

UNIVERSITY OF CAPE COAST

PEDAGOGIC LANGUAGE POLICY IN GHANA
AND ITS IMPLEMENTATION IN PRIMARY SCHOOLS:
THE CASE OF KETU EDUCATION DISTRICT

EMMANUEL ATSU MENSAH

2000

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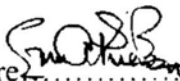
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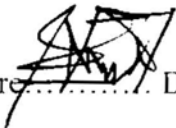
CANDIDATE'S DECLARATION


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 Name: Emmanuel Atsu Mensah Signature  Date 03/07/2002

SUPERVISORS' DECLARATION

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

Principal Supervisor's Name: Prof. E.K. Tamakloe Signature  Date 3/7/2002

Supervisor's Name: Dr. A.L. Dare Signature  Date 03/07/2002

ABSTRACT

The purpose of the study was to find out whether primary school teachers in both public and private primary schools in the Ketu Education District of the Volta Region of Ghana comply with government policy on language use and language teaching in their schools. The policy itself was examined to see if it is fraught with any problems that make its implementation difficult.

A sample of 352 respondents was drawn from teachers and pupils in 44 selected primary schools (35 public and 9 private schools) in the district.

The data were collected through the use of questionnaires for teachers and an interview schedule for pupils. Tabular representations, percentages, frequencies, t-test and the chi-square test were the main statistical techniques used to analyse the data.

Most of the teachers in the district could read and write the local language of the area. Moreover, quite a good number of them studied a Ghanaian language at the teacher training college. This notwithstanding, majority of the teachers, even including those in the lower primary schools, either used the English language or mixed medium in teaching their pupils. In fact, for various reasons, they preferred to use the English medium throughout the primary school even though their first language was not different from that of the pupils they taught. Teachers in the private schools were more consistent in this.

The teachers highlighted a few problems that impeded the use and teaching of Ghanaian languages in the primary school. In spite of these problems, the teachers agreed that the local languages are more reliable vehicles of communication through which pupils learn better and faster.

Pupils in private and public primary schools disagreed on the question of language use. Whilst those in the private sector preferred an English medium, their counterparts in the public schools preferred a Ghanaian language medium.

For effective language use and language teaching in the primary school, the teachers in the district suggested among other things, the supply of adequate teaching and learning materials in the Ghanaian languages, the introduction of subject teaching in primary schools and regular in-service courses for teachers. District Directors of Education and teachers are also called upon to show commitment in the development of Ghanaian languages in the primary school.

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I must take some space to acknowledge those who have provided me with educational, professional and personal climate in which I could accomplish this task. But when there are so many to thank, it is hard to know where to begin from.

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Notwithstanding, any errors found in this work whether marginal or substantial remain exclusively mine and I accept responsibility for them.

DEDICATION

To God be the Glory.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The education of any country reflects 'its political options, its traditions and values and its conceptions of the future' (Faure 1972 p. 170) and exists in the context of a particular social, economic and political order. According to Hartshorne (1978) education is never neutral but is directed towards the achievement of certain purposes behind which rest fundamental issues such as philosophies of life, religious beliefs, ideas about the state and society, political ideologies and the working of economic forces. It is in this context that language policies for education come into being.

Language plays a very important role in the life of man and in the process of education. It is used by people right from infancy/childhood and they grow up with it at their mother's knee. They use it to express their feelings and to communicate with others. It is also the repository and means of articulation of values, beliefs, traditions and past achievements. It is the distinguishing characteristic of human beings. It is at the heart of the culture of people. It is what makes people see themselves as unique; and it is related to issues of identity, position and power.

Hartshorne (as cited in Young D.N. (Ed) 1987) again observes that when language is linked to colour prejudice or class privilege, for example, it then

becomes highly emotional and political issue capable for being mobilised as a powerful social instrument.

Because of all these considerations, Hawes (1982) says:

Language policies for education are highly charged political issues and seldom, if ever, decided on educational grounds alone. When they are made, they are almost invariably subject to mistrust and misunderstanding by some sections of the community.

It is virtually impossible to please everyone (p.76).

This is particularly true of the experience of bilingual and multilingual countries such as Canada, Belgium and African countries south of the Sahara, e.g. Cameroon and South Africa.

In Africa, since the 1960s there have been two broad trends in the development of language policies in civil and political society on the one hand, and in the schooling systems on the other. As Hartshorne (1987) puts it:

Along with independence, came a desire to free the newly liberated peoples from the languages which were part and parcel of the earlier imperialist political systems. There has been a resurgence of interest in the indigenous languages of Africa; numerous high-level conferences at which African academics and writers have pleaded for their greater use in the schooling systems of the continent, and attempts have been made within

these systems to strengthen the position of regional or national languages. Yet at the same time, these countries have had other language needs, and in the ex-British colonies, these, in the main, have been met by English (pp.306-307)

There has been a continuing tension in most African countries between these two tendencies, accompanied by ambivalent attitudes towards English: on the one hand a recognition of its practical usefulness, and on the other, an uncomfortable frustration that Africans had little choice because of the subjection to a western culture. In the schooling systems of Africa this uncomfortable tension has been translated into the practical question of at what stage and how the transfer should be made from the use of an indigenous language as medium to the use of a foreign language.

Research has shown that if the medium of instruction in a school is the language educands understand very well, they can clearly understand and fully participate in the education process. It is therefore no exaggeration to say that the level of development of any nation has very much to do with the language of education.

One effect of the use of a foreign language in the educational system, the paper states, is that it makes the recipients of such education feel that their own language, their culture, and even they themselves are inferior to those of the speakers of the foreign language. This, however, is not to imply that the foreign languages do not have a place in the education and development of African nation

- states. They are in fact necessary as major languages of communication especially at the international level. In fact their use at the secondary and tertiary levels in our education is necessary.

Pugh (1985) is of the view that every teacher and indeed every person in a relationship with other people in which language plays a part conveys attitudes to language by using it and by the language that he expects from others.

Language policies in Ghana have been varied, depending on the era and who initiates the policy and with what objectives. In the 1960s the official attitude was that English language should be the medium of instruction at both lower and upper primary and the mother tongue used sparingly anytime special difficulties arose during teaching. The basis for this policy was the creation of an early English linguistic environment for the child that would promote listening, comprehension and oracy - skills necessary for learning to read in English. Incidentally a number of teachers in primary schools could not also speak the local language of the communities where they worked and it became expedient for both teacher and pupil to establish a common linguistic level for easy interaction. This policy, perhaps, received the strongest support because many people at the time were taught through the medium of English and have succeeded to become doctors, lawyers, teachers, engineers, etc. Whether the policy was based on sound pedagogical, linguistic development evidence did not arise nor its relative efficacy examined (Fobih 1997). In 1972, for example, the Dzobo Education Advisory Committee recommended that pupils in primary schools should study at least one Ghanaian language. This should be the language

spoken in the area where the school is situated and it should be used as the medium of instruction for the first three years, i.e. up to primary three. The recommendations continue further that the first three classes of the primary school should therefore be staffed as far as possible with teachers who can speak the main language spoken in the area. The Committee further recommended that English should be learnt as a subject in the first three classes and from class four should be used as the medium of instruction.

This was later echoed by the Education Reform Review Committee (ERRC) of 1994. The ERRC recommended that the mother tongue should constitute the medium of instruction in the lower primary and progressively change over to English by P.4 or BS4 onwards. English language should however, be taught as a subject in the curriculum from primary one to three. Some countries, according to Fawcett (1970) seem to get on well without formulating a language policy. Others have formulated it and have for a time appeared to be set on a clear course. To him, a language policy by its nature is a continuing thing, and for that matter some measure of supplementation or revision is inevitable. He cited examples from some African countries and mentions that Ethiopia and Tanzania are each developing the use of an African national language in the primary school system. Uganda, Kenya, Zambia and Malawi on the other hand have all planned to use English as the medium of education at least in the upper primary school and above. In Kenya, however, the lower primary classes are almost equally divided between English as a medium of instruction and English as a subject.

Since language policies tend to be formulated at the top and passed down for implementation, it is not usual for the views of those who implement such policies to be taken into consideration before the necessary decisions are taken. In theory, fact finding is expected to precede policy formulation and such fact finding should ideally include language attitudes. But the fact is that language policies in most African countries assume the character of pronouncements, regulations or decrees. This perhaps, positively or negatively affects their implementation.

Statement of the Problem

Ghana's education system today is made up of both public and private schools up to tertiary level. One thing that is obvious is that objectives of these schools are to turn out people who would be useful to themselves and also to their societies. At the basic level for example, it appears pupils in the private sector perform better, especially in English language. They tend to speak very good English while their counterparts in the fourth or even in the sixth grade of the public system, for example, struggle to sustain discussions with their teachers in the English language. This disparity in the levels of proficiency in English between public and private school pupils seems unclear because there is an existing language policy in place which is expected to be implemented by all categories of primary schools. What also appears to be of great concern is the rate at which children are withdrawn from public schools to private ones because of their seemingly better performance in English.

Is it the case that some private schools are flouting government policy on language? If so what needs to be done? Secondly, have strategies for the implementation of the language policy been identified? To what extent are serving teachers prepared to use Ghanaian languages as a medium of instruction at the lower levels of the primary school?. In particular, what proportion of our primary school teachers can either teach Ghanaian languages effectively or even use them as a medium of instruction? This particular question is important because if some teachers cannot read or write any Ghanaian language then they are likely to have problems with the policy.

Also, a priori considerations suggest that quite a number of teachers are located in areas where they cannot communicate in the local languages. Even if they can use and teach some Ghanaian languages effectively, their stations (places where they teach) may make it impossible for them to use that language in teaching. For example, a Ga teaching in Tamale where Dagbani is the local language cannot teach or use Ga as a medium of expression. There is therefore the need to study the problem as illuminated by the foregoing questions in order to find out the perception of teachers as well as that of pupils on language use in the primary school.

Research Questions

To unravel the problem stated above answers will be sought to the following questions:

1. Are primary school teachers able to read and write a Ghanaian language?
2. Are primary school teachers able to teach through a Ghanaian language?

3. What is the language preference of teachers in private primary schools?
4. What is the language preference of teachers in public primary schools?
5. Are there teachers in the primary school whose first language is different from that of the pupils they teach?
6. How do primary school teachers whose first language is different from that of the pupils they teach perceive the existing language policy?
7. Is there any difference in perception between public primary school teachers and private primary school teachers on language use in the primary school?
8. What is the language preference of pupils in private primary schools?
9. What is the language preference of pupils in public primary schools?
10. Is there any difference in opinion between private primary school pupils and public primary school pupils on language of instruction in the primary school?
11. Are there any impediments to the implementation of the language policy?
12. What is the level of preparedness of teachers towards the implementation of the language policy?

Purpose of the Study

The study is aimed at finding out whether primary school teachers comply with the government policy on language use and language teaching in their schools. It also examines language usage in primary schools in order to find out how effective it is in the promotion of teaching and learning. The existing language policy will be examined to see whether it is fraught with any problems

that make its implementation difficult. Ways of resolving any such problems will also be explored and appropriate suggestions will be offered.

Significance of the Study

The study will bring out teachers' as well as pupils' perception of the existing language policy. It will also come out with how teachers who teach in areas where languages other than their first languages are spoken and used in education perceive the language policy. The study will further bring out the problems associated with the policy on teaching and learning in the primary schools and also unearth factors that impede or facilitate the implementation of the policy. Finally, the research will bring to light succinct views which policy makers could use to supplement or revise the policy. Again, curriculum designers would be guided by the findings.

Delimitation of the Study

The study has been limited to the Ketu Education district in the southern part of the Volta Region of Ghana. Ketu district is selected for the study because the researcher has stayed in the area for a long time. His familiarity with the area will therefore facilitate the research. It is also hoped that the data collected and the views that would be expressed will be fairly representative of views of teachers and pupils in other parts of the region.

Organization of the study

The study has been put into five chapters. Chapter one of the study is the introduction. It discusses the background to the study, sets out the problem, research questions, the purpose and the significance of the study. It also deals with the delimitation of the study. Chapter two has a review of available literature relevant to the study, while chapter three discusses the methods and techniques that were adopted to collect and analyse data. Chapter four focuses attention on the presentation, analysis and discussion of data collected. Finally, chapter five summarises the findings, draws conclusions and offers recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews related literature on the topic under discussion. It must be emphasized here that direct literature on language policy in primary schools in Ghana is very scanty. However, there is considerable amount of reading materials on the use of the mother tongue and English as instructional media and subjects of study in some African and a few Western countries. As the problem of language use and language teaching in Ghana would not be different from those of other nations of English speaking Africa, literature on the use of languages in schools in those countries may be relevant to the Ghanaian situation.

Language

Language is the most distinctive of human activities. It is the centre of human life, and it is one of the most important ways of human expression. Several attempts have been made to define language. While some of the definitions seem clear others are highly complex. To psychologists such as Gleitman (1981), language is that function which most clearly distinguishes beasts and humans. He holds the view that humans are utterly distinct from other animals because all humans have language, while no other animals have anything of the sort. This claim, however, comes up against an immediate objection.

Comrie (1987) says, there are about 4,000 languages now in use on earth, and obviously these are different from one another, for the users of one cannot understand the users of another. He questioned the sense in talking of "language in general" rather than of English or French or Hindi.

The answer immediately offered is that human languages are at the bottom much more alike than they seem to be at first glance. For example, all languages convey thought and ideas by the same means. They all use words and sentences to organise ideas. In contrast, however, animal communications do not have complicated sentences. They are limited to fixed signals that serve among others, survival function - protection from predators, searching for food and mating.

