reading and content prior to transition (Ramirez, Pasta, Yuen, Billings, & Ramey, 1991). Specifically, the early-exit is the bilingual education model that has been in existence in the Ghanaian educational system for long.

Apart from the transitional models of bilingual education which are very common in Africa and other developing countries, there are various kinds of Bilingual education being practised worldwide.

2.3.2 Types of Bilingual Education

Močinić (2011), categorized the types of bilingual education under three broad topics; the monolingual forms of education for bilinguals, weak forms of bilingual education for bilinguals, Strong forms of bilingual education for

bilinguals. This section reviews the various types of bilingual education identified under these headings.

2.3.2.1 Monolingual forms of education for bilinguals

This form of bilingual education includes the Mainstreaming /Submersion Education, the Mainstreaming with Pull-out Classes, and the Segregationist Education.

The Mainstreaming/Submersion Education

This type of bilingual education involves the total elimination of the mother tongue in a mainstream classroom. It requires the assimilation of minority language students in the majority language schools, who are taught in the dominant language of the curriculum, without paying attention to their mother language. According to Močinić (ibid), the U.S.A. follows a similar system of formal immersion that have only minor learners. This form of initiative is characteristic of imperialist states and a policy that discriminates against foreigners. It does not benefit minority children, and therefore, contributes to dissatisfaction, disinterest and thus impacts them educationally, politically, and economically (Baker, 2007).

Mainstreaming With Pull-out Classes

This bilingual education model is a model in which students of foreign languages are segregated from mainstream classrooms to compensate for lessons in their native language. This type of education has proven to be beneficial to minority language students. The reason is that it allows students to learn and communicate effectively in and outside classroom in a more natural manner. Conversely, other authors posit that it rather impedes learning. As opined by Ovand, cited in (Baker, 2007), learners who are frequently withdrawn

from classes might fall behind in terms of curriculum content. Also, it might create enmity between minority and majority language students. This may contribute to separation, disputes, labelling, and stereotyping between these two groups.

Segregationist Education

According to Baker (2007), segregationist Education is a system in which both minority and majority language students are completely separated. He asserts that in this form of education, the minority language students do not have any access to majority language education at all. This means that they attend a separate school where the LOI is completely their mother tongue. This form of language of education policy is seen as discriminatory and separatist, which can only be enforced by statute.

2.3.2.2 Strong forms of bilingual education

This form of bilingual education consists of Heritage Language Bilingual Education and Dual Language Bilingual Education which is also known as the two-way immersion.

Dual Language Bilingual Education

In this form of bilingual education, approximately the same number of minority and majority language learners are taught in the same classroom. In so doing, both the majority and minority language are used during instruction. The major aim of this form of bilingual education is to produce well-balanced bilinguals with a high level of proficiency in both languages. In practice, there must be consistency and balance between the use of both languages so that none of the languages dominates instruction. By balancing the use of both languages, there would not be any form of division between the two groups of students,

neither will there be negative rivalry, exclusion, and group formation. To achieve this, however, there must be an equal percentage of majority and minority language students in the class. In any case, if this cannot be achieved, the number of minority students must be higher instead. The aim is to ensure that the majority language does not dominate instruction.

This educational scheme usually starts from kindergarten and continues to primary and high school. This form of education may exist in a separate setting or exist side by side in a majority language school. Instructors, professors, counsellors, executives, and majority of staff members ought to be bilinguals. In a situation where the bilingual teacher is not present, there could be two teachers of either language to take control of the class. The basic principle of this form of schooling is language isolation, which means that there should be no combination of the two languages. All dual language bilingual schools aim to create bilingual, bi-literate, and multicultural students.

Heritage Language Bilingual Education

In this form of bilingual education, minority language students receive instruction in their native language with the aim of producing bilinguals. Baker (2007) opines that this form of bilingual education is also termed as bilingual maintenance or bilingual development maintenance in the United States of America. It is also practised in other countries such as Australia, Spain, New Zealand, etc. The dominant language used for instruction is the native language of learners while the majority language is also used in various other subjects, specified by the policy of the school. Mostly, the majority language is used outside the classroom as the language of communication among peers. This is why students are required to use the minority language for most of their lessons.

Mostly, schools with related programmes of education are frequently funded by international governments or religious institutions.

Immersion Bilingual Education

This is a bilingual teaching programme where instruction is strictly done in the second language in order to produce productive bilinguals. It gained recognition in academia after the Canadian educational experiment of the 1960s. Upon the recommendations of some English-speaking parents, district officials of various schools established a kindergarten which specifically aimed at educating children to become bilinguals. Since the inception of this form of schooling in Canada, it has been adopted in most parts of Europe and other neighbouring continents such as Africa, Asia, and America etc.

Like other forms of bilingual education, immersion also comes with variants, especially depending on the level or age at which learners begin to experience it. As such, the variants of immersion programme are 'early immersion', which commences at kindergarten, 'middle immersion' which considers students of about 9 years old, and 'late immersion' which also considers learners of about 10 years and beyond. Also, the total periods spent in class gives room for other forms of immersion programme namely 'total immersion' and 'partial immersion'. Early total immersion was the commonest immersion programme in Canada.

The last variant of immersion programme has to do with bilingual education in majority languages. Majority languages in this sense refer to the most recognised and widely used languages scattered across the length and breadth of the world. Some of these languages include English, German, French, and so on. In this form of education, there is a combined use of two

majority languages in the classroom. Countries that practise this form of bilingual education usually consist of a bilingual or multilingual population (e.g. Singapore, Luxembourg) or where there is a substantial number of citizens of different nationalities who wish to become bilinguals. Two major examples of this kind of bilingual education are International Schools (which have spread around the world teaching English and other major languages, paying school fees and teaching staff from various parts of the world) and the European Schools (in which students from different European nations are educated in two or three different languages; their native language and other foreign languages to produce competent European bilinguals) (Baker, 2007).

2.3.2.3　Weak Forms of Bilingual Education for Bilinguals

The weak form of bilingual education in the view of Močinić (ibid), is the Transitional Bilingual Education which consists of the early-exit and the late-exit bilingual education. Most African countries, including Ghana, practise transitional bilingual education. This is the case where minority children are educated in their language before they are thought to be sufficiently qualified in the dominant language in order to progress in mainstream schooling. The purpose of this programme is still to assimilate, to slow down submersion, and to continuously promote majority language usage in class. Ultimately, it aims at lessening the use of the mother tongue of learners as instructional language as they ascends the academic ladder.

The transitional model of bilingual education is different from the English emersion in the sense that the transitional model gives English learners the appropriate amount of instruction in the mother tongue. In the United States, for instance, some bilingual education paves way for Spanish to be used as the

instructional language for years before a transition into English. In this form of bilingual education, learners are given the opportunity to receive instruction solely in their native language at the primary level of education. This programme may come in the form of 'early-exit' where there is an early transition into English-based education approximately at the fourth grade, or the 'late-exit' model where native language instruction remains throughout elementary school to ensure the mastery of reading and content knowledge before transition (Ramirez, Pasta, Yuen, Billings, & Ramey, 1991). On the contrary, paired bilingual education is the model that offers learners the opportunity to have lessons in both native and foreign language at different periods within a day. While the former allows about two years of instruction in the mother tongue of learners, the latter allows 40% of instruction in the mother language and the rest in a foreign language till the 6th grade. Also, teachers operating under this system of schooling must be bilinguals for the model to be successful. Usually, these bilinguals may also work as special assistance for teachers who need help in order to deal with issues of language barrier in the classroom.

2.3.3 Effects of Bilingual Education Programmes

As far as academic success is concerned, various studies have confirmed that bilingual forms of education have yielded positive results. Students in immersion programmes have been tested in so many subject areas such as English reading, mathematics, and chemistry. Most of these assessments were conducted in a second language. According to Snow (1990), in comparative studies conducted in America and Canada, immersion students have constantly demonstrated higher performance compared to their monolingual peers in the

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aforementioned subjects. Similarly, in a meta-analysis of U.S.A bilingual education studies, Willig (1985) found that there were slight differences in test results on reading, mathematics and other language abilities. Most of these results highly favoured bilingual students. Unlike monolingual students, the test results show that bilinguals always exhibit better performance when test items were in English.

Other related researches carried out have also proven that bilingual education is not an impediment to students' academic development (Casanova, 1991). Genessee (1985), for instance, reviewed alternative forms of U.S.A immersion, such as enriched, two-way, and magnetic programmes, which are variants of immersion education. The enriched model of bilingual education allows majority language learners to receive instruction in either French Spanish, or German. Magnet programmes, on the other hand draw together and immerse children from diverse linguistic, ethnic, and socio-economic backgrounds. The overall results of available studies on all forms of programmes show that the immersion approach is a feasible and effective way for English-speaking American students to attain second language proficiency without risk to their native language development or academic achievement.

Most of the American immersion projects under review were early primary and/or kindergarten immersion programmes. There are many types of programmes here, such as delayed when immersion begins in grade 5 or late when immersion begins in grade 7 or 8 (Sternfeld, 1988). Much of the early immersion studies have found promising outcomes in terms of academic success (Marsh, Hau & Kong, 2000). While late immersion was successful in Canadian programmes (Genessee, 1985), contradictory findings were revealed

in a large scale study that was conducted on immersion programmes in Hong Kong. Specifically, it was revealed that the academic success of students was negatively affected by subjects that were instructed in English. The English language was found to be the major cause of students' underachievement. Based on the data from Willig's (1985), Marsh et al. (2000) revealed that non-language topics, particularly science and social sciences, were not given the needed attention by researchers in spite of the fact that there was enough evidence to vindicate the position that bilingual education succeeds in avoiding academic failure in language-based topics.

In summary, transfer of knowledge has been the major hypotheses often tested in studies relating to bilingual education. Most studies on bilingual education highly recommend content teaching in language courses. With respect to students' academic performance, bilingual education proves to be one of the most effective means of child development. Nonetheless, achieving excellence in education is also contingent on another variable; second language competency. It is therefore not surprising that when students' performance in the second language does not meet the requisite standards, they may be affected adversely, especially in non-language subjects. Moreover, research has not been adequately rigorous to allow generalizations about academic performance in all topics.

2.3.4 Mother-Tongue Based Education.

Ross (2004) defines mother tongue as the language acquired from the family; the language spoken at home; the earliest language spoken by the child; the language used in the community; the most knowledgeable language; and the 'preferred' language. Bloch (n.d.) also defined mother tongue as "…a language

the child can speak fluently before going to school. It is the language in which the child can operate confidently in all domains relevant to the child's life. It may or may not be the language spoken by both parents. In this sense, the bilingual child has two mother tongues". This implies that both the English language and any Ghanaian language could be the mother tongue of the learners provided they are very proficient in it.

Daniel (2003) believes that language and identity are related as the word 'mother tongue' suggests. This ensures that every positive identification balances the diverse facets of our personality. A group of people in a culture communicates their identity in the language of schooling, and a stable society makes decisions that foster harmonious cultures and confident individuals. Mother tongue facilitates learning and understanding of second language. According to Mackenzie and Walker (2013), it is an undisputable fact that a second language is learned best when a first language is well learned. In the same vein, Pflepsen (2011) also suggests that being fluent in the first language and mastering the learning principles in it facilitates the general cognitive growth that is required for a second language with ease. Since language and reading are closely related, learning to read in one L1 promotes reading in L2, since many of the core reading skills are translatable from one language to another. Concerning the relationship between the first language and the culture of the learner, Fakeye (2011) notes that research (Amao 2010; Gladstone 1969; UNESCO 1953; Gay 1993) has shown that there is a near connection between the mother tongue of the children and their culture. Amao (2010) spoke of the value of language as a transmitter and embodiment of the cultural elements. While Gladstone (1969) asserts that language and culture are interwoven,

UNESCO (1953) also affirmed that the culture and identity of the individual are expressed in the language of the individual. It is also true to admit that the use of the mother tongue for teaching would promote the child's cultural values.

Hassanzadeh et al. (2012), also concurs that L1 (mother tongue) is a significant variable that promotes the learners' self-esteem and mental well-being. Thus, by educating the child in his/her mother language, his/her academic performance would be boosted significantly. It also grants the child the opportunity to learn a second language or any other language with little effort. In learning a second language, learner's linguistic performance in their mother language could predict the rate at which the second language would be mastered. Children with a strong comprehension of their first language may pass skills from one language to another. It is also clear that teachers who teach through the child's first language do not harm the learner, but rather promote learning as indicated in the literature.

2.3.5   English-Based Instruction in Ghana

It has been noticed that the high demands for English language mastery across the world is due to the effects of globalization. As an emphasis on this claim, Hamid (2011) suggests that discourses linking globalization, English, and national growth are the key reasons why many developed countries have increased their contribution to English-language education. English has emerged as the most spoken language worldwide. Its significant role in the increasingly globalising world cannot be underestimated. It is widely used in various facets of human life such as politics, economics, technology, and so on. No doubt, Crystal (2003) opines that mastery of English language exposes people to acquisition of more knowledge than any other languages.

English has been adopted as an official LOI in Ghana. It is the official and the sole LOI proposed by the language in education policy to be used from the upper primary level of basic education to the tertiary level (Owu-Ewie, 2006). As the English language is the language of the curriculum in the secondary and tertiary level of education in Ghana, Ghanaian languages are to be studied as a subject. The introduction of the English language was aimed at ensuring that learners are functionally literate, numerate, and also possess reading fluency upon completion of primary education. As the local languages are being used as LOI from P1-P3, the English language is to be used exclusively from P4 to the tertiary level (Ansah, 2014). Though the English language can be considered a widely used LOI in most schools in Ghana, researchers have argued that the use of the English language has a significant effect on classroom practices (Owu-Ewie & Eshun, 2015; Owu-Ewie, 2017)

Various scholars and stakeholders have raised concerns on English-based education among non-native English language students. According to studies (Alidou & Brock-Utne, 2006; Cummins 2000) conducted on the implications of using a foreign language as the LOI, it has was argued that students may be very quick in acquiring proficiency in a particular language for basic communication, but this level of proficiency may not be enough for learners learning through that language to engage in a higher-order academic task. Thus, they may not acquire the academic language skills. Cummins (2000) is of the view that a learner in well-resourced learning environments will take up to six years to master abstract academic language skills needed to learn curricular content. This implies that students in the early-exit transitional model of bilingual education may face difficult situations regarding the use of the

English language as the sole instructional language. In line with this assertion, UNESCO (2011b, p6) states that:

> If children are forced to change their language of schooling too early or abruptly to a second language, their first language acquisition may even be attenuated or even lost, and their self-confidence as learners may weaken, leading to a lack of motivation, school failure, and early school leaving.