Roller (1972) defines language as "a system of phonic and graphic symbols used by members of a society to exchange information (p.261). This system, according to him, is passed on from one generation to another by an educational process. Thornton (1974) writes, "language is conceived as something that was evolved for use in the furtherance of the daily communion with other people of which life consists" (p.14). Language is learnt through growing up in human community. It is used through the rest of our lives in the process of establishing and maintaining relationships in community with other people. Language is also learnt through contact with other people, and a mistake is made if language is regarded as something that can be divorced from the situation in which it is used, and the purpose for which it is used in that situation. According to Goddard (1974) language is almost always treated in books of pedagogy simply as the expression of thought. He agrees that language is a

logical instrument but also thinks that it is fundamentally and primarily a social instrument. To him, language is the device for communication; it is the tool through which an individual comes to share the ideas and feelings of others. When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end.

Human language, in fact, is an incredibly rich communication system because there is virtually nothing we might want to express that we cannot say with words. To say that language is at the centre of human life is no exaggeration. This is because we use it in many and varied forms. Cook (1994), for example, says language is a source of artistic satisfaction, we use it for planning our lives and remembering our past, we exchange ideas and experiences through it and we identify ourselves with people who speak the same language. Some people are able to do this in more than one language. Being able to use another language, according to her, may mean a lot; getting a job; a chance to get educated; the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another; an expansion of one's literacy and cultural horizons; the expression of one's political opinions or religious beliefs. It affects people's careers and possible futures, their lives and very identities. She contends that in a world where probably more people speak two languages than speak one, language learning and language teaching are vital to the everyday lives of millions.

One of the main objectives of education is to provide people with appropriate knowledge and skills in, among other things, science and technology, build confidence and the ability to think freely in their search for truth. This

suggests that proper steps should be taken to transfer knowledge to others so that they are able to learn without bias or hindrance. This points to close relationship between language and educational planning.

Language Learning

The need for communicating appears early in infancy and increases in importance as children become members of a larger and more complex social groups. The effective use of language is a prerequisite to understanding and co-operation at all levels of social relationships; it is closely associated with the thinking and behaviour of children and it is an important factor in the development of their personality. Since language is used in every phase of the school programme, it can be considered the "cement" that holds the curriculum together.

Arends (1991) states that in the United States, researchers have learned much in recent years about how native and second languages are acquired, and also about classroom practices that help non-English speaking students succeed in schools. According to him, experts in linguistics have demonstrated that communicative competence in any language requires more than simply knowing its phonology (pronunciation), morphology (word formation), syntax (grammar), and lexicon (vocabulary). The speakers also need to understand how to organise speech beyond the level of single sentences. They must know about how language is used in situationally appropriate ways; about appropriate gestures and facial expressions; about the norms surrounding using the language in accordance with roles and social status and finally how to use the language to acquire

academic knowledge. Also, Arends (1991) emphasises that in first-language learning, these abilities are acquired over an extended period of time and in meaningful social interaction with others.

In the same vein Cummins (1981) estimates that non-English speakers require two years to attain basic communication skills but need five to seven years to develop cognitive-academic-language proficiency. Consequently, teachers need to be careful not to equate children's ability to use English socially with their ability to use it academically. Skills and knowledge gained in the home language, however, are transferred without effort to the new language. Therefore, teachers need not be overly concerned about students missing out on important content when they study in their home language. For example, comprehension strategies acquired in the home language are used automatically when the student reads English.

Goddard (1974) opines that spoken language plays a central role in learning. He thinks that parents, in talking to their children, help them to find words to express as much to themselves as to others their needs, feelings and experiences. He also observes that teachers have become increasingly aware that all children are not equally fortunate in having parents who spend time in talking with their children in transmitting language skills to them. And in using language in the process of socialization, middle-class parents tend to explain, to reason, to use words that are appropriate and to employ a range of language structures. Working-class parents on the other hand may use only the language that is strictly necessary to bring about a required reaction from a child. It must be stressed here

that the experiences which promote language must be relevant to children's interests and stage of development. If forms of linguistic expression are imposed on them which have little or no relevance to their personal experience, they become little or more than parrots, reporting words that have no meaning for them.

Brooks (1984) laments that, in language teaching and learning the teacher often finds himself in a helpless situation, for the textbooks available to him are inadequate, yet he has neither the time nor the facilities nor the responsibility for creating his own teaching materials. One source of inadequacy in textbooks is the naive thought that preparing a language text is virtually the same as preparing a work of literary research. Overlooked has been the fact that a textbook must represent the composite efforts of experts from many fields if it is to be an instrument that will help the student learn.

Language Teaching in Selected African Countries

Bagunywa (1970), views modern educators as seeing the primary schools as an institution for fostering the physical, intellectual, educational and social development of the children attending school. There is therefore general agreement on the following areas of development: initiative, confidence, resourcefulness, independence and a spirit of co-operation, curiosity, imagination, emotional balance; self expression, aesthetic taste; value orientation, concept formation, skills; literacy; and factual knowledge.

Bagunywa (1970) feels that in East Africa today, and indeed in any developing country where primary education is terminal for the majority of

pupils, there is the need to add job orientation to the list of objectives. Language, in this case the mother tongue, is undoubtedly the chief instrument for achieving the necessary and desirable development in most if not all these areas at the primary stage. Where the language of the local community is a 'recognised' literary mother tongue, it is difficult to imagine the primary school, as fulfilling its function without the use and systematic study of that mother tongue.

Bagunywa further states that the choice of an African mother tongue is naturally coloured with emotionally tribal considerations. However, there would seem to be certain criteria upon which an objective decision could be taken.

Among these criteria, he says, would be the following:

1. The existence of a substantial percentage of the national population, who speak or understand the vernacular(s) to be considered.
2. The existence of a nucleus of written literature to make formal education viable.
3. The availability of fairly wide circulation of newspapers in the vernacular(s).
4. A standard form or orthography, and a relatively easy phonological transcription system of the language(s).
5. A linguistically and culturally representative model of a large percentage of the national population.
6. The availability of trained teachers and fairly widespread informal opportunities for speaking the language(s) (p.27).

He thinks that having chosen a mother tongue or mother tongues to be used as a

medium of instruction in the primary school, the need for a systematic approach to the teaching of the mother tongues should then be considered.

One of the greatest needs in mother tongue teaching in East Africa, according to Bagunywa, is the lack of progressively structured reading courses which are designed to teach the non-native student of the language(s). Much of what is available is only of use to the mother tongue speakers. The position is probably dictated by the language policies at the time. However, a more outward-looking approach would be advisable especially in the case of local languages which are not strictly limited to tribal areas.

Kenya's Experience

With the teaching of local languages in Kenya, Gachukia (1970) thinks one must distinguish between the teaching of local languages as subjects in the first three years of primary education and their use as media of instruction in the first two or three years of primary education. While unanimously recommending the use of English as the medium of instruction from Primary 1 in all primary schools, the Kenya Education Commission of 1964 has this to say about African languages:

The vernacular languages are essential languages of verbal communication and we recognise no difficulty in including one daily period for story-telling in the vernacular or similar activities, in the curriculum of primary 1,2 and 3. We apprehend, therefore, that the vernacular will continue to serve their historic role of providing a means of domestic

verbal communication. We see no case for assigning to them a role for which they are ill adapted, namely the role of educational medium in the critical early years of schooling. (p.18).

Gachukia again mentions that there are those who feel that school education must incorporate all the experiences children have gained prior to school and that formal education must have its roots in and grow from their personal experiences. If the early years of schooling referred to by the commission are to constitute the formative period that they should for children, it must be stated here that the importance of language in concept formation cannot be over emphasized. As children mature, they pass through fairly clearly defined stages of intellectual development. Children's previous and present experiences affect their thought and progression to other ways of thinking. Language appears to play an important role in the process of concept formation at each stage. And indeed much of the evidence available leads one to claim that there is every case to assign to the mother tongues the role for which they seem best suited, namely, the role of educational medium in the critical early years of schooling.

The question one would like to ask is, why then did the Kenya Education Commission recommend English as the medium of instruction for Kenya? According to Gachukia (1970), evidence obtained from a large number of educationalists, politicians, teachers and parents in Kenya showed that these people preferred the use of a second and a foreign language as a medium of education. The Ministry of Education and individual educationalists including

supervisors, headmasters and teachers may see the importance of teaching subjects like the mother tongues, religion, carpentry and agriculture but in the eyes of the average parent, the teacher and the child himself what matters most is the fact that the child should pass the examination for the certificate of Primary Education, taken at the end of primary school. This examination is set in English and consists of only three papers: English, Mathematics and General Knowledge. It is understandable and almost inevitable that average teachers should choose to concentrate their teaching on those subjects that are finally examined and natural that they should, to a certain extent, ignore those that are not examined. It is also not surprising that the parent and the pupil should enthusiastically share this view.

It has been mentioned that since independence, there has been a growing trend towards the use of English as the medium of instruction in Kenya. But today, about 60 per cent of the primary schools in Kenya including all the schools in urban areas use English as the medium of instruction from Primary I. However, and according to Gachukia, they do have one half-hour period for Religious Instruction which is supposed to be conducted in the local language. Teachers are also expected to teach Local History in Primary III in the mother tongue if any Local History is taught at that level.

The remaining 25 per cent of the schools, he says use the predominant African language of the area or Swahili as the medium of instruction from primary I to III. English is introduced as a subject in standard I, II or III - the time depending on organization and staffing in individual schools. All schools are

expected to use English as a medium of instruction from primary IV to VII. They are also expected to teach Swahili from Primary IV to VII.

It was found later, however, that the majority of teachers in the English medium streams, had dropped the teaching of local languages and Swahili altogether and were using the time allocated to these subjects for the revision of other subjects.

The situation, it was understood, had deteriorated to such an extent that the Chief Inspector of Schools found it necessary to send out a circular clarifying the position of the mother tongues in schools.

The relevant section reads:

In some schools we have come across a neglect for teaching an African language and teachers in these schools use the periods for revision of other subjects on the understanding that no vernacular or Swahili should be taught in the English medium classes. This misunderstanding of the teachers should be corrected, but it is still a little difficult to see why some teachers should drop Swahili or vernacular teaching of their own accord, when the subject is clearly laid down in the time table.

It should be pointed out that whatever the position is about English medium teaching, the vernacular and/or Swahili will still be taught in the schools as a subject (p.21).

It was clear that not only did the use of English medium course bring with it more adequate texts and materials both for the teacher and the pupils than had

been provided before but its introduction was also accompanied by the activities of a team of supervisors and advisers who provided close supervision and continuous in-service courses for the teachers. Teachers felt that, for once, someone was taking an interest in their work.

It however became clear also that vernacular medium teaching with supporting materials and supervision would have met with equal, if not greater, enthusiasm in primary schools. One thing Gachukia (1970) identified was that the use of English as a medium of instruction has often been linked with the quest for political unity in Kenya though a strong argument of course could be advanced that Swahili could have better served the cause of political unity than English. The development of mother tongue, according to him, then had undertones of divisionism.

This feeling seems to have disappeared to a great extent today. Many people do not think that the teaching of mother tongues would necessarily aggravate tribal feelings. The lack of local language newspapers, periodicals and literature has been mentioned as another factor that has hindered any enthusiasm or motivation that could have encouraged the teaching of the mother tongues.

The Kenya Institute of Education in its attempts to help teachers to interpret the primary school syllabus in practical terms has developed materials for the teaching of reading in local languages. These materials are now said to be available in fourteen different languages including Kiswahili, the number being determined by the demand for the readers in particular languages by the existence of a standardized orthography and by the presence of a person or persons able to

write the books in each language. These materials, it is said, have provided the teacher with a definite programme for the teaching of reading.

Tanzania's Experience

Kiswahili is the language of Eastern Africa. For decades it has gained the status of an international language and has the best means of communication among people with diverse ethnic origins. This language is prominent in the classrooms of primary schools which form the foundation to knowledge. It is spoken by over 95 per cent of Tanzanians but is not given room to flourish in the classrooms above the primary level. Meanwhile, it is acceptable to everyone in Tanzania and stands as a language for all.

However, Mlacha (1966) says, Kiswahili is a language that has experts who could easily transmit their knowledge in it effectively but it is not being used as a medium of instruction at all levels of education. He lamented that the use of English as the medium of instruction above the primary level has put teachers and students at a disadvantage. This, according to him, is because the teachers are less equipped in English. It is therefore his opinion that a language policy which will place emphasis on the use of only one language should be put in place.

Mlacha (1996) again states that the history of Kiswahili as a medium of instruction goes back to the German colonial period when it was used in elementary schools. In 1925 the Education Commission in Dar-es-Salam also proposed that it should be the medium of instruction, a proposal that was also supported in May 1962 by a UNESCO Commission.

The basis for these proposals is that instructions in indigenous languages make pupils perform better. Mlacha (1996) further states that it is one thing to have and use a language and it is yet another to be able to use it for education purposes. This, according to him, can only be achieved through concerted efforts of policy makers, language experts and organs, government and the users who need a special guidance. It is through a systematic approach and application of language in the education system which will make imparting of knowledge effective and efficient and it can become the basic tool in the transfer of knowledge and or technology. Mlacha (1996) thinks that a standard and acceptable minimum competence in Kiswahili would have reduced the number of negative pedagogical implication now found in using English which is only at the level of producing some meaningful utterances not having communicative competence. It is the demand for such a competence to a wider population which increases the understanding capacity of pupils and their ability to express themselves freely rather than face serious mental burdens, intellectual fatigue and remain socially adrift and handicapped.

It has been noted that from 1925 up to date language issue in Tanzania has been a major problem. This has been caused by the failure of the government to have a concrete policy which is viable. The lack of governmental and political will has also been a factor. Reports indicated that in 1984 and 1988 former president Julius Nyerere declared openly his support for English as a medium of instruction. However, in 1995 when he was no longer in power he had changed his mind and was in full support for the use of Kiswahili as a medium of

instruction. It has been indicated further that the development of Kiswahili has been retarded by the general attitude of the few who are the real decision makers. At present, a minority group of elites (5 per cent of the population) do not see the importance of the indigenous language in education. And these minorities who happen to have the government support look at the short-term benefits of English and not at the dangers that are being caused by its existence as a medium of instruction.