The English-only medium of instruction in Africa poses a lot of problems as reported by researchers. Dearden (2014) for instance, is of the view that irrespective of the educational qualification of teachers, most of them lack the requisite level of English proficiency to teach content subjects. Another factor that has been identified as constituting the difficulty in implementing the English only LOI is because the education systems in Africa, predominantly use subject content teachers to teach specific subjects. This implies that most teachers are not well prepared with the language skills to adequately train learners to acquire the required academic language skills (Uys, van der Walt, van den Berg & Botha, 2007). This lack of language competence and expertise in language teaching, along with the difficulties that students encounter while studying in a language that is not common to them, leads teachers and students in African schools to face severe communication and learning difficulties regularly (UNESCO 2010).

In addition, McCardle et al (2005) and Ortiz (2007) also take the view that when there is a high degree of a communication barrier between teachers and learners, there could be a misrecognition of the fundamental academic needs of learners. They further point out that when students do not excel in

academics, teachers find it very challenging to determine whether their failure is a language-related problem or they are real learning challenges.

Although challenges associated with using English as LOI has always been attributed to the low proficiency of both teachers and learners, other variables such as availability of necessary teaching and learning materials for teachers and students also play a significant role. Parental involvement in students' learning may slacken and become more complicated if the LOI is foreign to them. The reason is that when parents are not proficient in the language of education, they may find it difficult to contribute to student learning at home. This can, in turn, adversely influence the students' learning outcomes. (Benson 2002; Henderson & Mapp 2002; Hoover-Dempsey et al. 2005; Wanat 2010).

A summary of the above review of the effects of English language as the sole medium of instruction indicates that English-only policies as practised in Ghana and most African countries can have adverse effects on teaching and learning. This is because most teachers and learners are struggling to use a foreign language to engage students in academic tasks.

2.4   Conceptual Framework
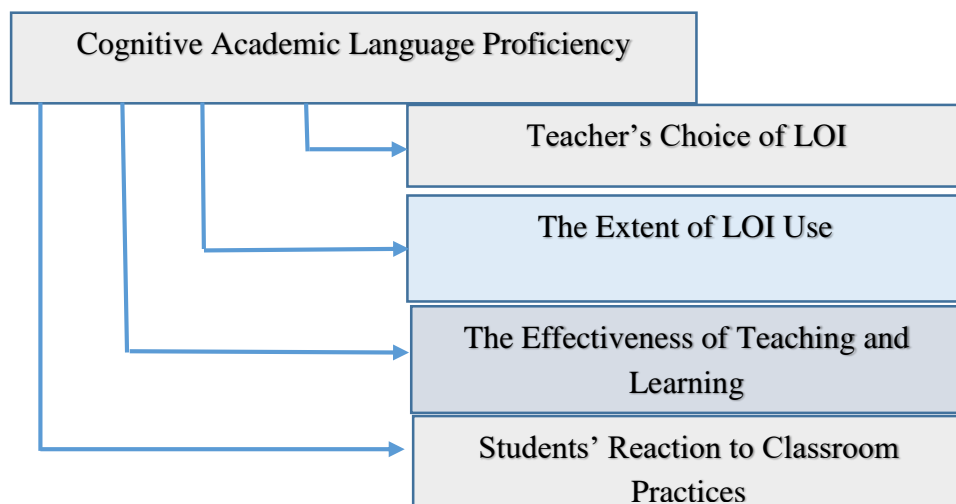
Figure 2: Conceptual Framework; Adapted from Cummins (1999)

The framework above explains how the proficiency of teachers and learners in a certain LOI can influence classroom instruction. As stated by Cummins (1999), in bilingual education both the learner and teacher must develop the Cognitive Academic Language Proficiency before they use a particular language as the LOI. Hence in this study, it is hypothesized that the Cognitive Academic Language Proficiency that teachers and learners possess can determine which language they would adopt as the LOI, the extent to which they would use the language as a medium of communication, and the effectiveness of teaching and learning. This implies that when teachers and learners have a low level of proficiency in the LOI, they may be compelled to adopt a LOI they feel comfortable in using, and this can also go a long way to predict the extent to which they would make use of that instructional language. Also, the implications of teaching and learning may also be dependent on the Cognitive Academic Language Proficiency of the learner and the teacher to some extent.

2.5 Empirical Review

This section revisits studies conducted on the use of the first language as the LOI in the classroom. It specifically looks at studies that focus on factors that account for the use of the first language of the student as the LOI, the extent to which teachers use the learners' first language, the effect of using the learners' first language as the LOI, how students react to lessons taught through their first language, and finally review studies on the association between educational qualification and language choice of teachers.

2.5.1 The rationale for using learners' L1 as the LOI and the degree of L1 use.

There has been extensive literature on the rationale behind the teacher's choice of instructional language in the classroom. For instance, in a study that used the mixed methods research approach to analyse teachers' code-switching to Chinese, Jingxia (2010) found that L1 plays a significant role in English as Foreign Language (EFL) classrooms of some Chinese Universities and that it plays a positive role in the process of teaching and learning of English language. The study identified students' low proficiency level in English language and teachers' preference for the use of L1 in teaching and learning as the major factors that influence the switch of codes from the English language to Chinese. It was also established that 125(48.3%) out of 259(100%) students who gave feedback on frequency of use of the L1 indicated that teachers use it occasionally while 117(45%) indicated that they use it sometimes. However, 9(3.5%) indicated that teachers always use the L1 while 8(3.1%) indicated that teachers do not code-switch at all. This points to the fact that teachers use the L1 to support teaching and learning. This study seems relevant to the current study because, to some extent, it provides answers to the rationale behind teachers' switch from a foreign language to a familiar language at a point in instruction.

In a similar study that sought to ascertain the 'reasons behind using L1 at primary level in English classes in Bangladesh', Turin (2014), employed the same research approach used by Jingxia, (2010) and found that teachers use the first language of their students (Bangla) as the instructional language to explain difficult concepts, explain difficult words, simplify grammar rules, correct

errors and give instructions. His study also elaborated on the fact that the use of L1 as the instructional language proved beneficial to teaching and learning but at the same time had some adverse implications when overused. This, according to the researcher, makes the students feel reluctant in learning the English language. However, these studies were not meant to establish why teachers adopt the L1 as the LOI as opposed to what the language policy of Bangladesh and the Chinese advocate for. Also, the reviewed studies were focused on the use of L1 at the tertiary level of education.

In Ghana, related studies have also brought forth some of the justifications teachers give for the use of L1 as the LOI in primary schools. A notable study was conducted by Amua-Sekyi (2005). In her survey that sought to find out 'Teachers' perceived classroom language use and language preference', she found out that minority of basic school teachers (14%) in Ashanti, Eastern, Central, Volta, Western, and Greater Accra region use the mother tongue exclusively during teaching and learning. Teachers who use the mother tongue explained that it enables their students to learn better from the known to the unknown, facilitates a better understanding of concepts, and ensures active participation in lessons. Those who favour code-switching credit that strategy for taking care of problems posed by both mother tongue and the English language. Code-switching, according to these teachers, makes it easy for transfer of information and better explanation of concepts, thus ensuring effective 'teaching and learning. Conversely, majority of teachers (63%) who used English only were of the view that all materials that have been provided to support teaching and learning have been written in English. It would, therefore, be inappropriate to use the Ghanaian language as the instructional language.

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They also identified the unavailability of teaching and learning resources in the mother tongue as one of the causes of the difficulty in using the L1. They finally indicated that the multilingual nature of classes and earlier immersion in English instruction, which eventually contribute to proficiency, compel them to use English language only as the LOI. Although her study brought out circumstances that call for the use of the L1 as LOI, it did not address the issue from the viewpoint of the students. Hence, whether or not the students had some issues to bring forth remains a hanging question in her study.

Similarly, Owu-Ewie & Eshun (2015) also conducted a case study research that focused on finding out factors that has always militated against the successful implementation of the English-only policy in the upper level of basic education. The findings of this study reveal factors such as low proficiency in English, the monolingual nature of the classrooms, the desire to use Ghanaian language in teaching, and lack of enforcement of the language policy as the key factors that militate against the implementation of the English-only policy in the Upper level of basic education. Though this study produced findings on factors that militate against the successful implementation of the English-only policy, it falls short of revealing findings relating to the probable implications it has on the teaching and learning process. Therefore, by extension, it is important to find out whether a shift from the implementation plan of the language policy could affect teaching and learning.

2.5.2 The effect of LOI on teaching and learning

In addition to the above studies, there have been several studies that sought to analyse the implications of using the English language only as the LOI

in specific subject areas such as science and mathematics. Below is a review of studies conducted on the effect of the LOI on teaching and learning.

Several studies have explained the effect of LOI on the academic performance of students. In China, Marsh, Hau, and Kong (2000) conducted a study that examined the performance of students in mathematics subject in over 1200 Hong Kong schools. Study participants were grouped into two. One of these groups was taught in English while the other group was taught in Chinese. After teaching these groups of students for three years, their test results revealed that students who were taught in the Chinese language performed higher than their counterparts who were taught in English. However, students who went through English-only instruction excelled in the English language. This is a clear indication that the LOI in teaching content subjects such as mathematics and science influences students' success. The findings of this study do not differ significantly from studies in the African context.

In Africa, similar studies have produced similar results. For instance, Cantoni (2007) investigated the role of English as the LOI on the academic excellence of students in Namibia. Specifically, the study adopted a qualitative research approach to explore teachers' use of English as the LOI and the consequences of an early transition from mother-tongue instruction to English-only instruction. This study revealed that most of the students struggle to speak good English before transiting into the fourth grade where English-only instruction is somewhat mandatory. This situation, according to the author, affected students adversely. From his observations, it was revealed that the sudden transition into English-only instruction significantly reduced the participation of students not only in language courses but also in other content

courses. The implication of this is that English as an LOI impedes academic excellence when students are not comfortable expressing their thoughts in it.

In the South African context, Mji and Makgato (2006), conducted a study on factors that contribute to students' poor performance in mathematics and science. It was noted that language was a key factor contributing to students' poor performance in the aforementioned subjects. Specifically, the study found that most of the students were of the view that they had difficulties in understanding some of the principles in mathematics and science. This implies that English as the instructional language in teaching these subjects was problematic and trampled on the academic excellence of these students. Correspondingly, Norris and Steinberg (2008) produced similar results in a longitudinal survey on LOI and student test scores in South African primary schools. The findings of the study indicated a positive association between instruction at the early grades of education and learners' academic performance in subsequent grade levels. Similarly, in a research with a case study approach, Steyn (2018) looked at striking issues relating to the transition of Grade 4 students to English-only as a means of education in schools situated in remote communities in South Africa. Data for this study were obtained through interviews, observations, document analysis, and field notes. Three grade 3 classes and their students, as well as grade 4 learners and teachers teaching SiSwati, English, and Mathematics, were chosen as participants in the study by means of the purposive sampling method. The results of this study show that the difficulty with respect to this transition is not English per se, but rather an inadequate native language foundation and the standard of teaching offered. The age of the learners at the time of this transition also plays a major role because

it impacts their ability to move to another language. It was, thus, recommended that the age of entry in Grade 1 should be seven years and that the real transfer time should be extended.

Also, Kinyaduka and Kiwara (2013) conducted a study on LOI and its effect on the standard of Secondary School education in Morogoro region of Tanzania mainland. This research aimed at evaluating the views of teachers, students, and parents on the consequences of LOI on the comprehension of learners during teacher-student engagement in the classroom. As part of the objectives of the research, they also purported to determine whether or not teachers, students, and parents favoured a different language (rather than English) to be used as a means of instruction in Tanzanian secondary schools. The study report indicated that when the instruction was in the English language, 69.7% of the learners failed to comprehend the lesson. To buttress this, 78.9% of teachers in this school reported that English as LOI was an impediment to students' academic success because majority of students fail to grasp concepts properly in English language. Moreover, 71.4% were of the view that this situation could only be remedied if teachers make a complementary use of both Swahili and English to engage them.

In a similar study, Magulu, (2016) used a case study research design to examine how LOI could affect teacher-student interaction in the classroom of some public and private schools in Shinyanga Municipality in Tanzania. Data were gathered through classroom observations, document reviews, and in-depth interviews with selected students, teachers, and head-teachers. The results suggest that the use of a foreign language (English) as LOI has a negative effect on the classroom experiences of students and teachers. It was reported in the

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study that teachers and students were not fluent in using English as LOI. Students and teachers in English middle schools face challenges, discomfort, and stress in the teaching and learning process. The lack of involvement of students in teaching and learning was also noted in the study. It was also found that the language choice of teachers affected their pedagogical approach to teaching because it was found that there was a frequent use of teacher-centred methods in the schools that adopted English compared to the schools that adopted Kiswahili as the instructional language. In schools where Kiswahili was adopted as the instructional language, participation of students in lessons was good and the teachers used a participatory teaching method (learner-centered approach) during lesson. Also, it was reported that students understood and engaged more effectively when taught in a familiar language than when taught in a non-familiar language.

In another relevant study, Mwinsheikhe (2009) assessed the English proficiency of teachers and students in Tanzanian secondary schools. The study sought to explore the English-Kiswahili dilemma during science classes. Through participant observations, interviews, and a quasi-experiment, the study found that English-only instruction creates a tense learning environment that impedes the success of lesson delivery. It was also found in this study that the English proficiency of both teachers and students was not too good to aid a successful delivery of lessons. This, according to the author, made students feel less confident and as such, they hardly participated in lesson delivery. However, as part of the coping strategies, teachers switch codes to ensure that essential information in the lessons is well received by the students.

In Ghana, Fredua-Kwarteng and Ahia (2015) undertook a study that examined whether or not using English as LOI in teaching mathematics would have a significant impact on students comprehension. This study revealed that learning mathematics through English as the LOI impede students' mathematical competence. From the classroom observations they conducted, it was revealed that students found it extremely challenging to communicate any ideas they had on any topic under review. English as the LOI could not create an enabling environment for learners to engage in mathematical problem-solving, neither did it allow them to participate effectively in classroom discussions. Moreso, they could not bring into the classroom the daily mathematical practices they engage in at home. Though their study confirmed the idea that unfamiliar language hinders classroom interaction between the teacher and the students, their observations were limited to only mathematics classes. Hence, it is not known whether or not students will exhibit the same level of difficulty in other subject classes. This remains a gap that this study seeks to explore.