Cameroon's Experience

Cameroon is a country well known for its extreme linguistic complexity. For a population of about 13 million inhabitants there are about 250 languages. However, the mother tongue is used as the medium of education in the first three years of primary education. The objectives of the use of local languages in education have been stated by Tadadjen (1996) as follows:

- i. To introduce the child to the written communication system developed in the mother tongue within the community. Thus, the mother tongue is used as a link between the school and the local community. This aim is therefore first and foremost to develop reading, writing and arithmetic in the mother tongue at least for the first three years of primary. But there is ongoing research to follow-up reading with consolidated materials in the upper classes.
- ii. To integrate the child into his/her socio-cultural and spiritual milieu through pre-school teaching of the mother tongue. Thus the mother tongue is at the beginning of primary education a real tool. this is to

say a teaching vector and not just a mere subject, as some laymen would think. The socio-cultural content of the material developed to this effect is eloquent illustration.

- iii. To further develop right from infancy a scientific and technological mind in the child by teaching him/her arithmetic and elementary technology principles in his/her mother tongue. One of the most striking ongoing experience is precisely the palpable evidence that the theory that our languages are incapable of conveying scientific concepts is unfounded.
- iv. Establishing a balanced bilingualism between the mother tongue and the first official language (English for English speakers and French for French speakers) right from the first years of primary. This is why this type of teaching was mainly designed for the first, second and third years. Yet this education provides a solid programme for keeping up proficiency in the mother tongue beyond the first three years of schooling. Within this balanced bilingualism, the child masters the first official language better than his/her peer who is directly taught this language by disregarding theoretically the mother tongue.
- v. In the urban area, particular emphasis is laid on the teaching of the common language(s) in the region, for it is admitted that most children in the urban centres start school with a good knowledge of the first official language in particular in the French speaking provinces (pp.4-5).

The approach advocated (to use the mother tongue extensively) from the first to the third year enables the children to learn fast. It is also to make them read and write their mother tongues which they generally speak and understand already well when they arrive at school. A well developed and planned progressive transition towards the official language also enables the learners to transfer into the official language skills in reading and writing acquired in the mother tongue. Tadadjen (1996) continues that after the third year the mother tongue becomes a secondary co-medium. The teachers can continue using it in their educational speech. At this level the official language is both a subject and the main teaching medium.

Sierra Leone's Experience

According to Bockarie (1996) the first post-independence language policy statement was published in the Government White Paper on Education Policy in 1970. The policy states that Government is to introduce the teaching of Sierra Leonean languages in all schools. From then an attempt was made to introduce the country's four major languages, Mende, Theme, Krio and Limba into 36 pilot schools. The project was said to have collapsed because of inadequate support in the form of learning materials, improper supervision, and inappropriately trained personnel. Low morale due to poor incentives and a high teacher/facilitator turn over rate have also been known to contribute to the failure of mother tongue education and literacy project in both the formal and non-formal sectors. Some learners in the non-formal sector, as pointed out, would rather learn English, the

country's official language and this explains their lukewarm attitude to the study of the mother tongue.

Bockarie (1996) further states that a new Education Policy for Sierra Leone was launched in July 1995 and a draft National Education Master Plan 1995 - 2005 now exists. The documents, according to him, are a response to the "Basic Education for All" challenge and a new 6-3-3-4 education system - 6 years primary, 3 years Junior Secondary, 3 years Senior Secondary and 4 years Higher Education. The objectives, he states, include preparation of a broad-based education with emphasis on the attainment of permanent and functional literacy and numeracy and effective communication skills in at least one Sierra Leone language.

The new Education Policy of Sierra Leone states that:

The high rate of illiteracy (80%) is a setback to national development in Sierra Leone. Therefore strategies must be developed to eradicate illiteracy. One of the quickest and best ways of doing so is to give citizens the opportunity to be literate in their mother-tongue and/or one of the community languages in the country. Also, there are other social, psychological and pedagogical benefits that could be derived through literacy in the mother tongues and community languages (p.2).

With the new language policy, the four major languages in the country, Mende, Theme, Limba and Krio have been declared the country's official

community languages and shall be the languages of instruction in classes 1, 2 and 3 in those districts where they prevail. Class 3 shall be the transition class where the English language will be used as the language of instruction through to the tertiary level. As well as being a medium of instruction, English will also be taught as a subject from class 4 through to tertiary level where it will be optional.

Nigeria's Experience

The broad aim of an integrated primary school curriculum is to help children develop their natural abilities by creating the necessary environment that will stimulate, challenge and involve them socially, physically, intellectually and emotionally in the art of learning and doing. It is therefore the responsibility of the school to create the ideal situation for children to discover things for themselves. The main goal of primary education is to develop the whole child through a variety of activities including language arts.

As Fafunwa (1975) puts it the problem of bilingualism especially at the fundamental or primary level of children's education is perhaps the most baffling one to the Nigerian curriculum planners as well as teachers. In an entirely Yoruba, Hausa or Igbo speaking area, he states, children begin their education with the mother tongue as a medium of instruction in the first two or three years. The medium then switches to English in the third or fourth year. This change, according to him, is either gradual or abrupt. In most schools, Fafunwa states that some rudiments of English for instance, alphabet and sight reading are introduced right from the first year while in some other areas with many linguistic groups English is introduced actively from the first year.

The outcome of all these is that almost everybody is unhappy with the curriculum. Those who matter in the child's education, for example, parents, government officials, teachers and others complain that proficiency in English as well as the mother tongue is lacking among the products of these primary schools. It is expected that the primary school child thinks and communicates effectively in the mother tongue within the early years of school before switching over to English for the last three years.

Fafunwa again points out that many Nigerian children drop out before the end of the primary school education. What is more, of the 50 per cent who remain till the end of the sixth year, many of them complete the course without being proficient in either English or the mother tongue. Consequently, except for a few, many primary school children in the Western State of Nigeria in particular leave school without achieving permanent literacy in either English or Yoruba.

English Medium and its Problems

Uganda's Experience

As Musisi and Heaton (1970) outline, the educational policy of Uganda since 1963 has been that English should be taught as a subject from the first year of primary school. The reason is that English should be used as the medium of instruction in a gradual phase-in from the fourth to the sixth year. The language policy according to them aims at:

- 1) Preparing not just a fortunate few for their entry into secondary school, but equipping the majority with a working knowledge of English that can be of use as an element in terminal education.
- 2) Stimulating and enlivening the entire attitude and atmosphere of teaching in the primary schools, particularly at the lower levels. by using the modern methods connected with English language teaching. This, as part of the philosophy of the "New Primary Approach" will involve the use of dramatization and other activity methods. (p.30).

To them, since the teaching of English as a subject is to begin in the first year instead of the third under the new policy and since English is to be used as the medium in primary classes it became necessary to introduce new English syllabus for Primary I and II incorporating activities such as rhymes, games, simple dialogues and apparatus work. It is needless to say certain problems have arisen in implementing the new school language policy. Some of the major problems, for example, are that about a third of the teachers in Uganda Primary schools are Grade I or 'Vernacular' teachers. These are neither trained nor qualified to teach English. In addition to this the bulk of the teachers in primary schools are Grade II teachers some of whom have had four years of learning English, others six years and only a few have had more than six years before entering their teacher training colleges. Thus, by and large, the teachers are not sufficiently prepared to participate at an appropriate level in English medium teaching.

Secondly, there is a great lack of reading materials in the schools. Very few schools have bought supplementary readers although there are quite a number of suitably graded readers recommended and available. And third, the language used in the subject textbooks is not properly graded. The textbooks use specialized terms and phrases which appear difficult for pupils at the primary level.

Zambia's Experience

Before the start of the English medium in Zambia, McAdam (1970) says work in the lower primary school was conducted through the medium of one or other of the official teaching local languages. In Grade I in the seven year primary school course, the teaching of English began in the third term and was given a time table allocation of three fifteen minutes periods a week. The time allocation of three periods of fifteen minutes per week was gradually increased as the child progressed through the school until by Grade V. Then, all subjects were supposed to be taught through the medium of English. The change over to English as a medium of instruction was accomplished subject by subject.

McAdam (1970) further states that the mother tongues used as the four main approved teaching local languages are Bemba, Lozi, Nyanja and Tonga, though in the North-Western Province three other local languages - Kaonde, Lunda and Luvale - are used instead. The selection of teaching mother tongues is fraught with difficulties as there are over fifty mother tongues used in Zambia, and the speakers of each of them seek fervently to maintain and preserve it. Lusaka is said to be in the area where the official teaching mother tongue is

Nyanja but a research conducted in 42 English medium Grade I classes and their 42 teachers in 1966 showed that only 49 per cent of the pupils in these classes were Nyanja speakers, 20 per cent being Bemba speakers, 11 per cent Tonga speakers, 5 per cent Lozi speakers and the other 15 per cent speaking other local languages. Of the 42 teachers, the research revealed that, only 2 were Nyanja speakers, six were Bemba and the rest included Lenje, Lozi, Shona, Tonga and Tumbuka speakers.

A more recent survey carried out by the English Medium Centre revealed that in the Grade I, II and III English medium classes in Lusaka over fifty different local languages are spoken by the children in these classes. Such a situation naturally obtains in the urban areas where there is a large influx of the rural population into the towns and where a large number of government servants are posted in from the outlying regions of the country. The situation is not as acute in the rural areas where there naturally tends to be much more concentrated grouping of a unilingual population. However, sample surveys have shown that even in these rural areas there is often a sizeable problem in this respect.

Research further reveals that very often, the teachers themselves are unable to speak freely and easily in the language which is the official approved teaching language of the area to which they have been posted. A Bemba speaking child in Lusaka may find that his teacher is a Lozi speaker who is trying to teach him in an imperfectly acquired Nyanja in Grade I and when he goes up to Grade II he may find that his teacher is a speaker of yet another mother tongue who uses a reader written in his own mother tongue, Nyanja. If the child's teacher is a

native Nyanja speaker, he will find it difficult to follow what his teacher is saying and the teacher may well tend to concentrate on the native Nyanja speakers in his class. Though many children soon acquire some knowledge of the official teaching mother tongue, it is clear that because instruction is not geared to their learning other subjects through this medium, they miss a great deal of what is taught in this early period.

McAdam (1970) says in 1965 the Zambian government decided to adopt English as the medium of instruction in all primary schools in Zambia. This decision was made as a result of a paper submitted by an English Language Adviser. At the end of that year, an English Medium Centre was set up in Lusaka which became operational in the following year. The Centre Staff is said to have spent much time observing lessons and conducting vacation courses to instruct the teachers in the use of the course materials. As the government wanted a rapid implementation of the declared policy for English to be used as a medium of instruction in all primary classes, the Centre Staff soon found themselves in the position of being only just ahead of their classes because of the necessity of revising materials in the light of comments and criticisms received from supervisors and its own staff; the need to write at the same time, material for the next term's work; delays in the printing of course materials, which is done locally; distribution difficulties and time table changes. However, by the end of 1968 a large number of pupils were using the English medium scheme which the Centre prefers to call simply the 'Zambia Primary Course'. McAdam further states that in 1967, a small number of lower primary teachers were trained in

English medium at Mufulira and Kitwe Teacher Training Colleges and that in 1968 every student entering a teacher training college in Zambia began training in English medium materials. Courses in teacher training colleges also changed from one year to two years duration. Similarly a three month in-service English medium course was started in Chalimbana Teacher Training College where about 600 teachers were produced each year. The policy of the Ministry of Education is that all English medium classes should be taught only by trained teachers who have received all their training or at least in-service training in English medium. Teachers who have not received a full college training course in English medium teaching are visited by their supervisors at their schools and have fortnightly meetings with them to discuss their problems and difficulties. This arrangement stems from the fact that the success or failure of the English medium scheme hinges on the quality of teachers being produced at the teacher training colleges.

The implementation of the English scheme in Zambia cannot be said to be very smooth. It certainly had its problems. It was therefore no surprise that among a number of recommendations made to improve teaching and learning was that, the teaching of the mother tongues should be incorporated into the English scheme, and that formal reading in English should be postponed to the second year in order to enable the children to acquire literacy in their own tongue as soon as possible.

Conflicts that Relate to the Choice of the Medium of Instruction

According to Tiffen (1975) there are two basic conflicts which plague the choice of the language of instruction in African Primary Schools. The first, he

states, concerns the real purpose of these schools. In relation to this he poses a two pronged question thus: "Are they to aim at a good general education or are they to be seen as preparatory schools for the minority who go on to secondary and tertiary education" (p.319). The second conflict is, acquiring fluency in English as the key to western technical culture. This, Tiffen considers, may absorb much of the available teaching time to the detriment of fluency in an African language and an understanding of the culture of the society into which the children are born. These two conflicts, according to Tiffen (1975), are becoming more acute. To him, in the past, the primary schools used to cater for a small number of children most of whom went on either to pursue further education or to get into clerical work.

In either case, mastery of English was of prime importance. He raises a query whether the essential skills and knowledge could be imparted to young children in English, if English is used as a medium of instruction right from the start of schooling. He poses a series of questions as follows:

Even if they can, will education in English lead to cultural disorientation? Would it be better culturally, as well as easier for the children to learn through an African language throughout the primary stage? This immediately leads to practical problems - which African language should be chosen in the common situation where there is a multiplicity of languages? Can suitable textbooks be produced economically in

the relatively small numbers required? How should teacher training be organized in this situation? (pp.319-320).

The difficulties in the use of either English or the mother tongue have led to a compromise policy - children start their education in the mother tongue, learning English as a subject, and at some stage within the primary school course, switch to the use of English as a medium of instruction.