Furthermore, in a qualitative study, Wilmot (2003) reveals the benefit of using a familiar language as the LOI. His observation in the classroom revealed that a student considered to be 'fairly average' by his teacher was able to solve mathematical problems correctly but was unable to give further account on how he arrived at the answer. However, when asked to explain it in his mother tongue (Ewe), he was able to explain it perfectly and also demonstrated competency in abstract thinking contrary to when he was forced to explain in English. He further noticed that the student who has been considered to be 'fairly average' by his teacher was as good as those who were considered as 'above average'.

However, the difference that existed between them was proficiency in the LOI. Similarly, in a study that sought to find out the influence of the English only language in education policy on students' classroom communicative practices, Opoku-Amankwa (2009) found that the use of English language as the sole LOI impedes the academic progress of the students. Observations conducted in the classroom revealed that English-only instruction breeds language anxiety and low self-esteem. It is therefore important to note that any LOI other than the students' mother tongue or that which is familiar to the students can affect their comprehension of the students to a large extent as revealed by these studies.

Other studies also focused on the influence of local languages on the performance of students in specific subject areas. For instance, Ngman-Wara, (2005) examined how using local languages of Ghana as LOI in JHS impacts students' comprehension of science concepts. A total of 1028 JHS students in northern region of Ghana took part in pre-test and post-test exams. The purpose of this study was to examine the extent to which students understood science concepts when the instruction was in a native language. Surprisingly, it was revealed that when students are taught science concepts with equivalent words in their local language, they performed better than when they had no native language equivalence to clarify science concepts. In terms of percentage, the Means for instruction with native language and without native language was 32.2% and 29.1% respectively. The study, therefore, concluded that the native language of the learner has an influence on their understanding of science concepts and thus, the role of the native language of the student in the delivery of science lessons cannot be ignored.

With a quasi-experimental design, Kwapong (2006), also conducted a similar study that compared the impact of the use of local language (L1) and English (L2) on students' performance in mathematics at the lower primary level. The research, which was undertaken in the Suhum Kraboa Coaltar District of the eastern region of Ghana, adopted a quasi-experimental style. In this study, two schools (one in an urban and the other in a rural area) were purposively selected for the study. The results of the test indicated no significant difference between the English medium of instruction and the local language medium of instruction. However, it was found that the use of the English language benefits urban schools rather than the use of the local language, while in rural schools the local language is more effective for teaching mathematics at a lower primary level than English (L2). It was also found that the use of L1 increases the performance of students in problem-solving rather than the use of English. It was therefore recommended that the language choice in teaching mathematics should be left for the staff of a given school to decide.

Despite the evidence highlighted in the above studies that the use of the Ghanaian language contributes to the success of lesson delivery and performance of students in specific subjects, further studies have reported that the use of Ghanaian language as the LOI is rather one of the determinants of low academic output of many students. For instance, Etsey (2005) conducted a descriptive survey that sought to explore the causes of low academic performance of primary school students in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) with a sample of 495 students, 25 head teachers, 133 teachers, and 581 parents. Among other issues, the study found that the use of the local languages among students and as the LOI in the

classroom was one of the major causes of the students' low academic performance in the SAEMA. He pointed out that high achieving schools were the schools that used the English language as a medium of communication in and outside the classroom. The reason attached to the finding was that the textbooks that are used by the students are written in English and in cases where the local language is used as a medium of instruction, it creates deficiencies in student's understanding which consequently results in low academic performance. Similarly, Amua-Sekyi and Nti (2015), conducted a qualitative study that employed classroom observations, interviews, and focus group discussions with students and teachers to examine the factors affecting students' performance in English at colleges of education in Ghana. This study, like that of Etsey (ibid), found that the low academic standards of students in the English language was due to the use of the local languages as the communicative medium among teachers and students, and also as an instructional language. It was therefore recommended that English as the language of communication among teachers and students be made mandatory

The implication of all these studies points to the fact that the LOI has a significant effect on teaching and learning. Thus when the LOI is English it can affect the performance of students when their proficiency is low in it. Therefore in situations where the teacher and the learner encounter difficulties in using a foreign language as the sole instructional language, they may be compelled to adopt a familiar language that would facilitate effective teaching and learning.

2.5.3 Students' Reaction to Language of Instruction

Researchers in the field of teaching opine that the LOIs adopted for teaching and learning can influence how students participate in teaching and

learning in the classroom. Most researchers have found that the preference for the LOI is dependent on the purpose for its use. For instance, in a descriptive study with a sample size of 290 students that was meant to find out students' preference for the LOI adopted for teaching and learning in Japanese universities, Burden (2000) found that students were of the view that the use of English Language must be exclusively used for communication. However, they pointed out that they expect teachers to develop knowledge and also be equipped with the ability to use their mother language when it is appropriate to explain English concepts. The rationale for their point of view was to give their mother tongue recognition and also enable them to learn the values of their culture. The rationale they provide for the use of their mother language at some point in teaching and learning deviates from what this current study seeks to accomplish in the sense that this study focuses on the use of language to enhance the quality of teaching and learning.

Also, in a study that sought to find out teachers' and students' perceptions toward the utilization of L1 in English classrooms in Iranian Institutes, Tajgozari (2017) used the mixed-method research approach with the use of questionnaires and interviews as data collection instruments. His findings revealed that students in all language levels in Iranian Institutes expressed a positive reaction to the use of the first language in the second language classroom. Similarly, Ahmad and Jusoff (2009), examined the perception of Malaysian students on teachers' use of Code-switching as an instructional strategy to overcome the communication barrier caused by the low English proficiency of students. This study adopted a descriptive survey research design with a sample size of 257 low English proficient learners pursuing the

Communication 1 proficiency course in a public university in Malaysia. The results of the study revealed that learners regarded code-switching as a constructive technique due to the different roles it has. There are important associations between (1) teacher code-switching and learner emotional encouragement and (2) teacher code-switching and learning performance. Learners also demonstrated favourable enthusiasm for future code-switching in English classrooms. It was, thus, generally believed that teacher code-switching is an important instructional technique for coping with low-level English learners.

Also, Veeramuthu et al. (2011) conducted a case study to assess the language choice of Malaysian students in learning mathematics and science. Among other things, the study revealed that coping with the content of both mathematics and science became challenging when the LOI was English. As a result, it was reported that most of these students resorted to the use of their native language as a medium of communication among their peers when engaging in discussions of topics. Thus, students with weak backgrounds in the English language preferred the use of Bahasa Malaysia in their class or group discussions. Furthermore, this study revealed that some students usually request for translation from English to Bahasa Malaysia when confronted with complicated key terms and difficult questions. Students recommended that in order to enhance students' ability to understand content whenever English is a challenge, they can take English proficiency classes, use bilingual dictionaries, use bilingual mathematical dictionaries, and do more tests and simulations. It can be concluded that students relatively do not choose to use English for examination due to examination anxiety induced by language barriers.

In a qualitative study which sought to ascertain the experiences of pre-service teachers on the use of Isizulu as the LOI, Van Lauren and Goba (2013), found that the 16 Postgraduate Certificate in Education (PGCE) pre-service teachers who were selected purposefully from the 2011 cohort who completed numeracy education in South Africa expressed positivity about their experiences of being taught in isiZulu.

With regard to how students react to the use of the English language as the LOI in Ghana, Fredua-Kwarteng and Ahia (2015), found in a study that sought to find the implications of learning mathematics through English that students found it extremely challenging to express whatever ideas they had in the English language. This means that imposing the English language medium of instruction was a hindrance to classroom effectiveness. Hence, they assert that the use of the Ghanaian language at the basic level was rather beneficial to mathematics lessons. This study, though relevant, only focuses on the teaching and learning of mathematics to the neglect of the teaching and learning of other subjects. It is therefore imperative to extend this study to include all other subjects. Also, the study did not focus on the use of Ghanaian language, and therefore, least was said on how students react to instruction in Ghanaian language medium.

2.5.4 Educational Qualification and language use

Besides all other factors that influence the choice of language the teachers use as the LOI, it has also been identified that the level of qualification in English education also has a considerable effect on the choice of language used as the LOI. In a notable study that sought to give a global account on the implementation of English Medium Instruction (EMI) in 55 countries, Dearden

(2014) reported that an overwhelming majority of the respondents representing all 55 countries felt that there were not enough qualified teachers to teach through EMI. Surprisingly, the study reported that only respondents from Ghana reported having qualified teachers to implement the EMI policy. It is, therefore, surprising that most teachers deviate from the implementation plan of the Language in Education Policy of Ghana. Therefore, it is imperative to investigate factors relating to educational qualification and LOI used in the Ghanaian classroom.

2.6   Chapter Summary

The chapter dealt with the theoretical framework, conceptual review, and empirical review. The theories adopted were Vygotsky's sociocultural theory of learning and the linguistic interdependence theory of Cummins.

Vygotsky's theory of learning has it that the sociocultural background of the child forms the basis for his learning, and for that matter, the child feels at home whenever he is being taught in his first language. Also, the theory has it that, at the Zone of Proximal Development where the child would need assistance from the teacher or any mature person to learn, language plays an essential role since the teacher or the mature person would have to use a familiar language to establish rapport between him and the learner. This will eventually lead to effective teaching and learning. The Linguistic Interdependence Theory of Cummins also has it that language development is key to successful teaching and learning. This means that the level of proficiency the learner and the teacher have in the instructional language can affect instructional effectiveness, hence Cummins (1998) hypothesized that a learner may develop the Basic Interpersonal Communication Skills (BICS) which may help him to engage in

casual conversation, but this skill may not be enough for him to engage in an academic task. As a result, Cummins hypothesized that in a bilingual education system, for a learner to be exposed to foreign language instruction, he must develop the Cognitive Academic Language Proficiency which according to him, takes the learner not less than five years to develop.

The chapter also reviews the concept of bilingual education, mother tongue education, and English based education. Bilingual education comes in different forms. These forms are Mainstreaming/Submersion Education, Mainstreaming with Pull-out Classes, Segregationist Education, and Transitional Bilingual Education which is made up of the early-exit and the late-exit bilingual education. In Ghana the early-exit bilingual education is being used in the educational system. It also looked at mother tongue-based education which has been considered as being the most effective medium of communication in the classroom, and finally looked at English-based education which has been identified as a factor that hinders instructional effectiveness in most classes.

The final part of this chapter reviews studies on factors that account for the use of the learner's first language as the LOI, the effect of using the learner's first language as the LOI, the extent to which teachers adopt the first language as the LOI and how learners react to the use of their first language as the LOI.

CHAPTER THREE

3   RESEARCH METHODS

3.1   Overview

This chapter looks at the methods employed in conducting the research. It looks at the research design, population of the study, sample, and sampling technique, data collection procedure employed, and the tools used in collecting data. It finally looks at the data processing and analysis process and ethical consideration.

3.2   Research Design

The study employed an explanatory case study research design. Case study research design is considered an appropriate research design when the focus of the research is to analyse and describe an individual, a group of people, an individual institution, a problem, a phenomenon, or a specific event of interest in a particular institution in details (Sagadin, 1991). There are different forms of case study research design, these are exploratory, explanatory, and descriptive case study. In this present study, however, explanatory case study

design was used. Explanatory case study research design, according to Yin (2017), becomes useful when the study seeks to find explanations for an event without controlling or manipulating it. This form of case study, therefore, seeks to find reasons for the occurrence of a particular event or a phenomenon in its natural setting.

Despite the appropriateness of case studies for studying a phenomenon in a natural setting with less or no manipulation, it falls short in the generalizability of its findings. However, Yin (ibid) suggests that case studies are not generalizable to an entire population, but it can be generalized to theoretical propositions.

The explanatory case study research design was adopted for this study because this study aimed to know why teachers do not adhere strictly to the Language in Education policy implementation. This design was chosen because it allows an in-depth inquiry into a research problem

3.3 Study Area

The area of the study is the Sunyani West District in the Bono region of Ghana. Two schools within the district were chosen for the study. These schools are Odumase Roman Catholic JHS which is located in Odumase, and Tainso Roman Catholic JHS which is also located in Tainso. The former school is located in an urban area while the latter is in a rural area. The motivation for selecting the above school for the study is that the researcher, during his internship at Tainso R/C JHS, observed a situation where most parents raised concerns about the fact that the school (Tainso R/C JHS) is not the right school for their wards. Their complaints were based on the fact teachers in the school rarely used English only as LOI. Consequently, most of these parents wish they

could transfer their wards to Odumase R/C (situation in an urban area), a school perceived to be of a relatively higher standard in terms of academic performance. Hence, the rationale for including the second school (Odumase R/C) was to check whether there would be any disparity concerning how a school in an urban area and a school in a rural area might adhere to the language in education policy.

3.4   Population of the Study

The population of the study is 213, including teachers and students. A consultation with the headmaster of the Tainso Roman Catholic Junior High Schools (JHS) revealed that there were 57 students, 3 teachers in the Tainso R/C JHS. Also, the headmaster of the Odumase Roman Catholic Junior High School showed that there are a total of 150 students, 3 teachers in the Odumase Roman Catholic Junior High School. This population was taken into consideration because it is made up of participants who use Ghanaian language as a medium of instruction instead of using English language only.

3.5   Sample and Sampling procedure

Concerning the teachers, all those in the JHS level of both schools were selected since they were all involved in the use of Bono as the instructional language at some point in their instruction during an observation I conducted in a pilot study. Nine students from each class who were actively involved in lessons were selected purposively to partake in the focus group discussion. The justification for using the purposive sample technique was that during the classroom observation, the researcher monitored assertive students who could interactive effectively in discussions. The rationale behind the selection of these students was to get students who would not hesitate to respond to questions

because of anticipated factors such as anxiety and shyness. In totality, 6 teachers, and 18 students were interviewed. Upon reaching data saturation, the researcher did not see the need to conduct further interviews with students since they were all providing almost the same views on the questions they were asked. As indicated by Saunders et al. (2018), when data becomes saturated, it would be of no use to further interview respondents with similar characteristics when they all end up providing similar responses that the researcher has already had from previously interviewed participants.

With regard to students' formative assessment results, 18 exercise books for the 18 students who were interviewed were reviewed to substantiate the research question on the effectiveness of the use of Ghanaian language as LOI

3.6   Data Collection Procedure.

Data collection procedure involved observations, interviews, focus group discussion, and a document analysis of students' formative assessment results

3.6.1   The Observation

To gain prior knowledge on how students and teachers would interact during classroom discourse, the researcher started the data collection with an observation on classroom situations regarding language use. The rationale for collecting the observation data first was to have a sense of how teachers use language in the classroom and how students react to that. The reason was to use the observation data to authenticate what the teachers and the students say in the interviews. Specifically, the classroom observations were conducted on two different occasions in both schools used as cases for the research. The researcher purposefully studied the extent to which teachers may shift from the L2 to L1. More so, particular attention was paid to how students react in class whenever

the LOI was Bono as compared to when it was English. The observation also covered the extent to which teachers were able to communicate ideas effectively in Bono as compared to English language.