This, however, is not the case in some African countries. According to Tiffen (1975), and as has been stated earlier in the chapter, a few countries notably Kenya and Zambia are in favour of English as medium from the start because they feel only a thorough understanding of English will enable children to acquire the knowledge needed for the modern world. This is almost a traditional African attitude. For instance, as early as 1808, missionaries had to abandon an attempt to use the mother tongue in a school in Sierra Leone. To substantiate, Tiffen quotes from a publication of the government of Sierra Leone (1975) as follows:

The great object which the parents of the children had in sending them to school, was their acquirement of the English language. Therefore, according to their strict instruction not a word of Susu was allowed to be spoken in school..... The Susu children began to speak English in about six weeks and soon after, they were able to read and write in the same language.... This pleased their parents exceedingly (p.320).

It is only recently that some African countries have become conscious of the dangers of producing a generation of children cut off from their cultural roots, and have begun to prefer the process of education through an African language.

Tiffen states, the whole issue is bedeviled by a lack of evidence based on a continuing period of research and evaluation as to whether children who have learnt in English are better equipped for secondary education. Generations of educated Africans have been produced by other methods. As late as 1966, a study sponsored by the Ford Foundation in conjunction with the National Universities Commission and the Federal Ministry of Education in Nigeria, found itself unable to recommend definitely either policy, and called for a major research on this basic issue.

The report presented states:

Until there are experimental data to support a change, the team recommends continuance of the present system of introducing English as a subject during the first year and of phasing into English as a medium of instruction after teaching it as a subject for 2-3 years. In classroom situations where there are multilanguage backgrounds with no clear majority, English should be used as a medium starting in primary I (pp.15-16).

However, a progress report published a year later at the University of Ife Nigeria, states that there is evidence that children will learn more and quicker in their first or second language than in English. Over the years varying policies were pursued by British colonial educationists, and currently there is no uniformity in the practice of independent African countries.

The Use of the Mother Tongue in Education

No one wants his own mother tongue to die out. It is after all the language which makes the tribe or nation. Without a language of its own a tribe becomes merged and lost in the group whose language it speaks. On this basis, the use and teaching of the mother tongues should be encouraged because languages which are used and taught widely in schools as written languages will survive and develop.

According to a UNESCO publication (1953) the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that in the child's mind works automatically for understanding and expression. Sociologically, it is a means of identifying with members of the community to which one belongs.

Educationally, the child learns more quickly through the mother tongue than through an unfamiliar linguistic medium. The publication further states that it is through the mother tongue that every human being first learns to formulate and express his ideas about himself and about the world in which he lives. It continues that every child is born into a cultural environment, and the languages used is both a part of and an expression of that environment. Thus, the

acquisition of the mother tongue is a part of the process by which children are absorbed into the cultural environment. It can be said that the mother tongue plays an important part in moulding children's early concepts. The publication adds that children will find it difficult to grasp any new concept which does not find expression in his mother tongue. It is important that every effort should be made to provide education in the mother tongue.

The UNESCO publication further recommends that the use of the mother tongue be extended to cover the entire primary school education. The organization thinks that pupils should begin their schooling through the medium of the mother tongue because to begin their school life in the mother tongue will make the break between home and school as small as possible. It is of the view that children understand other subjects in school better if taught in their mother tongue. The report opines that to expect a child to deal with new information or ideas presented to him in an unfamiliar language is to impose on him a double burden and he will make slower progress. UNESCO also believes that the use of the mother tongue promotes better understanding between the home and the school when the child is taught in the language of the home. It adds that parents will be in a better position to understand the problems of the child and in some measure to be able to help him in his education.

Asamoah (1955) also agrees with the assertion in the work cited earlier on that a child should receive instruction both in and through his mother tongue, and this privilege, he states, should not be withheld from the African child. The child should learn to love and respect the mental heritage of his people. The natural

and necessary expression of this heritage is through the language. "Neglect of the mother tongue", according to Asamoah, "involves the danger of crippling and destroying the pupils productive powers by forcing him to express himself in a language foreign both to himself and the genius of his race" (p.62). As a general rule therefore, Asamoah points out that during the first - three years of school education, instruction should be carried out exclusively in a native tongue. He opines that there is a considerable body of educational experience in this statement. He is of the view that no foreign language should be taught during that period and that the learning of the mother tongue should precede the learning of a foreign language while the instruction continues in the mother tongue.

Fafunwa (1975) regrets that the African child is being unnecessarily maimed emotionally and intellectually when the medium of instruction in the primary school remains in a European language. He further contends that children learn best in their mother tongues and that the mother tongue is as natural to them as their mothers' milk.

Fafunwa observes also that no other nation in the world except most of the ex-colonies and those still under colonial rule prepare for citizenship in languages foreign to them. The first twelve years, according to him, is the most formative periods that the child requires intelligent care of his physical needs and guidance in his mental, emotional as well as his social potentialities.

He writes:

If the African child is to be encouraged from the start to develop curiosity, manipulative ability,

comprehension, spontaneous flexibility, initiative and co-ordination of hand and eye, he should acquire these skills and attitudes through the mother tongue as the medium of education, which after all, is the most natural way of learning. This is where the average European or English child has a decided advantage over his African counterpart. While the former in acquiring new skills during the first six years in his mother tongue, the latter is busy struggling with a foreign language during the greater part of his primary education. (p.216).

Fafunwa continues that a child, if helped to lay foundation of his future development in his own mother tongue, will likely be in a position to build upon it in later years even in another language.

The Case for the Mother Tongue

According to Asamoah (1955), it is important to note that all educationists, even the most sceptical agree that education of the African should begin in the mother tongue. In its memorandum to the Colonial office in 1943 on "Language in African School Education" the Advisory Committee on Education states:

The extent to which the mother tongue is to be retained as the medium of instruction is a matter not merely of education theory and practice. It is also one of general policy, from the purely educational

stand point, it is not open to question that the longer the mother tongue is used the more effective is the instruction likely to be.... it is through the mother tongue that the new conceptions of the mind should press their way to birth in speech. This is almost universally true except in cases so rare.... as to emphasise the general rule.... Through its mother tongue the infant first learns to name the things it sees or feels or tastes or hears, as well as the ties of kindred and the colours of good and evil. It is the mother tongue which gives to the adult mind the relief and illumination of utterance....Hence in all education the primary place should be given to training in the exact and free use of the mother tongue (pp.64-65).

Benzies (1961) also states how bad and ineffective a method of education can be which ignores the mother tongue as the medium of instruction in the early stages of education. He writes, "teachers who want to be able to use English as early as possible as school language are holding back their children's mental powers" (p.12). He gives reasons for his assertion. Firstly, he claims that such teachers set themselves an impossible task. He observes, children cannot develop thinking powers while struggling to learn a foreign language. He further states that the early years at school should be used to expand the children's background of ideas and their power of self expression. "At this stage, this cannot be done in a foreign language" (p.130) he concludes.

According to Tomori (1965), in school education the mother tongue, with its rich cultural heritage, has an important place. He feels that it should be the medium of instruction at the earliest stages particularly for introduction to the study of literature. Many factors, according to him, decide which language is used at the primary school level - some may be political, others may be of a practical nature. The school should therefore widen the experience of the pupil in a meaningful way through the use of the language he speaks. In this way, his further exploration of the world around him is continued with very little linguistic re-orientation. Tomori (1965) finally states, the mother tongue has an important part to play in learning a foreign language. In a class of obsolete beginners in a foreign language, the use of the mother tongue is most economic and efficient.

The Case against the Mother Tongue

Asamoah (1955) states that the Ministry of Education in the Gold Coast (Ghana) was influenced by certain difficulties in the use of the mother tongue as the medium of instruction and as a subject in the curriculum.

The three main difficulties Asamoah states are as follows:

1. The existence of a great number of different languages and even of dialects of the same language. Many of these are spoken only by isolated communities; others vary so much even within the confines of a simple tribe or people that different members of the same tribe often find inter communication difficult.

2. The difficulty of training teachers in a multiplicity of languages.
3. The difficulty in the production of textbooks and literature. Some languages and dialects are not sufficiently rich in themselves for this purpose and it is manifestly out of the question, if only for financial reasons, to secure the publication of sufficient range of books in more than a limited number of native languages (p.62).

Asamoah further states that Ghana is a country which has several languages. Apart from the Northern and Upper Regions of the country four main languages namely, Twi, Fante, Ga and Ewe are widely spoken and each of these languages has several dialects. If therefore the mother tongues were to become the medium of instruction then to him one should be selected from the lot and be used throughout the whole educational system. He therefore questions which of the four languages mentioned should be adopted. Another difficulty that Asamoah raises is that presently there is no satisfactory agreement on the issue of the standard orthography to be used or adapted for the various dialects in the local languages. He gave the Twi language as an example. He further states that critics of the mother tongue say, sooner or later, majority of Ghanaians will become literates and since English is the main medium by which this literacy is acquired, it is to be expected that all the people should think and express themselves in English.

According to the UNESCO publication (1953) mentioned earlier, the use of the mother tongue as a medium of instruction in schools is criticized on the basis that the child already knows his own language before he comes to school

and there is no need for the school to teach it to him again. It further states that some people claim that it is impossible for children to acquire a good use of the second language as a medium of instruction from the very beginning. The publication concludes, it was upon this basis that most schools in the past actually forbade any use of the mother tongue in the schools. Another difficulty that the use of the mother tongue poses, the UNESCO publication states, is the insufficiency of vocabulary for the needs of the curriculum.

With this problem, it argues that a second language will have to be introduced at an early stage and that if pupils have learnt enough of it then the second language could become the medium of instruction. According to the publication, if a given locality has a variety of languages it may be difficult to provide schooling in each mother tongue simply because there are too few students speaking certain of the languages. In such cases it may be necessary to select one of the languages as the medium of instruction, at the cost of using a language other than the mother tongue of some of the students.

Most teachers, according to the publication, have themselves received their education and professional training in a second language. As a result, they have real difficulty in learning to teach in the mother tongue. In addition to this, there is often a lack of suitable books to guide or help them both in teaching and in teaching through the mother tongue. They have to depend, therefore, more on their own initiative and skill than when teaching through the second language in which they themselves have been trained.

Language Policies in Ghana - A Historical Perspective

It has been recognised that language has some important roles in national development. And in order to use language effectively one needs to learn it effectively. This, in fact, calls for language policies in education. According to a seminar paper presented by Ghana in 1996 on the problems and prospects of the use of African languages in Education, Ghana's history indicates that it has had two major sources of language policies - national government and non-governmental organizations (mainly the churches/ missionary organizations). As already stated in this work, Ghanaian language policies in education have been varied depending on the periods and who was or has been initiating the policy and with what objectives. The paper identifies the following language policy periods for Ghana.

The Period 1629 - 1920 (The Castle Schools)

According to the seminar paper, the castles along the coast of the Gold Coast (Ghana) were primarily built for the slave trade. After the abolition of the slave trade, the castles were used as settlements for the European merchants. It is abundantly clear that the early European settlers' primary motive was purely commercial. However, subsequent developments made it necessary for them to introduce their formal type of education to the indigenous population. In Elmina, for example, the paper states, the whites had children with African women and were 'morally' bound to give some form of education to these mulattos. The merchants also needed clerks among the natives to help them with their trade. As a result, some form of training therefore became necessary. The general feeling

along the coast then was that children should receive European education. Schools were therefore opened in the castles, notably in Elmina, Christianborg, Cape Coast and Keta. Most of the white priests who were the teachers did not speak the local language of the people and therefore had to teach in the metropolitan languages. Portuguese, Dutch, Danish and English were used as media of instruction wherever and whenever we had the Portuguese, the Dutch, the Danes and the English respectively. The Europeans thought there was no need to develop and/or use the languages of the natives, for they would not have any significant impact on their trading activities.

The Christian Missions

The language situation, however, changed and assumed other dimensions with the appearance of the Christian Missions on the educational scene. The Basel and Bremen Missionaries settled in areas in the present day Greater Accra, Eastern and Volta Regions of the country. These missionaries had German language as their mother tongue. Their primary objective was to establish a church which was very close to the culture of the local people. In the light of this, they placed great emphasis on the use of the mother tongue (the Ghanaian languages). In the Ga and Twi areas, the Basel missionaries used Ga and Twi respectively, whilst the Bremen who settled and worked mostly in the Eweland used the Ewe language. (McWilliam and Kwamena-Poh, 1975).

The Wesleyan missionaries who settled in the Fanteland and later in the Asante area made quite good progress in the introduction of the Western type of education as well as the evangelization of Ghanaians. Their initial emphasis was

on English as the medium of instruction. However, after almost fifty years' stay with the Fantes an attempt was made to promote literature in the Fante dialect.

In summary, Ghana (then Gold Coast) pursued a dual language education policy until 1925. The Wesleyans who operated mainly among the Fantes along the western shores used English as medium of instruction in the schools they established. On the other hand, the Basel mission used Twi as a medium of instruction in the schools they established in the inland areas whilst the Bremen mission which settled in the present day Volta Region used Ewe as the language of education.

The Period 1925 - 1955

The seminar paper further states that the language policies during the period 1925-1955 were multilingual in outlook but they were well defined. Quite significant was the Guggisberg administration. (Sir Gordon Guggisberg was the British Governor of the Gold Coast (Ghana) from 1919 to 1927). It was during this period that a systematic pattern began to emerge with regard to both education and language. In fact, it was the first time that the Colonial Government legislated on the status of the Ghanaian language (Gbedemah 1975 p.43). The government had, by then, taken control over the administration of the schools. Guggisberg maintained that school education should not denationalise the recipients. There should be, according to him, a good marriage between the national culture and the best attributes of modern civilization. By 1925, through the assistance of other bodies, he had formulated a fairly consistent policy for education in Ghana - later became known as the 'sixteen principles'. The twelfth

principle states that 'whilst an English education must be given, it must be based solidly on the vernacular'. (McWilliam and Kwamena-Poh. 1975 p.58).

The 1925 Education Ordinance made the use of the Ghanaian language as medium of instruction compulsory at the lower primary level (i.e. P1-P3). At the upper primary level (i.e. P4-P6), the Ghanaian language was to be replaced by English, hitherto studied as a school subject. The Ghanaian language was then to be studied as a subject in the curriculum.

The Period 1955 - 1966

The educational thought that prevailed during the period 1920-1950 favoured the use of the Ghanaian language as medium of instruction in the elementary schools.

However, rather unfortunately, some sections of the educated Ghanaians thought that it was a design by the British to give an inferior education to the native population. So, when Ghana became independent in 1957 under the leadership of Dr. Kwame Nkrumah, the provision in the 1925 Ordinance that promoted the use of the Ghanaian language as medium of schooling was reviewed. English was made the language of education from the first year of schooling (i.e. from primary one).

This change in the language policy was done ignoring the recommendations of a commission set up to investigate the language most suitable as the medium of instruction throughout the primary school course. The Ghanaian language could be used as medium of instruction only in the first year of the primary school. Not only this, the number of periods for the teaching of the

Ghanaian language was reduced in favour of English. In the experimental schools, which were established during this period, English was to be the medium of instruction right from the first year, and the Ghanaian language was to be taught once a week. In 1963, the paper says, the Government of Ghana set up another committee under the chairmanship of Mr. C.T. Bannerman to review pre-university education. The Bannerman Committee (1963) recommended a prominent place for the indigenous languages in the schools. But again, this recommendation was not accepted.

The Period 1966-1972

The seminar paper still highlighting the history of language policy in Ghana, states that the period 1966 - 1972 saw another change in the language policy of the country. At the close of the Nkrumah era, the policy was that English was to be the language of education from the first year of schooling. It became apparent, however, from the report of the Education Committee appointed by the National Liberation Council (NLC) government in 1967 that, the policy to use English as a medium of instruction throughout the elementary school had not been rigidly practised. The report stated that the general pattern in the elementary schools was that the Ghanaian language was used as the medium of instruction when the child entered school for the first year at least. In fact, in many localities, the local language was used throughout the ten-year elementary course. The committee chaired by Professor Alex Kwabong (the then vice-chancellor of the University of Ghana) endorsed the practice and recommended that:

A Ghanaian language be used as medium of instruction

for the first three years of the primary school course. The change to English as a medium of instruction should commence in the fourth year whilst the Ghanaian language continues to be studied as a subject; in the metropolitan and other urban areas, the change to English as medium of instruction may commence earlier than the fourth year of the course (Ministry of Information 1967 p.54).

Again the reason given for this recommendation was that "children learn more easily in their mother tongue and are readily able to express their ideas and reactions in that language" (Ministry of Information 1967 p.54). The Kwapong Committee's recommendation was unique in the sense that it recognised the different language needs of the rural and urban children. However, the NLC government rejected this recommendation and instead, proposed that the Ghanaian language should be the medium of instruction in primary class one only.

In 1969 Ghana had her second civilian government - the Progress Party government, with Dr. K.A. Busia as the leader and the Prime Minister. In September 1970, the Ministry of Education, Culture and Sports enunciated a Ghanaian language policy which took into consideration the recommendation made by the Kwapong Committee. That year the Progress Party government reintroduced the local languages as medium of instruction for the first three years of the primary school course. The policy further stipulated the possibility of using the Ghanaian language where necessary for the next three years.

The policy goes on:

It is now Government policy that the main Ghanaian languages at present provided for in the curricular of primary and middle schools be used as the medium of instruction in the first three years of the primary school course, and where the subject makes it possible in the next three years as well. In any upper primary or higher classes where English is the teaching medium, the appropriate Ghanaian language(s) will be properly taught as a school subject. (Ministry of Education 1970 p.8)

In addition, the Minister of Education announced in November 1970 that every pupil was to learn an approved second Ghanaian language from the beginning of 1971. The approved second languages were Akan, Ewe, Nzema and Ga.

The Period 1972-1981

The seminar paper further states that the language policy as far as education was concerned did not change much during the period 1972 - 1981 even though there were several changes of governments. However, as usual, this policy was not implemented. The teachers decided on what language to use as medium depending on the peculiar circumstances of the school. The government at the time adopted the language education policy of the Busia government and improved upon it. The government policy was reflected in the 'New Structure and Content of Education in Ghana' a report of the committee appointed by the

National Redemption Council (NRC) government in 1974 under the chairmanship of Rev. Professor N.K. Dzobo to review the structure and content of education in Ghana.

The committee proposed, among other things, that the study of Ghanaian languages should be encouraged from primary one to the university level as medium of instruction in the lower primary (P1-P3) and as a school subject in the remaining classes/levels. The full statement on the use and study of the Ghanaian language in the new structure reads:

At the primary school stage the child shall learn his own language and in addition one other Ghanaian language. However, English shall gradually become the medium of instruction as from class 4. In the junior secondary school the Ghanaian language or Modern/Classical language will be compulsory during the senior secondary lower course and in addition to the other subjects. In the training colleges, to enable teachers cope with the new policy on the teaching and learning of the Ghanaian languages, every student will be required to learn one other Ghanaian language in addition to his own (Dzobo 1974 p.3).

The Acheampong government accepted the recommendations and reiterated the declaration in the 1970 policy that every school child should learn a second language.

The Period 1981-1992

On paper, the policy on language use in general, and in education in particular of the NRC/SMC regime has not been altered. English remains the language of administration and law, and it is the medium of instruction after the first three years of primary school education. At the beginning of the 1987/88 academic year, the new educational structure recommended by Professor Dzobo's Committee in 1974 was put in place. The Ghanaian language was the medium of instruction in classes one to three in the primary school; English became the medium of instruction from primary class four to the university level. Ghanaian languages were compulsory subjects in the primary, junior secondary and senior secondary levels. This time, uniform syllabuses were prepared for English and Ghanaian languages for use in the junior and senior secondary schools.

The Period 1992 to Date

Between 1992 to date, the language policy in education has not changed - the Ghanaian language should be the medium of instruction in P1-P3; it is a compulsory subject of study from P4 to JS3. However, the practice is that the primary schools decide on what language they would use as medium. As a school subject, the Ghanaian language is not seriously taught, since there are no specially trained teachers to handle the languages. Children compulsorily offer the Ghanaian language for the Basic Education Certificate Examination. (BECE) but a pass in it is not a requirement for admission into the Senior Secondary School. The emphasis is on a good pass in English.

In 1993, the Ministry of Education decided that the Ghanaian language (core subject) should no longer be compulsory at the senior secondary level. This decision might have been influenced by the abysmal performance in English during the Senior Secondary School Certificate Examination (SSSCE). Many people, including students and even the Minister of Education at the time, partly blamed the 'mass failure' on the policy of using the Ghanaian language as medium in the first three years of schooling. (Republic of Ghana Seminar Paper 1996).

Constraints in the Implementation of the Language Policy

The seminar paper by Ghana on the 'Problems and Prospects of the use of African Languages in Education', indicates that the need to educate the child in the first three years of schooling through the Ghanaian language is generally recognised by educationists in Ghana. In practice however, the use of English as medium of instruction right from class one seems preferred in some circles. It has been noted that the fluctuation in the Ghanaian educational language policy is due to frequent changes in government. Each change of policy means that the teachers ought to undergo fresh orientation. It also demands that new materials ought to be procured and old ones discarded. One would expect that all these would militate against the smooth implementation of the policy/policies. Some of the policies were not implemented at all. This was because they were declared in such circumstances that they could not be implemented. The governments did not take any action to ensure that what they proclaimed was actually implemented:
i.e.

- i. Textbooks were not prepared in the languages.

- ii. Teachers were not trained to teach in the languages.
- iii. The policies were never monitored. (Republic of Ghana Seminar Paper 1996)

In other cases, the implementation procedures were left unspecified in the policy statements. Ayo Bamgbose (1990) feels that escape clauses were built into the policy, thus effectively giving an alibi for non-implementation. For example, the cultural policy of Ghana states that:

The state shall promote the mother tongue as the basis of cultural education, and shall ensure the development of Ghanaian languages as vehicles of expressing modern ideas and thought processes.... The state shall provide special encouragement to writing of books in Ghanaian languages (p.7).

The policy statements above and the implementation steps are rather vague. This is because details of how the Ghanaian languages are to be promoted are not given and neither are the details of the special encouragement given. Far from promoting the mother tongues, English remains the medium of all official deliberations and public examinations, and even interviews for the appointment and promotions of artisans in the public and private establishments are carried on in English. Even though district assemblies do sometimes deliberate in the local languages, the minutes or records of the proceedings are in English. The non-implementation of policies was also due to the attitudes of officials and the so

called elite towards the learning and use of Ghanaian languages. (Republic of Ghana Seminar Paper 1996).

The Seminar Paper (1996) continues to state that, it has been the view of some of those in authority and some educated Ghanaians that any education given through the medium of a Ghanaian language can only be an inferior one. People erroneously think that the Ghanaian languages are not well developed and therefore cannot handle such subjects as science, mathematics, social science etc. There are some educated Ghanaians in positions of authority who hold the view that it is pointless to teach any of the Ghanaian languages as a subject in schools, for such insignificant local dialects can never become so flexible as to assimilate readily new words and to expand their vocabularies to meet new situations. Some of these dialects, besides not being yet properly standardized, have only lately been reduced to writing and their absence of literature discredits them and the use of any of them as a medium of expression.

Such people, the paper comments, can and do often influence decisions concerning the use of particular languages in our schools and public life. This lack of confidence in the use of Ghanaian languages may explain why those who ever propose the use of Ghanaian languages limit it to the first three years only. Whilst the paper admits that Ghanaian languages are presently not as well developed as some world languages such as English and French it finds it difficult to accept the notion that they cannot handle school subjects such as science, social sciences and mathematics. This, according to the paper, is because as far back as 1872 arithmetic was taught wholly in Twi and also in Ewe.

Another reason, the paper states, is that we have been unduly influenced by the multilingual nature of the urban classroom. The decision makers who live in the capitals, see the urban situation as the general pattern for the nation and therefore think that a common language - English is the solution. Of course the problem goes further than this. The paper states that teachers are posted to schools in towns and villages where the languages spoken by the pupils may be different from their own. For example, a Dagomba in Tumu where Sisala is spoken; he can only do meaningful work in English.

Again, as at now, very few teachers are sufficiently trained in the Ghanaian languages to be able to teach in them. In the thinking of other people, the paper says, there are so many mother tongues spoken in Ghana that it would be impossible to use them all as media of instruction. Some of these people therefore conclude that English should be used and by all implications condemn all Ghanaian children who are not fluent in English to a common handicap. Others advocate that only the ten officially recognized languages could be used. This means that a lot of Ghanaian school children would have to learn one of these to be able to follow the lessons in the schools; this, they contend, might put some pupils at a disadvantage.

Yet the paper laments that Ghanaians have been afraid that tribalism would result from any interest that would be generated into the learning and the use of the local languages. There is also the fear that the use of the local languages would hold the country back, industrially, economically and also scientifically.

CHAPTER THREE

RESEARCH METHOD

Introduction

This chapter presents the method used in the study. Issues in this presentation include the research design, population and sampling procedure, the instruments used in data gathering, pilot study, administration of instruments and data analysis procedure.

Research Design

The method used for this study was the descriptive survey. A survey design provides a description of some fraction of the population - the sample - through the data collection process of asking questions of people. (Fraenkel and Wallen, 1990; Fowler, 1998; Creswell, 1994). What this implies is, the survey research is a set of orderly procedures specifying what information is to be obtained and from whom and how. The descriptive survey was considered the most appropriate design for conducting the investigations since it is the one that deals with questions concerning things as they currently are. (Gay 1976). The method used involved the collection of data from the field in order to answer research questions concerning the implementation of language policy in the primary school.

The descriptive survey design was preferred because the data collected enabled the researcher to generalise the findings from a sample of responses to a population. Descriptive research, in fact, is basic for all types of research in assessing the situation as a prerequisite for conclusions and generalizations. Surveys are versatile and practical, especially to the administrator, in that they identify present conditions and point to present needs. (Osuala, 1991).

This design is also highly regarded by policy makers in the social sciences where large populations are dealt with and most widely used in educational research since data gathered by way of descriptive survey represent field conditions. (Wiecsma, 1980; Ary, 1990; Fraenkel and Wallen 1990).

Population and Sampling Procedure

The population for the study was made up of all teachers and pupils in public as well as private primary schools in the Ketu Education District of the Volta Region. The total number of public primary schools in the district was one hundred and fifteen (115) whilst the number of private primary schools was eighteen (18). These schools could be found scattered all over the seven circuits that constituted or made up the district. The names of the circuits and the corresponding number of primary schools in the district are as shown in table 1.

Table 1

Name Of Circuits And Corresponding Primary Schools

Circuit Name	Number of Public Primary Schools	Number of Private Primary Schools
1. Adina/Denu	11	3
2. Penyi/Tokor	15	0
3. Dzodze	17	7
4. Agbozume	15	2
5. Aflao/Viepe	15	5
6. Wheta/Klikor	21	1
7. Afife/Tadzewu	21	0
Total	115	18

From the 115 public primary schools, the District Education office listed and classified twenty-two (22) as urban or semi-urban schools. The remaining ninety- three (93) schools were categorised as rural schools. This classification brings the number of public schools in the circuits into urban and rural schools as in table 2.

Table 2

Number of Rural, Urban and Private Schools in the Circuits

Circuit Name	No. of Public Primary School		No. of Private Primary Schools
	Rural	Urban	
1. Adina/Denu	6	5	3
2. Penyi/Tokor	15	0	0
3. Dzodze	13	4	7
4. Agbozume	10	5	2
5. Aflao/Viepe	7	8	5
6. Wheta/Klikor	21	0	1
7. Afife/Tadzewu	21	0	0
Total	93	22	18

The number of private primary schools remained constant. Out of the ninety-three (93) rural primary schools, 28 (30 per cent of schools in each circuit) were randomly selected for the main study. Similarly, seven (7) schools being 30 per cent of the twenty two (22) urban schools were also selected for the study. Nine (9) schools (50 per cent) of the eighteen (18) private schools in the district were selected too for the study. The thirty-five (35) public primary schools and the nine (9) private primary schools selected for the study were considered representative since they formed at least 30 per cent and 50 per cent respectively

of population of schools in the respective sectors in the district. The researcher used 50 per cent of the private schools because he considered the total number of private schools in the district as relatively small.