Also, during the observation English-related subjects like English language, Mathematics, Social Studies, and Science were monitored. The rationale behind choosing these subjects was to find out how teachers would explain complex and difficult concepts in these subjects with the Ghanaian language.

3.6.2   The Interview and Focus Group Discussion

After the observations, an unstructured interview was conducted to gather enough information from the teachers and students. Through the interview, data on the factors that accounted for the use of the Bono during instruction were collected from the teachers. Also, teachers were further made to provide answers to the perceived effectiveness of instruction through the students' L1 and how students reacted to instruction in their L1. Finally, students, in both schools were engaged in a focus group discussion. This discussion hovered around students' preference for either languages (Bono and English), and their perceptions about its effectiveness. The medium of communication between the interviewer and the students was English, however, the interview constantly switches from English to Bono as and when students were unable to communicate in the English Language properly.

3.6.3   The Document Analysis

The researcher also conducted a random review of students' formative assessment results to examine how they can express the knowledge they acquire on paper. The review covered assessment results for all the reading subjects.

3.7 Data Collection Instrument

The instruments used for this study were an observation guide and a semi-structured interview guide was developed for data collection.

3.7.1 Observation Guide

There was a need to use an observation guide because it was meant to provide an insight into what actually transpires in the classroom prior to the conduction of the interviews. Data from the observation was, therefore, meant to substantiate aspects of the interview data. On the observation guide, different sections were developed to observe teachers' behaviour, particularly, how and the extent to which teachers use Ghanaian language as the LOI. Another section (section B) of the observation guide was used to observe students' behaviour when taught in the Ghanaian language; thus to find out how they get themselves involved in classroom interactions

3.7.2 The Semi-structured Interview Guide

The semi-structured interview guide, on the other hand, was used in order to ask follow-up questions based on the responses participants would provide for questions. Also, this instrument was used because it provides more space to ask for clarification of answers, thereby enriching data for the study. Sections were developed to collect data from teachers and students. The first section of the interview guide sought to collect data from teachers on factors that account for the use of Ghanaian language as the LOI, the extent to which they use the Ghanaian language, the effect it has on teaching and learning, and how students participate when instruction is in Ghanaian language medium. The second section of the interview guide has items developed for the focus group discussion with students. It explores the views of students concerning Ghanaian

language instruction and also sought to obtain data from students about why and how teachers use Ghanaian language as the LOI. The views of the respondents were recorded on a smartphone which was later transcribed and analysed.

There was a separate version of the interview guide which was translated into Twi. It was translated because I anticipated a situation where some of the respondents, particularly the students, would struggle to respond to questions fluently in English.

3.8   Data Processing and Analysis

The thematic data analysis procedure was used to analyse and discuss the findings, relating them to the theories used and the empirical literature related to the study. This data analysis procedure, according to Marks and Yardley (2004), is most suitable for any study that seeks to discover research findings using interpretations. It provides a systematic way of analysing data by helping the researcher to associate and show the relationships that exist between themes in research data.   This data analysis procedure allows researchers to determine explicitly the relationship between concepts and compare them.

The data processing and analysis procedure I used for this study were based on the Qualitative Research Data Analysis of Creswell (2014). I began by organizing and preparing the data for analysis. I transcribed and translated the data collected through interviews and observations. Parts of the data collected from teachers and students were in Bono, which I translated to English. After that, I sorted and arranged the data into different themes based on the research questions.

After sorting and arrangement of the data, I read through the data to make sense of the transcribed data. After reflecting on the data, I coded it and

organised the identified themes into categories. The categories of data were based on the research questions. These themes were therefore used as findings of the study.

3.9   Ethical Consideration

Prior to data collection, an introductory letter was collected from the Department of Arts Education and submitted to various School Heads in the schools where data were collected. Also, teachers who took part in the interview were given prior notice before data were collected. They were prompted that any information they give during the data collection would be confidential and that the purpose of the study is purely academic. Hence, the purpose of the study was communicated to participants before the interview. Permission was sought from the school Heads before conducting the focus group discussion with the students.

3.10   Chapter Summary

The section deals with the procedures followed in conducting the research. The design for the study was the case study research design which aims at gaining enough information from the case of one or two organisations. The study was conducted in the Sunyani West District. Two schools in the district were selected. These are the Odumase Roman Catholic JHS and Tainso Roman Catholic JHS. The population from which data was collected was 213. However, a purposive sampling technique was adopted to select 18 participants for the study. Observations and interviews were used as data collection procedure with the aid of an observation guide and a semi-structured interview guide. Data was transcribed, translated, and analysed using the thematic analysis procedure.

4 RESULTS AND DISCUSSION

4.1 Overview

The study aimed at investigating the use of Ghanaian language as the LOI at the Junior High School level in Sunyani West District. It, specifically, focused on ascertaining possible factors that compel teachers to use Ghanaian Languages as the LOI instead of English language as required by the language policy. Furthermore, the degree of use of the Ghanaian language as the LOI, the effect of using Ghanaian language as the LOI on teaching and learning at the Junior High School level, and students' reaction to the use of Ghanaian language as the LOI at the Junior High School level investigated. The final purpose of the study was to examine whether or not teachers' qualification has a relationship with the choice of language used as the LOI. Data were gathered through in-depth interviews, classroom observations, focus group discussions with students, and a review of students' formative assessment results. The thematic analytical technique was employed to analyse the data. Results from the data were presented and discussed with reference to the reviewed empirical literature and the theoretical basis of the study.

4.2 Background Characteristics of Respondents

Table 3: Background Characteristics of Teachers

Teacher	School	Highest Academic Qualification	Teaching Experience	Teachers' Perceived Language Proficiency

Table 3

Continued….

Tr: 1	Tainso Roman Catholic JHS	Diploma in Basic Education	5 years	**English**: Moderate **Bono**: Very Good
Tr: 2	Tainso Roman Catholic JHS	Diploma in Basic Education	5 years	**English**: High **Bono**: Very Good
Tr 3	Tainso Roman Catholic JHS	Diploma in Basic Education	5 years	**English**: High **Bono:** Very Good
Tr 4	Odumase Roman Catholic JHS	Bachelor's Degree Basic Education	22 years	**English**: High **Bono**: Very Good
Tr 5	Odumase Roman Catholic JHS	Bachelor's Degree Basic Education	10 years	**Englis**h: High **Bono**: High
Tr 6	Odumase Roman Catholic JHS	Bachelor's Degree Basic Education	12 years	**English**: High **Bono**: Very Good

Source: Field Data. Key: Tr =Teacher

In all, six teachers were interviewed. Three of these teachers teach in the Tainso Roman Catholic Junior High school, while the others were teachers in the Odumase Roman Catholic JHS. In the Tainso Roman Catholic JHS, all the teachers hold Diploma in education certificate. In terms of teaching experience, all teachers in the Tainso RC JHS have taught for 5 years. However, in Odumase

Roman Catholic JHS, Teacher 4, 5, and 6 were all Degree holders. Teacher 4 reported 22 years of teaching experience while Teacher 5 and Teacher 6 reported having 10 and 12 years of teaching experience respectively.

Table 4, on the other hand, is an overview of students' background data. In each school, 9 students took part in the focus group discussion.

Table 4: Background Characteristics of Students

Students	School	Class	Age
Student 1	Tainso R/C JHS	JHS 3	14
Student 2	Tainso R/C JHS	JHS 3	16
Student 3	Tainso R/C JHS	JHS 3	14
Student 4	Tainso R/C JHS	JHS 3	17
Student 5	Tainso R/C JHS	JHS 3	15
Student 6	Tainso R/C JHS	JHS 3	14
Student 7	Tainso R/C JHS	JHS 3	15
Student 8	Tainso R/C JHS	JHS 3	14
Student 9	Tainso R/C JHS	JHS 3	15
Student 10	Odumase R/C JHS	JHS 3	15
Student 11	Odumase R/C JHS	JHS 3	14
Student 12	Odumase R/C JHS	JHS 3	16
Student 13	Odumase R/C JHS	JHS 3	15
Student 14	Odumase R/C JHS	JHS 3	14
Student 16	Odumase R/C JHS	JHS 3	13
Student 17	Odumase R/C JHS	JHS 3	15
Student 18	Odumase R/C JHS	JHS 3	16

Source: Field Data (2020)

In all, 18 students (9 from each school) took part in the focus group interviews. The average age of these students is 14.

4.3   Findings

This section discusses the major findings that emerged from the data. The findings have been categorised under the five research questions of the study.

4.3.1   Research Question 1: What factors account for the use of Ghanaian language as the LOI at the JHS level?

The purpose of this research question was to find out the reasons for using Ghanaian language as the instructional language in JHS classrooms. The themes that emerged from the interview data indicated that comprehension of lessons and English language proficiency of teachers and students were the major factors that compelled the adoption of Bono as the LOI.

4.3.1.1   Comprehension of lessons

As argued by all the teachers who were interviewed, the core mandate of every teacher is to ensure that knowledge has been acquired by the students. It is, therefore, believed that the worth of the teacher is measured by his ability to achieve successful student learning. Teachers were of the view that to ensure that students understand what is being taught, the language which he understands most must be used to teach.

When asked to give a reason for using Bono as the LOI despite the clearly spelt out plan for implementing the English-only policy at the JHS level, Teacher 1 stated that:

Woahu sɛ mmara deɛ, yɛhyɛ mmara na sɛ woanni so a, ɛno paa deɛ

nka ɛyɛ sɛ biribi wɔ hɔ a yɛde yɛ wo, anaasɛ asotwe bi wɔ hɔ a yɛde

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ma wo butɛno na mereka sɛ.. woahu sɛ adesua no, at the end of the lesson no, dɛɛ ɛhia ne sɛ akwadaa no ate dɛɛ woreka no ase. Nti seesei no ɛwɔ sɛ yɛdi mmara no so dɛ, na woahunu sɛ ɛduru baabi na yɛka sɛ yɛredi mmara no so a, adɛ no a worekyerɛ no, nkwadaa no nte hwee. Sɛ woahunu sɛdɛɛ ɛsi tɛ no. Sɛ woakyerɛ nkwadaa no adɛɛ, woause Borɔfo no wora wora wora.. wo dɛ wonim sɛ woakyerɛ no adɛɛ, na wobɛwie na wante asɛ a, woahu sɛ na akɔ akɔyɛ waste of time. Nti nka mmara no deɛ ɛnyɛ sɛ nka yɛbɛbu so.. me a mete ha, me deɛ nka mempɛ sɛ mɛbu so na mmom sɛdɛɛ ɛbɛyɛ a akwadaa no bɛte adɛ no ase no nti na ɛbɛma no akɔba no saa

Translation:

When you violate a policy, the best way to be dealt with is to be punished or you must be forced to face any consequences that go with violation of a policy, but as I was saying, the most important aspect of teaching is the students' ability to understand whatever is being taught at the end of the lesson. Right now, there is an operating policy which we are expected to implement accordingly. However, in most cases, if we decide to adhere strictly to the implementation of the policy, the students may not understand anything that is being taught. So I think violating the policy is not a good idea. In my opinion, I wouldn't support that but it happens that way to help the students to understand.

This utterance was affirmed by Teacher 4 of Odumase Roman Catholic JHS as he posits that;

> *Yes, at times, if you are teaching and you find out that they are not getting what you are saying, you have to break it down to them. You go to their level [switching to their local language] so that they can grasp what you want to talk about. Because it is better for them to understand than using English throughout and at the end of the day they are not getting what you are saying. So at times, we chip in the local language so that it can go down well with them.*

Teacher 3 also added that:

> *I will say that when, from the look of the students' faces, you can see that some of them don't understand. So you have to explain it with their own language; that is the Bono language that they can understand better.*

These reasons provided are evidence that teachers in these schools do not adhere to the implementation of the policy to ensure the students get a better understanding of every lesson. These findings are in line with the findings of Amua-Sekyi (2005) and Owu-Ewie and Eshun (2015).

Contrary to the findings of Owu-Ewie and Eshun (ibid), however, respondents were not in concordance with the fact that they use Bono as the LOI because of lack of monitoring of the use of the English as the LOI. They rather assert that the most important element of education is the students' ability to demonstrate an understanding of what they have been taught. For this reason, they would rather violate the policy to facilitate learning. As a justification for the breach of the policy, it was reported that for the best interest of the students, it would be problematic to adhere strictly to the Language in Education Policy implementation, because if teachers fail to use

Bono frequently as the main instructional language, the students may not comprehend the lessons.

4.3.1.2   English language proficiency of teachers and students

Aside from students' comprehension of lessons, another striking issue that has left teachers in the rural areas with no option other than using Bono as the LOI stems from the proficiency of the students and the teachers in the English language. In support of the findings of Amua-Sekyi (ibid) and Amua-Sekyi and Nti (2015), teachers in Tainso R/C also reported that their English proficiency and that of their students is not high enough to aid the English-only instruction. Hence, to avoid any difficulty with the use of the English language, they use the Bono language as the medium of instruction. The statement of a teacher below substantiates this claim.

> *Mede Bono no kyerɛ adeɛ a, ɛma metumi kyerɛkyerɛ me nsɛm mu yie. Wode Borɔfo no kɔ hɔ bebree a, even wo ara koraa no, wo Tikyani no koraa no ɛtɔ da bi a ɛyɛ a na wo-finde no difficult to express yourself ɛwɔ some Topics bi a ɛwɔ Borɔfo no mu. Sɛ Bono no ba mu kakra a, wotumi kyerɛkyerɛ mu kɔ anim ma akwadaa no ɔnya nteaseɛ ɛwɔ deɛ woreka no ankasa ankasa.*

English:

> *When I use Bono as the instructional language, I explain concepts very well. If you always use English as the instructional language, you [the teacher] may find it very difficult expressing yourself on certain topics. However, when you use Bono, you would be able to explain concepts clearly to the understanding of the students.*

To buttress this point, Teacher 1 said that there could be instances where it would be extremely difficult to explain complex concepts in the English language. As a result, it would be much easier to explain such points in the Bono language. This is how he puts it:

> *Me ankasa dɛɛ, mekyerɛ science. Woahu sɛ science nso dɛɛ ɛyɛ a na normally no, wɔn terms no bebree wɔ hɔ a ɛnhyɛ da nyɛ Borɔfo. Nti sɛ ɛkɔba sɛ terms no so so saa na sɛ akwadaa no ɔntee bi da a.... ɛda no sei na mereka 'Photosynthesis'......nti sɛ wobɔ biribi kɛsɛɛ sei na sɛ woamfa amma Bono kakra, na woka sɛ woreyɛ no Borɔfo Borɔfo bebree a, woahu sɛ akwadaa no koraa, dɛɛ woreka no koraa no, ɔnte asɛɛ. Nti ɛyɛ a na some terms bi ne saa ayi bi a ɛwowɔ wowɔ some subject area bi nti no ɛduru baabi a wouse Bono no a, ɛma wo koraa Tikyani no, wotumi expresse wo ho kama ɛma adekyerɛ no kɔ n'anim*

English:

> *I teach science, and there are some complex concepts in science which are not necessarily English terms. The Students may not be familiar with some of these terms. For instance, I once made mention of 'Photosynthesis'. Students may not understand certain terms like this if you adhere so much to English instruction... so I agree to the fact that there are so many concepts in different subject areas that a Teacher can easily explain when he uses Bono as the instructional language.*

This teacher believes that his proficiency in the English language is low and does not allow him to express himself when explaining complex concepts. An

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issue of concern is that even if the teachers are proficient enough to use the English language only, that of the students remain questionable. This is a situation the teachers ascribe to limited exposure and use of the English language outside the classroom. Commenting on this, a teacher reveals that,

Yɛmfa baabi a mewɔ yi ɛntoto kuro bi te sɛ Kumasi, Sunyani kurom anaa Nkran kurom. Woahu sɛ ɛhɔ no sɛ akwadaa bi nam a, da biara ɔmanfoɔ ka Borɔfo ma no te bi, ɔhwɛ TV, ɔtie radio ɛne saa nnoɔma no. Ɛna ɛno nso koraa no, mennyɛ sure sɛ tikyani no bɛ use Borɔfo nko ara na de akyerɛ nkwadaa no adeɛ, menyɛ sure

English:

Let's compare our place to schools in cities such as Kumasi, Sunyani or Accra. In such places, the students are always exposed to the English language wherever they go. In such places people always speak English, he watches televisions, he listens to radio stations and others. Even with all these, I don't think teachers in such places would use English only for instructing the students.

This suggests that the cause of students low proficiency in the English language is the limited exposure to the language outside school. It could, therefore, be contended that using the English language as the sole LOI in such a setting would be a setback to the academic progress of the students. As a result, the local language, and in this case Bono, becomes an alternative to help students comprehend lessons easily.

4.3.2 Research Question 2: What is the degree of use of the Ghanaian language as the LOI at the JHS level?

This research question sought to determine the extent to which Ghanaian language is being used as the LOI in the classroom. Interviews and classroom observations were used to ascertain the extent to which teachers in both schools use Ghanaian language in instructing their students.

Data from the observations revealed that teachers use Bono as the LOI more often than expected of them. Also, there appeared to be no significant difference between the opinions of the teachers in the rural area and that of the urban area regarding the degree of Ghanaian language use.

In the rural area (Tainso R/C JHS) it was observed that teachers use Bono as the LOI more often during classroom interaction with the students. Teacher 1 confirmed in the interview that *"I will say that for classroom, I use Bono more often than the English language"*. When asked to compare the frequency of both English and Bono medium of instruction in his lessons he stated that *"yɛmfa no sɛ yɛyɛ no bɛyɛ 70:30, because nkwadaa no wɔn level of learning no wɔ fam (let us say its around 70:30 [70% of Bono and 30% of English instruction] because the level of proficiency of the students is very low)*. Also, Teacher 2 in the same school reported a similar English-Bono instruction ratio. When asked to give an estimation of the extent to which he uses Bono as the instructional language, he stated that *"for me I will say that most of the times I use 60:40. 60% for local language, 40 for English language"*. Additionally, he pointed out that the degree of Bono use is contingent on the kind of topic under discussion. This is evident as he posits that;

sometimes ɛ-depend-e topics no mu binom so. Woahu sɛ topic

binom wɔ hɔ a woyɛ dɛɛn a Borɔfo no ara na wobɛ-use, ɛna bi wɔ

hɔ nso a, yɛmfa no sɛ ɛba some history aspect bi yɛ Bono kasa bi

wɔ mu a ɛwɔ sɛ wotumi ka kyerɛ wɔn. Woka no Bono sɛdɛɛ ɛbɛyɛ

a wɔbɛte asɛ more, na wɔahu sɛ wei ne wei ne wei na wo

ɔkyerɛkyerɛni no worepɛ akyerɛ.

English:

sometimes it depends on certain topics. There are certain topics for

which you would have no other option than to teach them in English.

But there are other topics you would have to use Bono. For instance,

when treating certain history topics that has aspects of Bono in it,

you would have to use Bono as the LOI. You teach it in Bono so that

they can understand it more and get to know what you imply.

Conversely, Teacher 5 in the Odumase Roman Catholic JHS was of the view that his English-Bono instruction ratio is 90:10. This implies that he uses 90% English medium of instruction and 10 % Bono medium of instruction. The data from the observation, however, contradicts his earlier claim as it was observed that about 60% of the instruction were delivered through the use of Bono as the LOI. Commenting on the rate at which he uses Bono as the LOI, he stated that *"aane ɛyɛ English no nko ara na yɛde kyerɛ. Sometimes no sɛ ebia a obi nte biribi ase na wode Bono ɛbɛkyerɛ no"* (yes we only use English as the instructional language but when one of them [students] shows sign of misunderstanding, then you have to explain it in Bono).

Also, it was observed that using Bono as the LOI was restricted to only classroom discourse. Interestingly, students were not allowed to speak Bono

outside the classroom. This, according to a teacher, was a strict measure put in place to help students' build their English proficiency. This implies that as teachers were using Bono to facilitate instruction, they were, concurrently, preparing students for English-only instruction by enforcing the use of English when discourse is a casual one. As observed in the Tainso R/C JHS, Teacher 2 also explained the rationale for such practice:

> Merekyerɛ adeɛ no deɛ a, me-use Bono. Memfa no sɛ merekyerɛ adeɛ no deɛ a me-use Bono no more than Borɔfo no, ɛno deɛ yes. Because sɛdeɛ ɛbɛyɛ a wɔbɛte aseɛ no nti no, na mmom sɛ mekyerɛ adeɛ no wie a, Borɔfo ara na me-use, sɛ ebia, worɛsoma akwadaa anaasɛ worekasa akwadaa ho deɛ a mekyerɛ adeɛ wie a Borɔfo ara na me use. After lesson no deɛ Borɔfo a na me-use. Na in case sɛ megyina class deɛ a metaa use Bono paa na mmom ɛyɛ a Borɔfo ba mu.

English:

> When it comes to classroom discourse, I use Bono more often than the English language to facilitate easy comprehension. But after teaching, the medium of communication is strictly English. For instance, when I want to instruct them to run errands for me.

Based on the observations and views expressed by the teachers, it appears that more often, the instruction teachers give in both schools are done through Bono. The observations revealed that all the teachers use Bono more often than expected of them at the Junior High School level. This corresponds to the findings of Ampiah (2008) because the use of the Ghanaian language in the classroom exceeds what the Policy stipulates at the JHS level.

4.3.3 **Research Question 3: How does the use of Ghanaian Language, affect teaching and learning at the JHS level?**

This research question was posed purposely to find out whether the use of Ghanaian language as the LOI could have any impact on teaching and learning. Contrary to the findings of Etsey (2005), and Amuah-Sekyi and Nti (2015), the use of Ghanaian language as LOI cannot be said to be an impediment to students' academic progress. This is because, from a critical look at the data from the interviews, observations, a review of students formative assessment, it could be deduced that the use of Bono as LOI in the context of both schools under review, facilitates teaching and learning. In other words, it could be considered as an effective means of ensuring students' progress in education. It was revealed that the use of Bono as the LOI in both schools helps students to transfer knowledge, emancipates the students from affective factors such as anxiety and low self-esteem, and also helps the teachers to deliver their lessons easily.

4.3.3.1 **Transfer of knowledge**

Evidence from the interview data supports Cummins (1978) Linguistic Interdependence theory which states that the knowledge acquired through the child's first language could be easily transferred to a second language. When asked whether the students found any difficulty in transferring the knowledge they acquire in Bono instruction to English, Teacher 1 responded:

Menhunuu sɛ ebia, woama akwadaa bi excercise, na wotumi hunu sɛ asɛm no a ɔretwerɛ no, ɛbia sɛ ɛyɛ Borɔfo na ɔretwerɛ a na woatwerɛ Bono afra. Ɛnna wotumi hunu sɛ adɛ no a wode ama no Bono no, ɛna woama no exercise anaasɛ wore-teste no no... wotumi

hunu sɛ adeɛ no nso no, ɔretwerɛ no Borɔfo a ɔtwerɛ no kama, sɛ wate aseɛ? ....ahaaa.. ɛnti menhu sɛ ɛbɛtumi anya nsunsuansoɔ biara ... nsunsuansoɔ bɔne biara wɔ akwadaa no abrabɔ no so.. ɛno deɛ menhu no saa.

English translation

I have never seen a child providing answers in Bono instead of English when you give them a test. I have never seen such a thing before. However, you would realise that he can transfer whatever knowledge he has acquired in Bono-instruction into the English language perfectly. So I don't think using Bono as the LOI would have any adverse effect on the child's learning.

Teacher 2 also corroborated this claim by explaining that:

Mɛka sɛ dodoɔ no ara tumi twerɛ no yie. Wohu sɛ because of sɛ wanya nimdeɛ no nti no, ɔretwerɛ agu paper no so a, ɔnim. Because ɔnim alphabets no ɛna Borɔfo no nso no ɔka, nti ɔtumi ɛhyehyɛ no yie ɛtwerɛ passe. Ebia english deɛ, woahu sɛ ɛyɛ... yɛbɛka sɛ yɛn nyinaa yɛsua, but ebia na mfomsoɔ mmaako mmaako bi wɔ mu na yɛacorrect wɔn

Translation:

I would say that most of them can write it better. This is because when they acquire the knowledge, it becomes easier for them to demonstrate it on paper since they know the English alphabets and can also speak. Hence, they can organise their thoughts well and pass. However, grammatical errors may be identified and corrected.

To confirm this, students' class tests were reviewed to determine their ability to express their thoughts on paper as claimed by the teachers. In all 18 excercise books of the 18 students involved in the interviews were reviewed. Figures 3 and 4, 5 and 6 below are samples of the JHS students' formative assessment results which seem to suggest that instruction through Bono as the medium of instruction does not impede students' ability to demonstrate understanding of learning in any test they write.

Figure 3: An integrated science exercise of a student
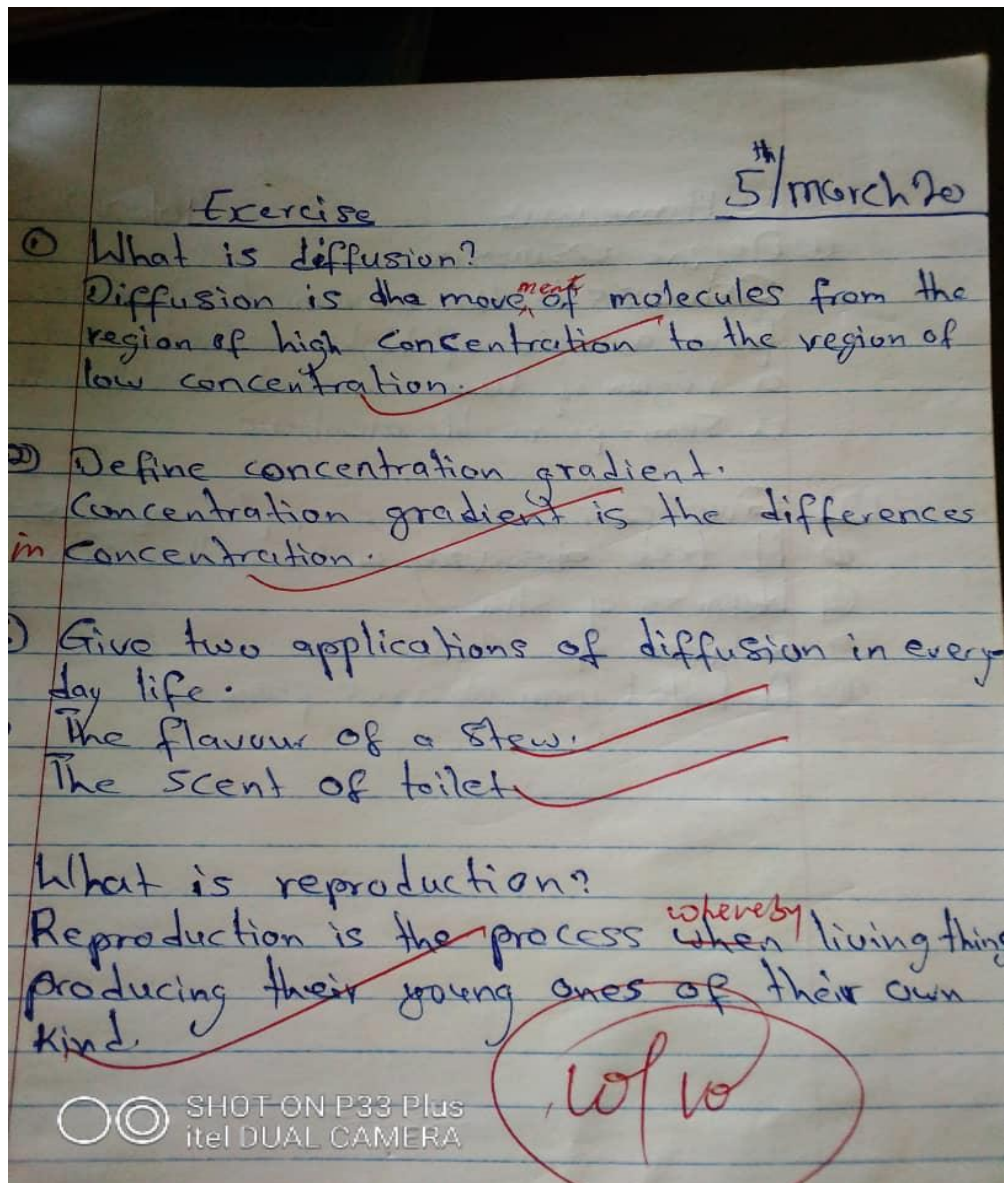
Source: Field Data (2020)

Figure 3 depicts a written class exercise of one of the students whose teachers admitted that 70 percent of the instruction they give is through the Bono dialect. It is evident in this figure that the student was able to transfer the knowledge acquired in writing the test. An example of minor grammatical errors could be spotted in his response to the question '*What is reproduction'*. Despite this grammatical error, it appears that the central idea has been put across as expected.