In selecting the twenty-eight (28) rural primary schools, the lottery method was used. Each school, according to circuits, was listed on a card and placed in a box in turns. The box was shaken at each time to ensure that the cards were mixed up. Thirty (30) per cent of schools was then picked, circuit by circuit, from the box, one by one, until the twenty-eight schools were picked.

In selecting the seven (7) urban schools, the researcher used the systematic random sampling method from a randomly ordered list he received from the District Education Office. A similar procedure was used for selecting the nine (9) private schools. With the urban schools, (Appendix B) every third other school on the list of schools which were randomly ordered, was selected whereas with the private schools (Appendix C) every second other school on the list was selected for the study. This method of selection made it possible for all the circuits to be represented in the study.

There was a sample size of 176 pupils made up of 88 boys and 88 girls, and another sample size of 176 teachers made of 102 males and 74 females from selected classes in the schools. Two sampling procedures were used for the pupils and tutors. These were stratified random sampling and the simple random sampling respectively. The rationale for these sampling procedures was first to give equal chance to all subjects. It was also meant to ensure that both sexes were fairly represented.

These procedures ensure homogeneity (Twumasi, 1986) and eliminate bias. The procedures also enabled the researchers to get a representative sample proportional to the population of subjects in the schools.

In selecting pupils for the study, the researcher collected lists of pupils from the selected schools. The names of the boys and girls in BS3 (primary 3) and BS6 (primary 6) of the selected schools were listed on cards respectively and randomly selected. The reason for selecting BS3 (primary 3) and BS6 (primary 6) for the study was that the BS3 pupils were at the final stage of the Ghanaian language medium of instruction whilst the BS6 pupils were at the end of the English medium and could express or provide meaningful opinions about the use of both modes of instruction.

The teachers for the study were also stratified on lower and upper primary class basis and randomly selected. Lower primary classes and upper primary classes in each school of the study were written on cards and placed in a box in turns. Two classes were selected from the lower primary and another two from the upper primary. The teachers of the selected classes were therefore included in the study.

Instruments used in Data Collection

Two main instruments were used for data gathering. These were the questionnaire for teachers and the interview for pupils. In writing out the items in the questionnaire the researcher sought expert advice from his supervisors, specialists in the field of language studies and other researchers to check the

content and face validities of the instruments. With the interview, a set of closed, fixed response items with a few open-ended ones were used.

This technique was used to enable pupils provide information that was used for discussion purposes. The interview techniques has the advantage of flexibility. It affords the researcher the opportunity to observe the subject and the total situation in which he is responding. Personal contact increases the likelihood that the individual will participate and will provide the desired information. Again, the researcher has control over the order in which questions are ordered. (Ary D. 1990).

Pilot Testing

In order to sharpen and test how workable the instruments were a pilot study was undertaken among pupils and teachers of the Abor R.C. and E.P. Primary schools in the Keta Education District. These schools were selected because the researcher considered them as sharing similar characteristics of the schools selected for the main study since Ketu and Keta share common boundaries and similar socio-economic characteristics. Sixteen (16) teachers and sixteen (16) pupils were involved in the pilot study. The responses of the subjects led to the restructuring of a few items on the questionnaire and the interview schedule. Teacher respondents did not complain about the understanding of the items on the questionnaire when the researcher interrogated some of them. It was however noted that items 20, 22 and 23 had to be modified in order to make them more meaningful. The sixteen pupils selected for the study were interviewed. An interview schedule was prepared with the help of the supervisors, experts in

language teaching and other researchers and colleagues. Each interview session lasted for about 30 minutes. The pupils indicated that the items were explanatory and clear to them.

On the whole, the pilot study afforded the researcher the opportunity to refine certain items. It also enabled the researcher to adopt most welcome approaches in eliciting particular pieces of information from respondents. For example, he established a rapport before the interview proper begun, and also avoided sensitive comments that would inhibit responses from subjects.

Administration of Instrument

A set of questionnaire was administered to teachers while an interview was conducted for each of the pupils in the selected primary schools. Before visiting the schools in the district for the research, the researcher first of all visited the District Education office at Tokor, which is about two kilometers from the District capital - Denu, to introduce himself to the Acting District Director of Education with a letter of introduction collected from the Department of Arts and Social Sciences Education (DASSE), University of Cape Coast (Appendix A). Having been given the go-ahead to carry out the research, the researcher in turn paid a visit to each of the selected schools with copies of the letter of introduction and gave them to the headteachers concerned.

The researcher then collected records of names of pupils and teachers to be sampled in each school. A second visit was made to each school to administer the questionnaires to teachers who were selected for the study. It must be mentioned that the researcher enjoyed the co-operation of all headteachers and

teachers in the schools visited. The questionnaires for the teachers were hand-delivered to them by the researcher in the presence of the headteachers of each school.

The teachers were asked to respond to the items in a week's time and then hand them over to the headteacher for onward transmission to the researcher. This was after the researcher had briefed the teachers on the purpose of the research.

A week after each delivery in each school, the researcher went round the schools to retrieve the completed questionnaires. Headteachers in all the selected schools, except three, were able to submit the completed questionnaires received from the teachers. Two of the headteachers received the completed questionnaires from their teachers but were not in school at the time the researcher was in the schools to collect them. The third headteacher, however, collected only one completed questionnaire. The reason was that the rest of the teachers failed to hand them over to him. The other teachers who could not hand them over admitted that they had not yet filled them and therefore gave the researcher time to come for them. The researcher made follow-up visits to each of the three schools to retrieve the completed questionnaire. Two teachers were found to have misplaced their questionnaires, so fresh questionnaires were given out to them to complete. Upon further follow-up visits, the researcher was able to retrieve all the completed questionnaires (a 100 per cent retrieval) from the teachers in the sample. Each of the pupils selected for the study was interviewed using the interview guide prepared. Each interview lasted for not more than thirty

(30) minutes. In fact, enough time was allowed for each pupil to think and respond to the items. On the whole the pupils were found to be very co-operative.

Data Analysis Procedure

Two methods of data analysis were adopted. First, description analysis was used. Frequency responses to the items on the questionnaire as well as on the interview schedule were computed. Mean frequencies were found by dividing the total frequency by the number of items pooled and used in calculating percentages. The percentages were used to analyse the research questions. In the first place decisions on what pupils thought about language use in the primary school were based on the chi-square results arrived at. Secondly, the t-test was used to test the difference in attitude between teachers in public and private schools on Ghana's language policy in the primary school.

To test the attitude of teachers towards language use in the primary school, the items were scored on a five point Likert type scale. Strongly Agree - 5, Agree - 4, Uncertain - 3, Disagree - 2, Strongly Disagree - 1. An item with a negative connotation had the scores reserved thus, Strongly Agree - 1, Agree - 2, Uncertain - 3, Disagree - 4 and Strongly Disagree - 5. The mean and standard deviations were computed and the t-value calculated.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

This chapter presents the results of the study in a way that helps to answer the research questions posed. The chapter thus embraces analysis of data and discussions of findings. The survey instruments used to elicit information for the study were: Questionnaire for teachers in public and private primary schools and interview schedule for pupils in public and private primary schools.

The questionnaire for teachers was used to collect information on their background, their perceptions and opinions about language use and language teaching in the primary school. Items used in the questionnaire were on the following:

Background characteristics of teachers.

Teacher's ability to read and write a Ghanaian language.

Ability of teacher to use a Ghanaian language in teaching other subjects.

Teaching/Learning materials for language teaching in the primary school.

Advantages and disadvantages of using a Ghanaian language as medium of instruction.

Problems of primary school teachers whose first languages are different from that of pupils they teach.

The language that the primary school teacher uses most often in teaching.

Attitude of the primary school teacher towards the use and teaching of Ghanaian languages.

Problems associated with the use and teaching of Ghanaian languages.

Ways of solving problems connected with the use and teaching of Ghanaian languages.

Strategies that can promote language use and language teaching in the primary school.

The interview schedule for pupils in the primary school was used to collect information on the following topics.

Background characteristics of pupils.

Language that pupils speak at home.

Language spoken by pupils at school.

Pupil's language preference in the primary school.

Background Characteristic of Teachers

The first part of the questionnaire (Appendix D) was designed to find out about the background of teacher^s under study.

Sex

Out of the 176 respondents sampled, 102 (58%) were male teachers while 74 (42%) were female teachers. This indicates that even though both sexes were

represented in the sample, majority of the respondents were males. The reason for this imbalance is that male teachers outnumbered the female counterparts in the classes sampled.

Age

Table 3 shows the age distribution of respondents. From the distribution, 118 (67%) of the respondents were either 42 years of age or younger, illustrating the relative youthfulness of the sample.

Table 3

Age Distribution of Respondents

Age Distribution	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
18-22 years	4	6	10	5.7
23-27 "	10	17	27	15.3
28-32 "	12	14	26	14.8
33-37 "	13	15	28	15.9
38-42 "	14	13	27	15.3
43 years and above	35	23	58	33.0
Total	88	88	176	100.0

Teaching Experience

A question was asked to find out the teaching experience of respondents. This information is shown in Table 4. From the Table, one hundred and thirty

three respondents (75.6%) had teaching experience of not more than 20 years. Out of this, 56 were in the lower primary and 87 in the upper primary. Given the view that the youth are more adaptable and receptive to innovations, the predominance of teachers who have not been in the service for too long in the sample, augers well for the implementation of Ghana's pedagogic language policy.

Table 4

Teaching Experience of Respondents

Teaching Experience	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
1-5 years	23	40	63	35.8
6-10 "	14	22	36	20.5
11-15 "	13	12	25	14.2
16-20 "	6	3	9	5.1
21-25 "	7	4	11	6.3
26 years and above	25	7	32	18.2
Total	88	88	176	100.0

Qualification of Respondents

From responses to item 6 on the questionnaire, and as shown in Tables 5 and 6, 89 (50.6%) respondents were Certificate 'A' (4-year) teachers while forty-seven (26.7%) were Certificate 'A' (Post-Secondary) holders. In all, majority of respondents 137 (77.9%) were trained/professional teachers while 39 (22.1%)

were untrained/non-professional teachers. A further breakdown 6 shows that majority of the trained teachers were in the public schools. While trained teachers in the public primary schools were 133,4 were in the private sector. Out of the 36 teachers in the private schools as many as 33 were untrained teachers whereas there were only 7 in the public schools. The indication here is that, pedagogic language policy in Ghana is likely to be implemented more effectively in public primary schools, since a good number of teachers in the public schools were professionals and were most likely to understand and have better perceptions of educational policies.

Table 5

Qualification of Respondents

Level of Qualification	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
M.S.L.C.	0	1	1	0.6
G.C.E O/A Level	8	19	27	15.3
Cert 'A' (4-Year)	51	38	89	50.6
Cert 'A' (Post-Sec)	25	22	47	26.7
Diploma in Education	1	0	1	0.6
SSSC	3	6	9	5.1
City and Guilds	0	2	2	1.1
Total	88	88	176	100.0

Table 6

Trained and Untrained Teachers in Public and Private Primary Schools

Level of Qualification	Public Schools		Private Schools	
	Trained Trs.	Untrained Trs.	Trained Trs.	Untrained Trs.
M.S.L.C	0	1	0	0
G.C.E. O/A Level	0	5	0	22
Cert 'A' (4-Year)	86	0	3	0
Cert 'A' (Post-Sec)	46	0	1	0
Diploma in Education	1	0	0	0
SSSC	0	0	0	9
City and Guilds	0	1	0	1
Total	133	7	4	32

Teachers' Mother Tongues

In answer to item 7 on the questionnaire which sought to find out the mother tongue of teachers in the primary school, it was found that 168 (95.4%) teachers had Ewe as their mother tongue. Eighty-seven (87) of such teachers were in the lower primary school. This shows that a very good number of teachers were speakers of Ewe, the local language of the area of this study. This situation, in fact, augurs well for the implementation of the language policy, since majority of teachers could easily communicate with pupils in the local language.

Table 7

Mother Tongue of Respondents

Mother Tongue	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Ewe	87	81	168	95.4
Akan	0	4	4	2.2
Ga	0	1	1	0.6
Dangme	0	1	1	0.6
Avatime	1	0	1	0.6
Buili	0	1	1	0.6
Total	88	88	176	100.0

Teachers' Ability to Read and Write a Ghanaian Language

When asked to state the Ghanaian language respondents could read and write, 167 (94.9%) teachers said they could read and write Ewe. Out of this, 87 were in the lower primary while 80 were in the upper primary schools. This indicates that majority of teachers could read and write the Ghanaian language spoken in the area where the research was conducted.

This situation favours a smooth implementation of Ghana's pedagogic language policy because for teachers to be able to use a particular language as a medium of instruction and also teach it effectively, they should be able to read and write it proficiently. This view is similar to that expressed by the Dzobo Committee in 1974 and already cited in this work.

Table 8

Ghanaian Language Teachers could Read and Write

Responses	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Ewe	87	80	167	94.9
Akan	0	4	4	2.2
Ga	0	1	1	0.6
Dangme	1	1	2	1.1
Buili	0	1	1	0.6
None	0	1	1	0.6
Total	88	88	176	100.0

Level of Ghanaian Language Study

Reading and writing may not be sufficient evidence of one's ability to use and teach the language effectively. One is also expected to know the teaching techniques involved. These teaching techniques or methods are largely studied in teacher training colleges. In response to item 12 on the questionnaire which sought to find out the highest level at which respondents studied a Ghanaian language, 108 (61.4%) indicated that they studied it in the teacher training college. Eighty-seven (87) of them were in the lower primary whilst the remaining 21 were in the upper primary. This shows that majority of respondents have studied language teaching techniques and this should be able to help in the implementation of the language policy especially in the lower primary schools.