Figure 4: An integrated science exercise of a student
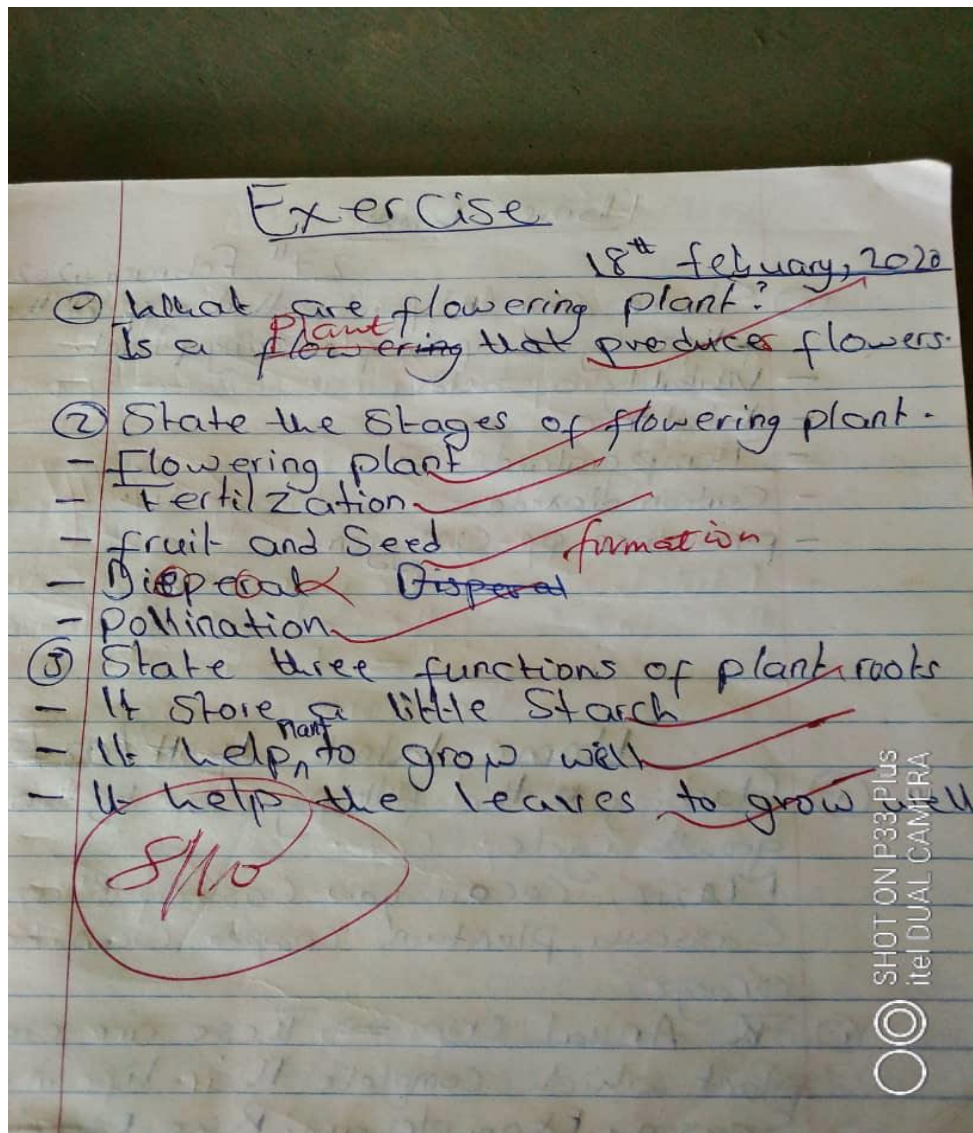
Source: Field data (2020)

This excercise from another student also indicated that relatively, students can demonstrate the knowledge they acquire in the English language. As seen in the assessment result, the student was able to answer the question '*state three funtions of plant'* by stating that *'it stores a little starch', 'it help plant to grow well,'* and *'it help the leaves to grow well'*. As a teacher posited earlier, sometimes students may make a few grammatical errors which are usually corrected by the teachers. As seen in question 1 of the excercise, student responded by stating that *'it is a **flowering** which produce flowers'*. This error could be considered a normal error that every student could possibly commit in an examination; as such it cannot be concluded that the student's error in the exercise is a result of LOI adopted by the teachers.

Figure 5 : A social studies class exercise of a student
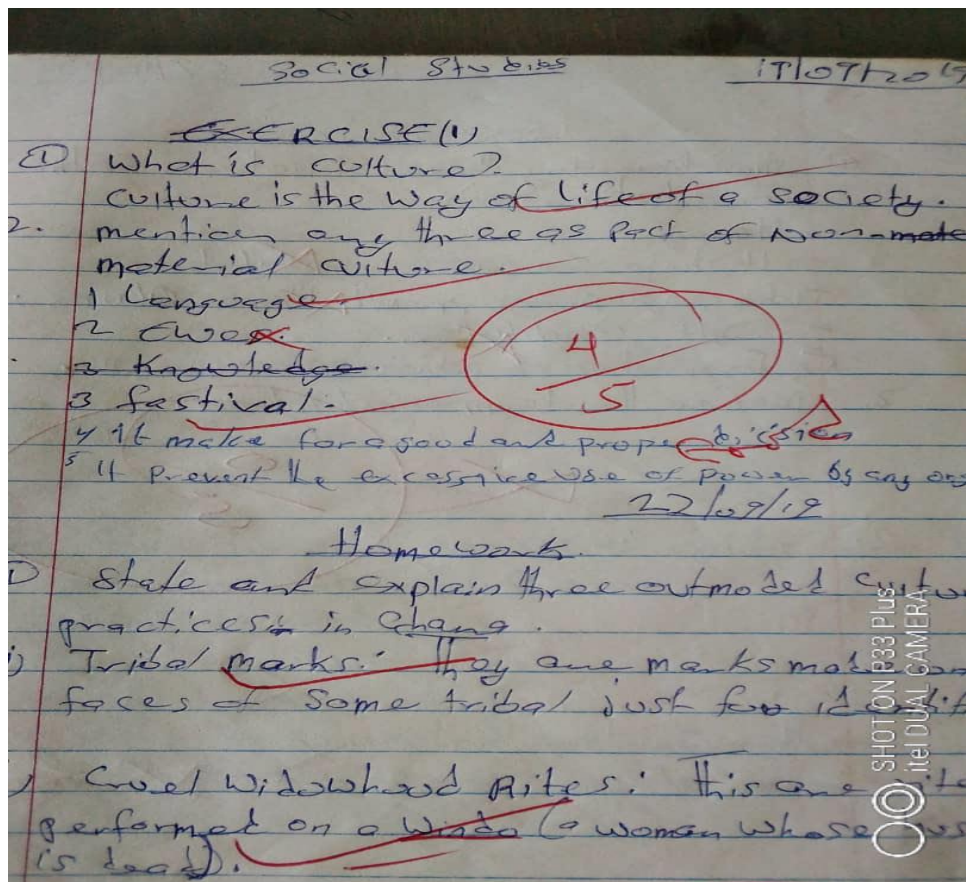
Figure 6: A social studies class exercise of a student
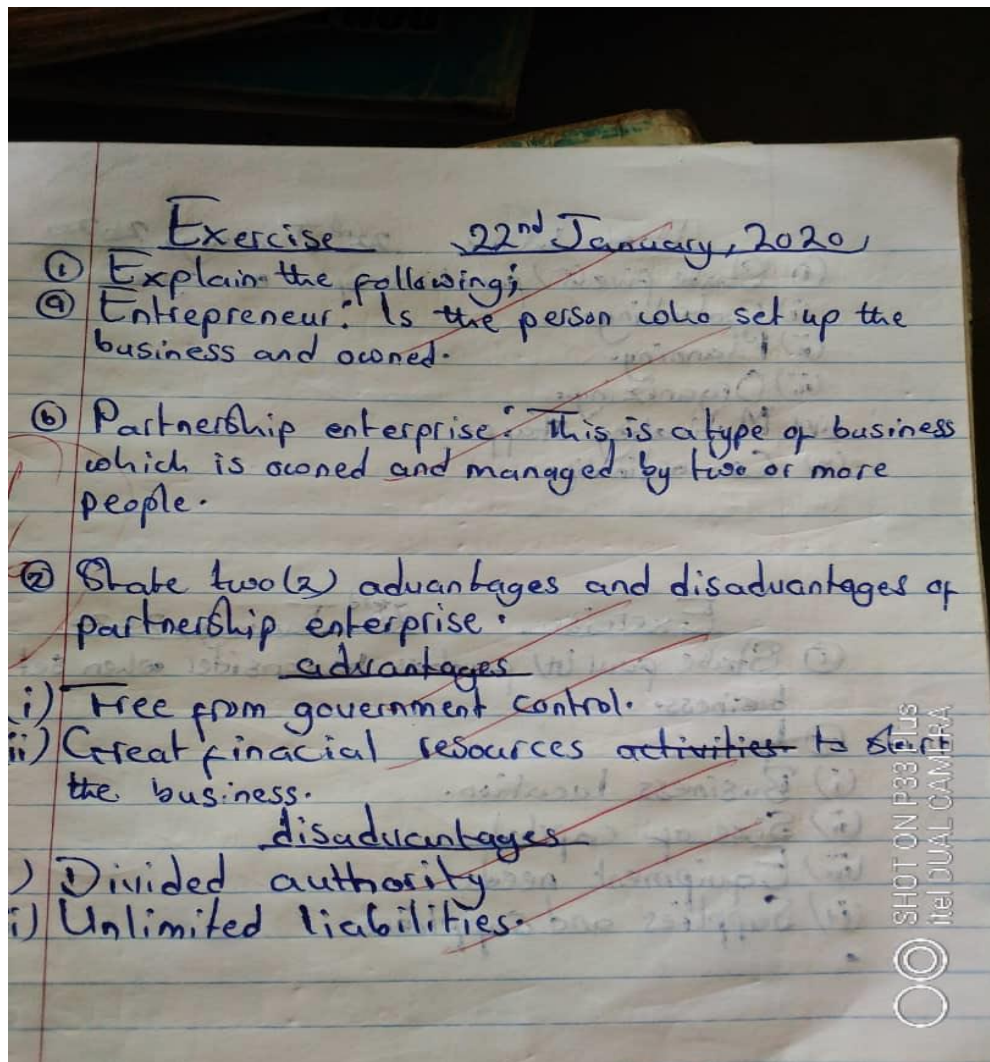
Source: Field Data (2020)

Also, as seen in figures 5 and 6, students were able to provide comprehensive feedback of learning in the English language despite been instructed in Bono.

Figure 3, 4, 5 and 6, therefore, confirms the views of the teachers that though the instruction may be in a Ghanaian language, it does not affect the transfer of knowledge students have acquired into the English language. This finding appears to object to the findings of Amua-Sekyi and Nti (2015) that using the local languages as the LOI lower the academic standards of students in the English language.

Also, additional evidence from the teacher supports Cummins' (1978) claim that the students could develop the Basic Interpersonal Communication Skills (BICS) which can facilitate the use of a second language for casual communication. Nevertheless, for both the teachers and students to use a second language as the LOI, they must develop the Cognitive Academic Language Proficiency (CALP). In consonance with this, Teacher 3 opines:

In writing, we expect that they write it in English. But I will say that in teaching, we teach them in Bono. You can say whatever you want in English but when they are writing, they can recopy for you. They can write for you, but they don't really understand what they are writing. In copying notes, they can write for you, but they don't understand. In some areas they can read for you, they don't understand. Even if they read and understand, they don't know much about whatever they are talking about. So in areas like this, we teach them the English language; that is in talking and in writing. When they see they will write for you ... but in understanding whatever they have even written, it's a difficult thing altogether ok.

Her opinion suggests that without the use of Bono as the instructional language, comprehension would be compromised. This means that students may hear and write whatever notes they have been given in the English language but they may not properly understand what they have written. What this means is that even if students can read the English language well, it is just a mere recognition and decoding of words. The role of the Ghanaian language,

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therefore, is to bring to students a better understanding of any concept they may not understand in the English language.

Furthermore, another teacher stated that: "…*it [Bono instruction] really helps because, sometimes, when you explain something to them in their mother language, they will say 'ahaaa oh wei a?' (oh! so Is that what you meant?)"* This implies that using any language other than the students' mother language could be an obstacle to understanding the topic under discussion. This reflects the findings of Fredua-Kwarteng and Ahia (2015), in that the Ghanaian language serves as a bridge for students to better understand certain complex concepts that they would otherwise find difficult to understand in English.

On the contrary, when asked to tell whether or not the use of Ghanaian language would affect the teaching and learning process, another teacher in Odumase JHS added that:

> *It will not have any impact on learning, but on the outcome, it would. Why I'm I saying so? Because in general, it is the English that they will write. So it can show whether you are going to pass or not. So if you use Ghanaian language all the time, when they are going to write the exams, the instructions are in English. We have many subjects, about 9 or 8 subjects, all of them are written in English. In fact, you will find it difficult to understand because when you don't understand it, you can't answer. Because if you get somebody to explain it to your level, you will be able to pass. But when you don't understand, at the end of the day they will say you have failed, because you were not able to comprehend what you*

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read. But if you get someone to explain it to their level they will be

able to understand and score.

For this teacher, using Bono would only be a disadvantage to students when it is overused. He believes that there should be a balance between the use of English and Bono in the classroom. This suggests that as the teachers use Bono to help students comprehend, English is also used to ensure that students can write down the knowledge acquired on paper.

Besides creating room for a better understanding of concepts, the study also found that using Ghanaian language as the LOI creates an enabling environment for students to participate in whatever topic is being discussed. Respondents reported that the use of Bono has a positive impact on teaching and learning as it removes all sorts of anxiety and feelings of low self-esteem from the students. This finding concurs with the findings of Opoku-Amankwa (2009), Mwinsheikhe (2009), and Kwapong (2006) on issues relating to the implementation of the English-only instruction policy. The interview and classroom observations revealed that strict adherence to the policy rather affected classroom interactions. It was observed that whenever teachers use English in class, students became passive and hardly participate in the lesson. As emphasised by Teacher 2, students would rather stay quiet throughout the lesson than to be ridiculed by peers for an awkward expression. He explains:

confidence no dɛɛ ɛyɛ a na ɛwɔ fam. Sɛ wɔ-answer wɔ Borɔfo no

mu a, ɛyɛ a na ɛwɔ fam. Ɔnim sɛ one, ɔka a, wɔbɛsere no, nti no ɛyɛ

a na ɛbinom wɔ hɔ a wɔreka a, na wɔn kasa wɔ fam. Ɔsuro sɛ ɔbɛka

no kɛse. Sometimes gye sɛ wo panin no woka kyerɛ no sɛ 'speak

loud' ansa na wabue n'ano akasa.

English:

They exhibit low self-confidence when they are to provide feedback on learning in the English language. The reason being that they fear being laughed at, so usually, they lower their voices when they are answering questions unless you order them to speak out.

Additionally, Teacher 1 added that;

wode Bono no rekyerɛ adeɛ a,wotumi hunu sɛ wɔn confidence wɔ soro paa, ɛma wotumi hunu sɛ wɔbisa questions paa. Ɛna ɛbi wɔ hɔ a sɛ ɔpagya ne nsa sɛ ɔrema answer anaasɛ ebia ɔrebisa questions a, wotumi hunu sɛ Borɔfo no ɔka a na ɛtwitwa si kakra na mama no de saa Borɔfo no a ɔkaɛ no aba Bono. Nti, wotumi hunu sɛ ɔde ba Bono wie na ɔresane de akɔ Borɔfo mu a, ɛyɛ a na ɛyɛ easy ma no. Ahaa, nti ɛno nso koraa yɛ adeɛ baako a mahu a ɛyɛ a ɛtaa ma mede Bono ɛkyerɛ adeɛ no.

English:

When you use Bono as the instructional language, you would realise that the students show a sense of high self-confidence to the extent that they could even ask questions. Sometimes a student may struggle to articulate when answering a question in English. In such cases, I allow him/her to express him/herself in Bono before I instruct him to translate his answer into English. In doing so he finds it a bit easier. This is one of the few things I have observed.

It could, therefore, be said that using Bono as the LOI emancipates the students from all feelings of low self-esteem that may be caused by their inability to speak English in the classroom. This result is consistent with the results of

Magulu 2016 and Steyn (2018) in that instruction through the native language enhances the quality of teaching and learning.

Similarly, teachers posited that students may have tangible ideas to put across, but their inability to put them into a language they are fluent in may lead them to keep mute on whatever thoughts they have. This is how he puts it:

Maybe the person may be providing something tangible, or maybe the correct answer but the person is finding it very difficult to use the English language to express himself or herself, but because you may say that use English only the person will say that then I won't talk again... but if you allow them to use Bono, the person will be able to express himself better in the Bono language than using the English. That is the community I find myself.

This implies that students have limited exposure to the English language, hence Bono becomes the best option to facilitate learning because from her experience when students are allowed to answer the questions in Bono, they perfectly put across whatever ideas they have on the topic under discussion. Moreso, in describing students' engagement in Bono medium of instruction, another teacher posited that "… *the reserved students, the quiet ones, when you go down to their level, they also participate well. Those who are quiet, if you bring it to their mother tongue, you see everybody is willing to participate.* The teacher was further probed to give a possible reason why those he termed as "quiet students" would only get involved when the instruction is the local language. Responding to this, he stated that "*I believe that since they all get involved when the conversation is in local language, it can be that they are afraid to speak English. But some of them too, it is their nature.*

Besides helping the students to be active in the teaching and learning process, teachers also reported that the use of Bono makes their job easier as it enables them to easily explain concepts that they would have spent a lot of time trying to get students to understand in English. As stated by Teacher 1, the core mandate of a teacher is to help students to understand every lesson. Hence, it would make sense if you choose a language that would enable you to achieve successful teaching and learning instead of adhering strictly to the implementation of the language policy. When asked about what would happen if he does not use Bono as the LOI at all, he explained that:

> *Wobɛha wo ho aha akwadaa no aka ho... Wo tikya no wobɛha wo ho. Because deɛ nti a wo tikya no wobɛha wo ho ne sɛ, adeɛ no a worekyerɛ no wopɛ sɛ akwadaa no te aseɛ, na anka good results biara a ɛwɔ ho no, woanya. Na wobɛkyerɛ akwadaa no adeɛ na ɔnte aseɛ no, sɛ tikyani no woaha wo ho.*

English:

> *It will affect you [teacher] as well as the students. The reason why you would be affected is that it is your objective to get your students to understand whatever you are teaching in order to get the expected results. Hence I believe it would be a waste of time if your students do not understand whatever has been treated by the end of the lesson.*

It could be inferred from his comments that in the context of Tainso JHS, it is the use of Bono as the LOI that helps them to reach their set objectives of every lesson. Therefore, from the teachers' standpoint, Bono as the LOI is an inevitable factor in the successful delivery of all lessons.

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Contrary to the idea that the use of the local language is one of the main factors that cause the underachievement of students (Etsey 2005), it was found, from the perspective of the teachers, that the use of Bono rather helps students to understand lessons better, and therefore Bono cannot be considered a cause of students' poor academic performance. When asked to give other factors that may be the probable cause of any underachievement of students, Teacher 1 added that:

Factors deɛ sɛ yɛreka a?...ɛbi ne sɛ ɛbia, akwadaa no bɛba sukuu no 1 cedi koraa akwadaa no de bɛtɔ aduane adi no, yɛmma no. Book a akwadaa no de bɛsua adeɛ no mpo ɔntɔ even koraa nka classes bi... nka first no a yɛyɛ classes no a wobɛyɛ de asupporte no no, 1 cedi koraa no, 50 pesewa koraa no, ɔnnya na watua... Bi wɔ hɔ koraa no a, akwadaa no reba sukuu a, ɔde n'akonnwa firi fie na ɔde aba.. Ɔbɛba sukuu no, ɔnni book, ɔnni pen, n'ataadeɛ koraa atete, Ɛna binom nso wɔ hɔ a wɔba sukuu mu late...

English:

There are various factors, one of them is that a child would come to school without 1 cedi to buy food. He dont buy books to facilitate his learning, and even if there is an organised extra classes, as we previously practised, he would not get 1 cedi or 50 pesewas to take part. Sometimes, a child would have to provide his chair from home. He would come to school without book and pen, and would also come to school in a ripped uniform.. Also, some of the students come to school very late.

Drawing on this, it becomes necessary to note that the language factor, from the perspective of teachers in the Tainso R/C JHS, plays a lesser role in students' underachievement. The data from the interviews revealed that factors such as inadequate motivational support and supply of teaching and learning resources

for learning rather affect students in the school. Hence, contrary to the findings of Etsey (2005), the local language (Bono) as the LOI may not be one of the contributing factors to low academic performance in their school. However, it was perceived that the use of Bono as the LOI appears to be the most effective means of communication that facilitates teaching and learning.

4.3.4 Research Question 4: How do students react to the use of Ghanaian languages as the LOI at the JHS level?

This research objective sought to ascertain how students react to the use of Ghanaian language as the LOI. It was meant to find out whether or not students show some level of interest or disinterest in Ghanaian Language as a medium of instruction. Data collected through classroom observations, focus group discussion with students and interviews show that students show great interest in Bono as a medium of instruction by actively participating in lessons, demonstrating an understanding of the lesson whenever teachers use Bono as the LOI.

Initial interviews with the teachers revealed that students show a great deal of interest in Bono as medium of instruction to the extent that they could even alert the teacher to translate aspects of what has been said into Bono for them to understand. When asked whether the students show some sort of disinterest in the overuse of Bono as the LOI, Teacher 2 of Tainso quickly replied emphatically that *"Ɛnte saa, ɛduru baabi a ɛnte saa koraa, wokasa bɛyɛ 10 munites, na wouse Borɔfo saa a, obi koraa tumi ka sɛ "sir ɛyɛ a fa bi bra Bono mu"* (that is not the case at all, when you speak English continuously for about 10 minutes without using Bono, one of them may tell you that 'sir, you have to explain some of the points in Bono'). This implies that Bono is the

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prefered LOI. This finding contradicts the findings of Burden (2000), who found that students in Japanese universities were of the view that English Language must be used exclusively for communication in classroom. It, however, adds up to Tajgozari's (2017) finding which reveals that students in all language levels in Iranian Institutes expressed a positive reaction to the use of the first language in the second language classroom. Correspondingly, it also confirmed the finding of Van Lauren and Goba (2013) which reveals that Post Graduate Certificate in Education (PGCE) pre-service teachers of South Africa expressed positivity about their experiences of being taught in isiZulu.

Additionally, it was revealed that lessons that aroused the interest of the students were the Asante Bono lessons. The reason being that it was the only lesson that allowed unrestricted use of Bono as the LOI. Accounting on this, Teacher 3 revealed that:

> *They [the students] have more interest in the subject Asante Bono.*
> *They have more interest because that is where they can express*
> *themselves, even the less academic student[the slow learner]*
> *someone who is not performing so well in his academic work will*
> *be able to express himself or herself in that particular lesson."*

She further explained that it allows a slow learner to participate effectively because he can express himself effectively. It could, therefore, be stated that in the case of Tainso R/C JHS and Odumase Roman Catholic School, students showed great interest in Bono as the medium of instruction.

Apart from the students showing great interest in Bono as the instructional language, active participation among students in classroom activities was also identified as one consequence of using Bono as the LOI.

Hence, it was perceived by most of the respondents that the use of Bono triggered the teacher-learner relationship. As a confirmation to the classroom observations conducted, Teacher 1 emphasized that;

> *Sɛ woma Bono no yɛ more than Borɔfo no a, mɛtumi anya gyidie aka sɛ obiara ani gye. Obiara tumi kasa ɛma ne ho tɔ no... bisa ne questions ɛma ne ho tɔ no kama*

English:

> *I can say with all certainty that students show interest when you use Bono as the instructional language all the time. Everyone of them expresses his thought effectively and also asked questions.*

Also, Teacher 4 added that:

> *Looking at our area; that is my area, using the Ghanaian language, which is the Asante Bono is best for them. They react better to their Bono more than the other languages because if you speak English language, somebody will stand there for about 30 minutes before he tries to analyse everything in the head before he proceeds in whatever he wants to do. But for the Ghanaian languages, when you say it at once they just proceed with it. They react better, that is where I am, as compared to the English Language.*

This shows that comparatively, the use of Bono accelerates the lesson delivery as it is perceived by teachers that the students grasp concepts quicker when the teacher uses Bono as the LOI.

On the contrary, insight from the focus group discussion with students revealed discrepancies in students' responses with regard to how they react to using Ghanaian languages (Bono) as the LOI in the classroom. While some

favour the Ghanaian language medium, others subscribe to the English language medium of instruction. The rationale given by students who prefer English instruction was that it is the official language of the country, and hence, it is imperative to gain proficiency in English language at an early stage of Education. Those who were in favour of the Bono medium of instruction also opined that it is essential to receive instruction in Bono because it facilitates learning. Responding to whether or not they favour the Ghanaian language medium of instruction, one of the students responded that:

> *Aane ɛfiri sɛ Borɔfo no bi wɔ hɔ a yɛnte aseɛ nti ɔde Borɔfo no kyerɛ a na waka ne Bono ama yɛahunu sɛ Borɔfo no a ɔkaeɛ no sei na ɛteɛ*

English:

> *Yes, because we may not understand most of the things he says in English, so when he teaches in English he later explains it in Bono to let us know the meaning of what he said in Bono.*

Another student affirmed this by saying,

> *Aane, ɛfiri sɛ at times no wobɛfeeli sɛ deɛ ɔreka no wonte aseɛ nti ɛwɔ sɛ wobisa but wɔka ne nyinaa fra. Ɔnim sɛ wonte aseɛ no nti ɔka English kakra a na waka Bono.*

English:

> *Yes, because sometimes you might have the feeling that you are not getting the meaning of what he is saying, so you may be tempted to ask. But since he [the teacher] knows that when they speak English you might not understand, he speak English a bit and speak Twi as well*

Also, another reason students gave when commenting on why they favour the Ghanaian language instruction was that it is their language, therefore it becomes interesting when they receive instruction in it. Affirming this, one of them said that *"ɛyɛ a na ɛyɛ me dɛ because ɛyɛ me language"* (*I like it because it is my own language*). She further added that:

Two no nyinaa, mepɛ Bono ne Borɔfo no nyinaa. Because English no ɛno na metwerɛ, work biara a mɛyɛ biara no ɛno na metwerɛ, afei nso adeɛ biara mɛ-read biara no wɔatwerɛ no Borɔfo.

English

I like the instruction in both languages. I like Bono and English. Because the English language is the language I write. I write English in every assignment I do. Also, every learning material I read is written in English.

From the points raised by these students, it could be said that they are in favour of Ghanain language instruction. Their rationale behind that is its ability to help them comprehend the lessons. On the other hand, they also favour the English medium of instruction since they believe that in any academic work, they would be tasked to express their thoughts in it. The rationale for liking the English instruction appears to be utilitarian since they were of doubts whether or not the use of Bono could help them demonstrate knowledge in English. These results are consistent with the results of Veerumuthu et al. (2011) and Ahmad and Jusoff (2009). Additionally, a student added that she expects to be instructed in the English language only. Below is her reason for saying that.

M'ani bɛgye ho because wobɛyɛ panyin na wonya adwuma biara a wonka Bono na Borɔfo nko ara na wobɛka. Adwuma no wɔde Borɔfo a wontumi nkɔka Bono nti ɛyɛ English nko ara a ɛyɛ.

English:

> *I would like it [English only instruction] because when you grow up*
>
> *and get a job, you are not going to use Bono, but you would be*
>
> *required to speak English only.*

Based on the response of this student, she was, therefore asked whether she would be happy with English-only instruction even if understanding the lesson is compromised. She added that *mewie a mɛbisa no sɛ ɛha sei deɛ mente aseɛ (after that I will ask that I didn't understand this part).* In line with the findings of Burden (2000), it could be said that for the sake of understanding and explanation of complex concepts in every lesson, the students expect teachers to use their mother tongue, however, they also need the English medium to prepare them for other academic tasks such as reading, and answering questions in examinations.

4.3.5 Research Question 5: How does teachers' educational qualification influence the choice of language they adopt as the LOI?

The purpose of this research question was to gain insight into whether or not the educational qualification of teachers has a bearing on the choice of language teachers adopt as the instructional language.