One hundred and sixty seven respondents (94.9%) further indicated that the language they studied at the various levels mentioned above was Ewe. This information also indicates that the use and teaching of Ewe should pose little or no problem in the area of this study since majority of respondents at least studied Ewe - the language of the research area. Table 9 below shows the various levels at which respondents studied a Ghanaian language.

Table 9

Levels at which Teachers Studied a Ghanaian Language

Level of Study	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Primary School	1	5	6	3.3
Middle School	0	23	23	13.1
Junior Sec. School	0	1	1	0.6
Secondary School	0	38	38	21.6
Training College	87	21	108	61.4
Total	88	88	176	100.0

Language used in Teaching other Subjects

Items 15 and 17 on the questionnaire sought information on the language respondents used in teaching science - related subjects. Whilst item 15 sought information on the language used in teaching mathematics, item 17 sought information on the language used in teaching science. In the case of mathematics, 87 respondents (49.4%) stated that they used both English and Ewe. Forty-seven

(47) of such teachers were in the lower primary school with 40 in the upper primary school. This is shown in Table 10

Table 10

Language Used In Teaching Mathematics

Language	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
English	37	48	85	48.3
Ghanaian Language(Ewe)	4	0	4	2.3
Both (English & Ewe)	47	40	87	49.4
Total	88	88	176	100.0

With elementary science, 90 (51.1%) used both English and Ewe. Out of this, 49 were in the lower primary. This is also shown in Table 11.

Table 11

Language Used In Teaching Science

Language	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
English	31	47	78	44.3
Ghanaian Language(Ewe)	8	0	8	4.6
Both (English & Ewe)	49	41	90	51.1
Total	88	88	176	100.0

From the available data, teachers in the lower primary school hardly used the Ghanaian language (Ewe) in teaching mathematics and science. Meanwhile, they were expected to use the Ghanaian language as a medium of instruction. Tadadjen (1994) whose work was already cited in this work differed in view on the use of local languages in teaching science.

He mentioned that one of the objectives of the use of local languages, among others, in education is to develop right from infancy a scientific and technological mind in the child by teaching him arithmetic and elementary technological principles in his mother tongue. He totally condemned the idea that local languages are incapable of conveying scientific concepts.

In-Service Course for Teachers

An item was designed to find out languages for which respondents ever attended an in-service training. In response to this, 113 (64.2%) made up of 49 in the lower primary and 64 in the upper primary stated English whilst 6 (3.4%) said they had in-service training in a Ghanaian language (Ewe). Five (5) of these were in the lower primary with only 1 in the upper primary. Table 12 shows languages in which respondents had in-service training.

Table 12

Languages for which Teachers Attended In-Service Training

Language	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
English	49	64	113	64.2
Ghanaian Language(Ewe)	5	1	6	3.4
Both (English & Ewe)	11	13	24	13.6
None	23	10	33	18.8
Total	88	88	176	100.0

Information from the table reveals that very little attention is paid to in-service courses in Ghanaian languages. In order to keep teachers in tune and abreast with current trends and issues in education and in Ghanaian languages in particular it is very vital to take them through in-service courses. These courses expose teachers to new learning, new techniques and methods of teaching that promote efficiency in teachers' work. It is in line with this that in-service courses are highly regarded and treated as very important in Zambia.

As already stated in this work, McAdam (1970) says, the Ministry of Education in Zambia at a time decided to adopt English as the medium of instruction in all primary schools. The Ministry then made sure that certain categories of pupils were taught by teachers who had benefited from such in-service courses.

Teaching and Learning Materials

In answer to an item that sought to find out whether respondents had adequate teaching and learning materials to promote the teaching and learning of Ghanaian languages, 157 (89.2%) said "No". The responses indicate that there were inadequate teaching and learning materials that could help promote the teaching and learning of Ghanaian languages in the primary schools. The problem of teaching and learning materials in basic schools in Ghana has been an acute one over the years. Teachers hardly used them to facilitate teaching and learning. Observations have shown that most lessons, for which concrete materials could be used, were taught in abstract thus making it difficult for children to understand clearly lessons that were taught. This situation is not different when it comes to the teaching and learning of languages and especially Ghanaian languages. The problem of inadequate materials has been identified by Brooks (1984), Gachukia (1970) and Asamoah (1955) and has been cited already in this work. To them, in language teaching and learning, the teacher often finds himself in a helpless situation. This is because textbooks available to him are inadequate, yet he has neither the time nor the facilities nor the responsibility for creating his own textbooks. With regard to local languages they contend that the lack of vernacular newspapers, periodicals and literature is a factor that has hindered any enthusiasm or motivation that could have encouraged the teaching of the local languages.

When respondents were required to mention the teaching and learning materials they had for the teaching of Ghanaian languages, 60% of them stated

they had the Ghanaian language syllabus only. Thirty per cent mentioned that they had a few Ghanaian language textbooks, most of which were worn out. Some of these people also said the only Ghanaian language textbook they had in their classes was the class teacher's copy. About 10% of the respondents indicated that they had no materials. The last information implies that they had neither the Ghanaian language syllabuses nor a single textbook in the Ghanaian language. This situation is most unfortunate because without requisite materials in the schools it would be very difficult for teachers to cope with the teaching and learning of Ghanaian languages. The inadequacy or total lack of materials in the schools also suggest that the body that is responsible for the supply of these materials is not living up to its responsibilities.

Language Preferences

Expressing their opinions about the language that should be emphasized in the primary school 165 (93.8%) respondents made up of 77 teachers in the lower primary school and 88 in the upper primary indicated that they would prefer the use of the English language throughout the primary school. Eleven (6.2%) who were all in the lower primary, however, said they would prefer the use of a Ghanaian language in the primary school and especially in the lower primary school. From the 165 respondents who would prefer the use of English language, 129 (92.1%) were from the public schools whilst 36 (100.0%) the entire number of respondents in the private schools also indicated that they would prefer the use of the English language throughout the primary school. The 11 respondents who would prefer the use of a Ghanaian language were all from the public schools.

The information indicate that a very high percentage of teachers generally prefer the use and teaching of English language to the use and teaching of Ghanaian languages in the primary school. Various reasons were given by the respondents for their standpoints. Some of them indicated that the child, on entering school, must clearly see that he was in a different environment, and this difference must be seen in all aspects of school life, not excluding the language of instruction. To these people, the English language must be used and taught throughout the primary school. They further stated that, delaying the use of the English language would disturb the child in the upper primary classes because, according to them, children pick language faster when they are young. And since they (the children) would be using English throughout the later part of their school lives there was the need for them to start using it and learning it right from primary class one where they are likely to pick it fastest. They also indicated that the English language is the one in which examinations are set and that the earlier pupils are exposed to it, the better. These views tally with the views of a position paper presented by Ghana in 1996 during a seminar on the 'Problems and prospects of the use of African languages in education'. The paper states that whilst promoting the mother tongues, English remains the medium of all official deliberations and public examinations. It laments also that even interviews for the appointment and promotions of artisans in the public and private establishments are carried in English. Also, Gachukia (1970) in his work already cited states that what matters most in Kenya is the fact that the child should pass the examination for the certificate of primary education taken at the end of the primary school, and

this examination, according to him, is set in English. Tiffen (1975) whose views are already cited did not differ either from the views of others expressed above. To him, some countries are in favour of the use of English language from class one because they feel only a thorough understanding of English will enable pupils to acquire the knowledge needed for the modern world. Some other respondents envisaged problems for pupils as well as for themselves if they should abruptly change over from the use of the mother tongue (the Ghanaian language) to English in primary class four. They stated that if care was not taken they (teachers and pupils) would be forced to continue using the Ghanaian language in the upper primary classes and this might not help pupils. All pupils, they indicated, are equipped with an appreciable grasp of the mother tongue before entering the primary school. And to continue teaching them in the language they were already familiar with would delay their learning of English. It was also their view that children would become seriously handicapped when ever they were confronted with the reading of books, lectures and examination questions in English if emphasis was placed on the use of a Ghanaian language in the primary school. One other reason for which some other respondents did not favour the use of the Ghanaian language in primary schools was based on the argument that, due to social mobility, families travel far and wide. They therefore questioned the appropriate Ghanaian language to be used if there should be a mixture of children from different language groups in an urban school for example. McAdam (1970) expressed similar sentiments, already included in this work. He states that in Grade 1,2 and 3 classes in Lusaka for example, over fifty different local

languages are spoken by children in these classes. And this is because of large influx of the rural population into the towns and where a large number of government servants are posted in from outlying regions of the country. To arrest this problem, therefore, these respondents seriously advocated for the use of English language throughout the primary school system. Other respondents who also prefer the use of English language to a Ghanaian language stated that even though Ghana's pedagogic language policy stipulates that a Ghanaian language should be used as a medium of instruction in the lower primary school and taught as a subject in the upper primary classes, little was being done by the government to promote it. To them, textbooks in the lower primary schools, other than Ghanaian language ones, were written in English and with follow up exercises also in English. They therefore questioned whether after translating and teaching the text in the local language the follow-up exercises should also be translated into a Ghanaian language for pupils to answer in their work books.

Advantages in Ghanaian Language use as a Medium of Instruction

Asked whether there were any advantages in using a Ghanaian language as a medium of instruction in the primary school, respondents stated that the use of a Ghanaian language enhanced pupils' understanding and built confidence in them to participate in lessons actively in class. Children, according to them, enjoy lessons taught in a language they could understand. This supports the views of Fafunwa (1975), UNESCO (1953), Benzies (1961), all already cited in the work. Respondents were also of the view that teachers are better at using the mother tongue than English and as a result, communicated more correctly and

interacted better with the pupils. Some of the respondents contended that right from primary class one (BS1) the child needs to lay a sound foundation, so teaching them through a Ghanaian language would serve as a better vehicle of communication of ideas and information.

First Language Differences between Teachers and Pupils

An item was designed to find out whether a respondent's first language was different from that of the pupils he taught. The findings are that 13 (7.4%) respondents were not speakers of the local language of the area under study. Out of this only 1 was in the lower primary. A good number of respondents, 163 (92.6%) were speakers of the local language that pupils speak and understand.

This means that a very small percentage of primary school teachers were posted to Ketu district where they could neither use nor teach the local language - Ewe. These teachers were bound to have problems with language use and language teaching in the area under study.

The Frequency at which Teachers used Language in Teaching

Table 13 shows how often teachers used the English language in teaching their pupils in the primary school. The data indicate that teachers at the lower primary school were more inclined to the use of the English language. The table further reveals that no respondent responded to 'Never', meaning that all the respondents somehow used the English language in teaching their pupils. Eighty-six (86) of the number of teachers sampled in the lower primary classes used the English language in teaching. This situation, the researcher thinks, does not augur

well for the implementation of government's pedagogic language policy in the primary school.

Table 13

Frequency of English Language Use

Rate	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Always	36	59	95	54.0
Often	28	29	57	32.4
Sometimes	22	0	22	12.5
Seldom	2	0	2	1.1
Never	0	0	0	0.0
Total	88	88	176	100.0

Table 14 indicates the frequency at which teachers in the lower primary school used a Ghanaian language (Ewe) in teaching their pupils. Information gathered reveals that only 3 (1.7%) respondents used the Ghanaian language (Ewe) 'always' in class. This shows that teachers in the lower primary school did not use the local language much in teaching their pupils and this to a large extent does not conform to government's position on language use and language teaching in the lower primary school.

The situation is not better in the upper primary school either. As many as 48 teachers in the upper primary used the Ghanaian language instead of the English language in teaching.

Table 14

Frequency of Ghanaian Language (Ewe) Use

Rate	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Always	3	0	3	1.7
Often	18	2	20	11.4
Sometimes	54	46	100	56.8
Seldom	10	34	44	25.0
Never	3	6	9	5.1
Total	88	88	176	100.0

Attitude of Respondents Towards the Use and Teaching of Ghanaian
Language in the Primary School.

A 13 - item Likert - type sub-questionnaire was administered to find out the attitude of respondents towards the use and teaching of Ghanaian languages in the primary school. The items are numbered 31 through 43 in the questionnaire. It is in Appendix D. Each item had a five point scale - Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. These were used in the analysis. In another analysis involving private school teachers on one hand as one category of respondents and public school teachers on the other hand as another category of respondents the five point scale of Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree were also used. Data in the Tables that follow illustrate this.