Tracing the challenges in the implementation of the English-only medium of instruction in 55 countries, it was identified, among other things, that the qualification of teachers could be one of the possible reasons for teaching in native languages instead of using English only as the LOI (Dearden, 2014). In this study, however, it appears that the qualification of teachers was not a major cause of the deviation from the implementation plan of the English medium of instruction. The reason for this assertion is that from the background

data, it appears that teachers in the Odumase R/C JHS are more experienced and also have higher educational qualification than teachers in Tainso R/C JHS. Nonetheless, there seems to be no significant difference between their perceptions toward the use of Ghanaian language as the LOI. Teachers in both schools hold the view that using the child's L1 for instruction is very useful

Out of the six teachers who were interviewed, three of them were university graduates with degree in Basic Education while the remaining were Diploma holders. As stated earlier on, although they were qualified and proficient enough to use English language as the LOI, they were of the view that educational qualification and English language proficiency should not compel one to adhere strictly to the implementation of English-only instruction in the context of schools situated in some urban and rural areas. Answering the question of whether their level of education could give them the edge to use English only, a graduate teacher in Odumase R/C JHS explained that:

> *In areas like this, it doesn't matter your qualification. I can say that I can teach in English perfectly. But the question is that after that are they going to understand [the lesson]? So as I was saying the understanding is the most important thing. But even with that the qualification does not matter. Because I know that someone can complete the university but that person cannot speak English very well. So the thing is, if you rely on your ability and speak English, English, English, I don't think it is going to help the students.*

From this suggestion, it could be said that this teacher does not really think that educational qualification predicts the language choice of the teachers. This is because the most important thing is to get students to understand what the

teacher is teaching. Moreover, the central issue in the argument above is that qualification of teachers may not be associated with high English proficiency of teachers. It would therefore be challenging to articulate effectively with students in the classroom if a teacher with higher educational qualification has low English proficiency. This, from the viewpoint of this respondent, could be one of the reasons why teachers may opt for instruction in local languages in the classroom irrespective of their educational background. Also, a Diploma teacher who admitted that his English language proficiency is not so developed added that:

Woahu sɛ mostly no ɛwɔ basic ne JHS no, ɛyɛ na Diplomafoɔ na yɛtaa kyerɛ nanso wɔn a wɔakɔyɛ Degree wɔ basic education mu no, woahu sɛ wɔn no, ɛyɛ a na wɔ-show class kakra in terms of language no nti mostly ɛbinom use Borɔfo. Nti wɔn ne nkwadaa no communicate a, they try to use the language [English] more than yɛnnom. Wɔn nso na ɛyɛ a na wɔ-enforce speak english, speaking english no. Nanso ɛbɛduru baabi a wɔhunu sɛ wɔrebrɛ na wɔregyae ne ka wɔ class. Nanso yɛn a yɛwɔ ha dada no na yɛnim deɛ ɛwɔ hɔ..

English:

In the basic and Junior High school level, most of us are diploma holders but most of the teachers who come with Degree in Basic education try to show class with English language. So whenever they are communicating with the students, they try to speak English. They are the very people who enforce the compulsory use of English for communication in school. But when they eventually find out that the use of English is not yielding the desired result, they stop using

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it. But those of us who have had so many years of teaching

experience know the reality.

The statement further suggests that in some cases, the qualification predicts the language choice of the teachers as he reveals that newly employed degree holders try to show class by adhering to the language policy implementation. By the statement "showing class", it could be argued that this respondent is trying to draw attention to the fact that these teachers use English without considering what would happen to student learning. Insight from these responses from the respondents, therefore, implies that the qualification of teachers may initially compel them to use the English language but this adherence may not persist if they eventually find out that students' understanding is being compromised.

4.4   Chapter Summary

The chapter presented and discussed the findings of the study. On the first research question, it was revealed that the major reasons for teachers' use Ghanaian languages as LOI has to do with the understanding of lessons. Teachers believe that the core mandate of every teacher is to impart knowledge. Therefore, the success of every single teacher is measured by how much knowledge the students can demonstrate. Hence, they would use the easiest means to get students to understand the lesson. Another reason given for the use of Ghanaian language as the instructional language relies on the English proficiency of students and teachers. Although the teachers opine that they may be proficient enough in using English in casual communication, it becomes a bit challenging when they are to use English only as the LOI. It is believed that this creates a communication gap between the teachers and the students. It,

therefore, becomes necessary to use a familiar language that would ease their job as teachers and also help the students gain understanding

The second research objective sought to find out the degree of use of the Ghanaian language as the LOI in both schools. Through a classroom observation and follow-up interviews, it was found that during classroom interaction, Ghanaian language (Bono) is used more often than the English language. It was also observed that irrespective of the topic or the subject being taught, teachers use Ghanaian languages as the medium of instruction when the need arises.

Based on the third research question that sought to examine how the use of Ghanaian language affects teaching and learning in the case of Tainso Roman Catholic and Odumase Roman Catholic JHS, the study found that the use of Ghanaian language as the instructional language significantly increases students' engagement in lessons as it removes all forms of anxiety that might be caused by English only instruction. Thus, it allows students to adequately express their thoughts on various topics.

The fourth research question revealed that Bono is the preferred instructional language of students in the Tainso R/C JHS and Odumase R/C JHS since students showed ample interest in Bono medium of instruction. Paradoxically, some also felt that English instruction must be used more because it is the language of the curriculum, hence they would be required to use the English language to answer questions. Also, they believe that since the English language is the official language of the country they need to be prepared in it so that they can use it at work.

The final research question tried to find out whether teachers with higher qualification may adhere to the implementation of the policy. Findings on this research question revealed that in the case of these two schools, even if the teacher is qualified and proficient enough, he would still need to breach the policy by using Bono in order to achieve his teaching and learning objective. Hence the qualification does not matter when it comes to choosing a LOI in the context of the schools in Sunyani West District.

CHAPTER FIVE

5   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Overview of the Study

This study sought to investigate the use of Ghanaian languages as the LOI at the JHS level. To achieve this, the explanatory case study research approach was adopted to study the case of Junior High Schools in the Sunyani West District. Two schools, the Tainso Roman Catholic and Odumase Roman Catholic Junior High School, within the District, were chosen as the case for the study. A purposive sampling technique was used to select participants for this study. The study was, specifically, guided by the following research questions;

a. What factors account for the use of Ghanaian Language as the LOI at the JHS level?

b. What is the degree of use of the Ghanaian language as the LOI?

c. How does the use of Ghanaian language as the LOI affect teaching and learning at the JHS level?

d. How do students respond to the use of Ghanaian language as the LOI at the JHS level?

e. How does the educational qualification of teachers influence the choice of instructional language they adopt for teaching?

To answer these questions, classroom observations, interviews, focus group discussions with students and a review of students' documents were the data collection procedures used. Themes from the data collected were analysed using the thematic analysis procedure proposed by Creswell (2014).

5.2 Summary of Key Findings

Concerning the rationale for using Ghanaian languages as the LOI at the JHS level, it was found in this study that the main objective for using Ghanaian language as the LOI at the Junior High School level is to help students get a better understanding of every lesson. Apart from helping students to understand the lessons better, it was also found that the language proficiency of both teachers and students was another factor. The study found that the use of Bono to complement English language is inevitable in rural areas because the students have limited exposure to English language input. As a result, it would be problematic to impose English instruction on students. On the part of the teachers however, they may be moderately proficient, but it, sometimes, becomes very difficult to explain certain complex concepts to the understanding of the students. Therefore, resorting to the use of Ghanaian language to ease teaching and learning becomes a necessity.

Also, the study found that though teachers' frequently delivered their lessons using Bono as the medium of instruction, its usage was limited to classroom interactions. This is because its purpose is to help students understand the lesson. Hence, in any other task other than teaching, the use of English was enforced.

In relation to the impact of using Ghanaian language as the LOI, the study found that it enables students to participate in the lesson. Students considered to be reserved are able to articulate views in the teaching and learning process. Also, the study found that knowledge acquired in the Ghanaian language instruction could easily be transferred to the English language because it helps students to easily organise their thoughts and demonstrate it on paper.

One of the major findings of the study is that students exhibited great interest in Ghanaian language instruction because they believe that it is the language that gives them an understanding of various concepts. Nevertheless, concerns were also raised about the enforcement of English only instruction because it is believed that English is the official language of the country and also the language of the curriculum. Students, therefore, proposed that the Ghanaian language instruction should not supersede English language instruction.

Finally, the study found that in the context of Junior High Schools in the Sunyani West District, regardless of the educational qualification or the proficiency of the teachers, using the Ghanaian languages to complement the English language is very necessary for achieving successful delivery of lessons. This implies that a command over the English language does not compel teachers to use it as the sole instructional language.

5.3   Conclusions

The study concludes that adherence to the implementation of the English-only instruction at the Junior High School level would be burdensome based on the language proficiency of teachers and students in the schools under review. It could be said that even if teachers are to stick to the implementation plan of the language in Education Policy, they would be doing so to the detriment of students. To get the best of results from the students and the schools as a whole, the Ghanaian language instruction is necessary.

Secondly, the study concludes that restricting the use of Ghanaian language as the language of communication in delivery of lessons is a means to ameliorate the low proficiency of students in the English language.

Also, it could be concluded that Ghanaian language instruction at the JHS level proves to be beneficial to teaching and learning because, without it, most students will be passive because of the communication gap they will experience in classrooms when only English language is allowed as the instructional language. Again, Ghanaian language as the LOI does not impede the academic progress of students as some studies suggest. However, it could be concluded that the Ghanaian language instruction serves as a foundation on which students build their knowledge because it provides an understanding of any complex and unfamiliar concepts.

Despite the fact that the use of Ghanaian language as the LOI has proven to be beneficial to teaching and learning, opinions on the language preference of students appear to be divided. Students cannot write off the benefits of using Ghanaian language as the instructional language but they also advocated for enforcement of English instruction. It, therefore, appears that for the sake of understanding of lessons, students think that Ghanaian language instruction must continue. Nevertheless, for examination and utility purposes, they also advocate for the enforcement of English instruction. This suggests that English and Ghanaian language must be used to complement each other in teaching and learning at the Junior High School level.

Finally, this study concludes that although the English proficiency of teachers may be the cause for the use of Ghanaian languages as the LOI, it does not count that much because even if all the teachers had higher educational qualification and were also proficient enough in the English language, they would still subscribe to the use of the Ghanaian language as the LOI to create

an enabling environment that would help all the students to participate actively in the teaching and learning process.

5.4   Recommendations

Based on the findings of this study, these recommendations have been proposed.

1. It is recommended that considerations be made for both languages to be used complementarily at the JHS level. The Language in Education policy should therefore be revisited if teachers are required to stick strictly to its implementation plan.

2. Teachers should not use the Ghanaian language excessively since the English language is the language of the curriculum, and students need to develop their proficiency in it as well.

3. It is also recommended that teachers should not forcibly impose English instruction on students because it could make most of the students passive in the teaching and learning environment.

5.5   Suggestion for Further Studies

This study focused on investigating teachers' use of the Ghanaian languages at the JHS level despite being directed to use English as the instructional language. Since the study used a case study approach in only two schools, it is suggested that a similar study be conducted to cover a wide geographical area where a similar problem may be observed

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UNIVERSITY OF CAPE COAST

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ARTS EDUCATION

<u>Interview guide</u>

SECTION 1   (TEACHERS)

1. **Background Information of Respondents**

    a. What is your educational qualification?

    b. For how long have you been teaching?

    c. What subjects have you been teaching?

2. **Factors that account for the use of Ghanaian Language as the LOI at the upper primary**

    A. What language do you use for communication in the classroom?

    i. Why do you use that language?

    ii. How fluent are you in your language of communication in the classroom?

    B. **What are the reasons behind Ghanaian Language as a LOI**?

    i. How would you rate your proficiency in English?

    ii. How would you describe the relationship between using Ghanaian language as the instructional language and student's involvement in the teaching and learning process?

    C. **How, in your experience as a teacher, would you describe the importance of the language in education policy in your school and classroom?**

    i. What justification would you give for going contrary to the policy?

ii. In the case of your school, what do you think are the implications of violating the policy the language policy?

iii. What is your school authorities' reaction to you not adhering to the policy?

3. **The degree of use of the Ghanaian language as the LOI**

   i. How often do you use Bono as the LOI?

   ii. During which lessons do you use Bono as the LOI the most?

4. **Students reaction to the use of Ghanaian Language LOI in teaching and learning**

   a. Does your use of Ghanaian language as the LOI impact on your students as compared to the English language?

   b. How would you describe students' sense of self-confidence when responding to questions or making contributions?

   c. How would you describe the teacher-learner relationship when you use Bono as the LOI?

   d. How would you describe students' sense of interest whenever you use Bono as the LOI?

5. **The implications of using Ghanaian language as the LOI in teaching and learning.**

   a. How does the use of Bono as the LOI affect teaching and learning?

   b. What specific subject area does using Bono as the LOI proves beneficial or a disadvantage to teaching and learning?

   c. What do you think would happen if you don't use Ghanaian Language as the LOI

   d. How would the continuous use of Ghanaian language as the LOIs hinder students' proficiency in English?

6. **How the qualification of teachers influence the choice of language they adopt as the LOI?**

   a. In your experience as a teacher, do you believe the educational qualification of teachers can predict their language choice

   SECTION B (Focus group Discussion with Students)

   a. What do you think is the reason why your teacher uses Ghanaian Language as the LOI?

   b. Would you want your teacher to use the English language as the LOI? Why?

   c. How would you describe your participation in class when the teacher uses Ghanaian language only?

   d. How would you describe your level of participation when the teacher uses the English language only?

   e. How well does y our teacher articulate when he uses the English language as the LOI?

   f. How well does your teacher articulate when he uses Ghanaian language as the LOI?

   g. How would you describe your level of understanding when teachers use Ghanaian Language as the LOI?

   h. How would you describe your level of understanding when teachers use the English Language as the LOI?

   i. What language would you want your teacher to adopt always? Why that language?

   OBSERVATION GUIDE

The teacher uses Bono as LOI	very strong	Strong	Low	Very low
Teacher's ability to clarify points				
Teacher's ability to provide feedback				
Teacher's ability to engage students				
Teacher's ability to explain difficult concepts				
Teacher's ability to express himself.				
Student's reaction to Bono as LOI	**More often**	**Often**	**sometimes**	**Not at all**
Students seek clarification				
Students contribute to lessons				
Students				
Students provide feedback on learning				
Students get themselves involved in lessons.				

Frequency of Bono Usage	Often	More often	Sometimes	Not at all
The teacher uses Bono to explain difficult concepts				
The teacher uses Bono to teach Mathematics				
Teacher use Bono to teach English				
The teacher uses Bono to teach science				
The teacher uses Bono to teach Social Studies				
Teacher Code-switches between English and Bono				
Observation of Teacher Qualification and frequency of Bono language use				
Qualification	More Often	Often	sometimes	Not at all
Degree				
Diploma				
A level				
O level				