Table 15

Item by Item Analysis of Respondents Opinions, Attitudes towards the Use and Teaching of Ghanaian Language in the Primary School

Statement	R E S P O N S E S					Mean	STD	Analysis
	SA	A	U	D	SD			
31. Pupils learn faster in the lower primary school when they are taught in their mother tongue	53 (30.1)	92(52.3)	13 (7.4)	11 (6.2)	7 (4.0)	3.9830	.994.1	Uncertain
32. The use of Ghanaian Language as a medium of instruction in the lower primary school helps the child to understand lessons taught at that level	47 (26.7)	112(63.6)	8 (4.6)	9 (5.1)	0 (0)	4.1193	.7111	Agree

Statement	R E S P O N S E S					Mean	STD	Analysis
	SA	A	U	D	SD			
33. It is advantageous to use a local language as a medium of instruction at the lower primary school	31(17.6)	64(36.4)	24(13.6)	49(27.7)	8 (4.5)	3.3466	1.1901	Uncertain
34. I find it difficult to get the equivalent of certain English words in the Ghanaian language	38(21.6)	92(52.3)	8 (4.5)	33(18.8)	5 (2.8)	2.2898	1.1908	Disagree
35. The use of Ghanaian language makes my teaching difficult	5 (2.8)	36(20.5)	14(7.9)	99(56.3)	22(12.5)	3.5511	1.0407	Uncertain
36. Ghanaian languages should only be studied as subjects and not used as media of instruction	48(27.3)	56(31.8)	7(4.0)	49(27.8)	16(9.1)	2.5966	1.3781	Disagree

Statement	R E S P O N S E S					Mean	STD	Analysis
	SA	A	U	D	SD			
37. Pupils should be exposed to English terminologies right from class one	85(48.3)	64(36.3)	7(4.0)	16(9.1)	4 (2.3)	1.8068	1.0294	Strongly Disagree
38. A sound foundation in a Ghanaian language facilities the use of the English language in the upper primary classes.	20(11.4)	54(30.7)	29(16.5)	52(29.5)	21(11.9)	3.000	1.2421	Uncertain
39. the use of Ghanaian language in the lower primary school adversely affects the upper primary classes	36(20.5)	70(39.8)	21(11.9)	43(24.4)	6(3.4)	2.5057	1.1662	Strongly Disagree
40. I do not see the need for using a Ghanaian language in teaching.	13(7.4)	28(15.9)	17(9.7)	86(48.8)	32(18.2)	3.5455	1.1751	Uncertain

Statement	R E S P O N S E S					Mean	STD	Analysis
	SA	A	U	D	SD			
41. Pupils with a very strong foundation in a Ghanaian language in the lower primary school will do very well in the upper primary classes in that language only.	16(9.1)	36(20.5)	25(14.2)	72(40.9)	27(15.3)	3.3295	1.2210	Uncertain
42. The use of Ghanaian language as a medium of instruction in the lower primary school promotes effective pupil-teacher interaction in the classroom.	57(32.4)	92(52.3)	13(7.4)	12(6.8)	2(1.1)	4.0795	8779	Agree

Statement	R E S P O N S E S					Mean	STD	Analysis
	SA	A	U	D	SD			
43. Lower primary pupils who are non-speakers of a Ghanaian language of the local area in which they attend school do not benefit from what is taught through the Ghanaian language.	77(43.8)	69(39.2)	12(6.8)	14(7.9)	4(2.3)	1.8580	1.0070	Strongly Disagree

SA = Strongly Agree, A = Agree, U = Uncertain, D = Disagree, SD = Strongly Disagree

The mean scores are rated 5.0 Strongly Agree; 4.00-4.99, Agree; 3.0-3.99 Uncertain; 2.00-2.099 Disagree; 1.00-1.99 Strongly Disagree.

In the overall ranking of the items from the means of the rating of the items, the items fall into four categories. Two (2) were ranked Agree. Six (6) ranked Uncertain; Three (3) Disagree and Two (2) Strongly Disagree. (See Table 15). These data show that quite a number of respondents were not sure as to what Ghana's pedagogic language should be. The mean ratings also show that Disagree and Strongly Disagree were ranked higher than Agree.

In response to the item which stated that pupils learn faster in the lower primary classes when they are taught in their mother-tongue, 145 (82.4%) of the respondents agreed, 13 (7.4%) were uncertain and 18 (10.2%) disagreed. This shows that a greater percentage of the respondents agreed that children learn faster when instructed through their mother tongue. This view is consistent with those expressed by Tiffen (1975), based on a research published at the university of Ife, Nigeria in 1967.

In relation to an item which stated that the use of a Ghanaian language as a medium of instruction in the lower primary helps the child to understand lessons taught at that level, 159 (90.3%) respondents agreed, 8(4.6%) were uncertain and 9(5.1%) disagreed. This also shows that a greater percentage of respondents have agreed that if a Ghanaian language is used as a medium of instruction especially in the lower primary school, pupils will understand lessons better. Fafunwa (1975) shares a similar view when he contends that children learn best in their mother tongue and that the mother tongue is as natural to them as their mothers' milk.

With regard to the statement that it is advantageous to use a local language at school, 95 (54%) respondents were positive in their response, 24 (13.6%) were not sure whilst 57 (32.4%) were negative in their answer. A greater percentage of the respondents indicated that at least at the lower primary school the child/pupil stands an advantage if instructed in his local language.

One hundred and thirty respondents (73.9%) agreed that they found it difficult to get equivalence of certain English words in the Ghanaian language. Whilst 8 (4.5%) respondents were not sure, 38 (21.6%) disagreed. This shows that quite a good number of teachers have problems expressing themselves explicitly in the Ghanaian language. This situation, the researcher thinks, is most likely to affect the use and teaching of the Ghanaian language in the primary school. A UNESCO publication (1953) expresses this difficulty when it states that the mother tongue has the problem of insufficiency of vocabulary for the needs of the curriculum and thus calls for an introduction of a second language at an early stage.

An analysis of the responses to the statement which sought to know if the use of a Ghanaian language makes respondents' work difficult, 41 (23.3%) were not certain and 121 (68.8%) disagreed. This shows that a greater percentage of respondents do not meet difficulties when using a Ghanaian language in teaching.

Respondents were asked to comment on the statement that Ghanaian languages should only be studied as subjects and not used as media of instruction. Responses to this item show that 104 (59.1%) respondents agreed, 7(4.0%) were uncertain and 65 (36.9%) disagreed. This shows that majority of respondents are

of the feeling that Ghanaian languages should be studied as a subject and not used as a medium of instruction.

With regard to the item which stated that pupils should be exposed to English terminologies right from class one, 149 (84.6%) respondents were positive, 7(4.0%) were uncertain whilst 20(11.4%) rejected the idea. What this reveals is that a greater percentage of respondents think that pupils should be taught through the English language right from class one (B.S.I).

In reaction to the item which stated that a sound foundation in a Ghanaian language facilitates the use of the English language in the upper primary classes, 74(42.1%) respondents agreed, 29(16.5%) were not certain whilst 73(41.4%) disagreed. This shows that respondents were almost divided on whether a very good foundation in a Ghanaian language helps in the study of the English language in the upper primary classes and thereafter.

From responses to the statement that the use of a Ghanaian language in the lower primary school adversely affects the upper primary classes, 106(60.3%) respondents expressed agreement, 21(11.9%) were not certain whereas 49(27.8%) expressed disagreement. This indicates that majority of respondents think that too much use of a Ghanaian language in the lower primary classes would pose learning problems for children in the upper primary classes. Asamoah (1955) and Fafunwa (1975) differ completely with regards to this view. Asamoah (1955) for example thinks that during the first - three years of school education, instruction should be carried out exclusively in a native language, and that no foreign language should be taught during that period. Fafunwa (1975) also emphasized

the use of the local language in the primary school, saying that African children are being maimed emotionally and intellectually when the medium of instruction in the primary school remains in a European language. These two views have already been cited in this work. In response to the item which states that there is no need for using a Ghanaian language in teaching, 41 (23.3%) respondents stated they agreed, 17(9.7%) were uncertain, whilst 118(67.0%) stated they disagreed. This shows that a greater percentage of respondents felt there is need to use a Ghanaian language in teaching, at least, in the lower primary classes. This view is in consistence with those already noted and expressed by Asamoah (1955) and Fafunwa (1975).

Concerning the item that sought to establish the claim that pupils with a very strong foundation in a Ghanaian language in the lower primary school classes will do very well in the upper primary classes in that language only, respondents' reaction are as follows: fifty-two respondents (29.6%) agreed, 25(14.2%) were uncertain and 9(56.2%) disagreed. It implies that a greater percentage of respondents disagreed with the statement.

An analysis of responses to the statement which sought to know if the use of a Ghanaian language as a medium of instruction in the primary school promotes effective pupil-teacher interaction in the classroom, 149(84.7%) respondents agreed, 13(7.4%) and 14 (7.9%) were uncertain and disagreed respectively. This shows that a greater percentage of respondents agreed with the statement. In commenting on the statement that lower primary pupils who are non-speakers of a Ghanaian language of the local area in which they attend school

do not benefit from what is taught through a Ghanaian language 146(83.0%) respondents agreed with the statement, 12(6.8%) were uncertain, whilst 18 (10.2%) disagreed. A greater percentage of respondents therefore agreed that children who are non-speakers of a local language would have problems when taught through that local language and therefore were of the view that English is the solution.

Table 16

Item by Item Analysis of Private School Teachers' and Public School Teachers' Opinions on the Use and Teaching of Ghanaian Languages in the Primary School

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
31. Pupils learn faster in the lower primary school when they are taught in their mother tongue	Pr.T	2(5.6)	16(44.4)	9(25.0)	6(16.7)	3(8.3)	3.222	1.0720	Uncertain
	Pub. T	51(36.4)	76(54.2)	4(2.9)	5(3.6)	4(2.0)	4.1786	0.8755	Agree
32. The use of a Ghanaian language as a medium of instruction in the lower primary school helps the child to understand lessons taught at that level	Pr. T	2(5.6)	29(80.5)	3(8.3)	2(5.6)	0(0.0)	3.8611	0.5929	Uncertain
	Pub. T	45(32.1)	83(59.3)	5(3.6)	7(5.0)	0(0.0)	4.18571	0.7255	Agree

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
33. It is advantageous to use a local language as medium of instruction at the lower primary school	Pr. T	1(2.8)	5(13.9)	7(19.4)	21(58.3)	2(5.6)	2.5000	0.9102	Uncertain
	Pub. T	30(21.4)	59(42.2)	17(1.1)	28(20.0)	6(4.3)	3.5643	1.1581	Agree
34. I find it difficult to get the equivalent of certain English words in the Ghanaian language	Pr. T	5(13.9)	24(66.7)	0(0.0)	4(11.1)	3(8.3)	2.3333	1.1581	Disagree
	Pub. T	33(23.6)	68(48.6)	8(5.7)	29(20.7)	2(1.4)	2.2786	1.0867	Disagree

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
35. The use of a Ghanaian language makes my teaching difficult.	Pr. T	1(2.8)	17(19.4)	5(13.9)	21(58.3)	2(5.6)	3.4444	0.9694	Uncertain
	Pub. T	4(2.9)	29(20.7)	9(6.4)	78(55.7)	20(14.3)	3.5786	1.0598	Uncertain
36. Ghanaian language should only be studied as subjects and not used as media of instruction.	Pr. T	24(66.7)	89(92.2)	0(0.0)	3(8.3)	11(2.8)	1.5833	1.0522	S. Disagree
	Pub. T	24(17.1)	48(34.3)	7(5.6)	46(32.9)	15(10.7)	2.8571	1.3334	Disagree
37. Pupils should be exposed to English terminologies right from class one	Pr. T	31(86.0)	2(5.6)	1(2.8)	0(0.0)	2(5.6)	1.3333	0.9856	S. Disagree
	Pub. T	54(38.6)	62(44.3)	6(4.3)	16(11.4)	2(91.4)	1.9286	1.0082	S. Disagree

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
38. A sound foundation in a Ghanaian language facilitates the use of the English language in the upper primary classes	Pr. T	5(13.9)	3(8.3)	2(5.6)	22(61.1)	4(11.1)	3.5278	1.2302	Disagree
	Pub. T	15(10.7)	51(36.4)	27(19.4)	30(21.4)	17(12.1)	3.1214	1.2201	Uncertain
39. The use of a Ghanaian language in the lower primary school adversely affects the upper primary classes	Pr. T	5(13.9)	20(55.5)	8(22.2)	2(5.6)	1(2.8)	2.2778	0.8819	Disagree
	Pub. T	31(22.1)	50(35.7)	13(9.3)	41(29.3)	5(3.6)	2.5643	1.2245	Disagree
40. I do not see the need for using a Ghanaian Language in teaching	Pr. T	5(13.9)	11(30.60)	7(19.4)	12(33.3)	1(2.8)	2.8056	1.1419	Disagree
	Pub. T	8(5.8)	17(12.1)	10(7.1)	74(52.9)	31(22.1)	3.7357	1.1099	Disagree

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
41. Pupils with a very strong foundation in a Ghanaian language in the lower primary school will do very well in the upper primary classes in that language only	Pr. T	2(5.6)	8(22.2)	10(27.8)	13(36.1)	3(8.3)	3.1944	1.0642	Uncertain
42. The use of a Ghanaian language as a medium of instruction in lower primary school promotes effective pupil-teacher interaction in the classroom	Pub. T	14(10.0)	28(20.0)	15(10.7)	59(42.2)	24(17.1)	3.3643	1.2593	Uncertain
	Pr. T	6(16.7)	23(63.8)	69(16.7)	1(2.8)	0(0.0)	3.9444	0.6738	Uncertain
	Pub. T	51(36.4)	69(49.3)	7(5.0)	11(7.9)	2(1.4)	4.1143	0.9230	Uncertain

Language use and Language teaching	Cat	SA	A	U	D	SD	Mean	STD	Analysis
43. Lower primary pupils who are non-speakers of a Ghanaian language of the local area in which they attend school do not benefit from what is taught through the Ghanaian language.	Pr. T	22(61.1)	10(27.8)	3(8.3)	1(2.8)	0(0.0)	1.5278	0.7741	Disagree
	Pub. T	55(39.3)	59(42.1)	9(6.4)	13(9.3)	4(2.9)	1.9429	1.0441	Disagree

Cat- Category of Teachers, Pub. T = Public School Teacher, Pr.T = Private School Teacher

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree. The mean scores are rated 5.0

Strongly Agree; 4.00-4.99 Agree; 3.0-3.99 Uncertain; 2.00-2.99 Disagree; 1.00-1.99 Strongly Disagree

Research Question 7

Is there any difference in Opinion/attitude between Private School Teachers and Public School Teachers on the use and teaching of Ghanaian languages in the primary school?

The t-statistics was used at an alpha level of 0.05 to find out if there existed any difference in opinion or attitude between private school teachers and public school teachers on the use and teaching of Ghanaian languages in the primary school. This is elaborated in Table 17.

Table 17

Difference In Opinion/Attitude Between Private School Teachers And Public School Teachers On The Use And Teaching Of Ghanaian Languages In The Primary School

Educational Sector of Respondents	N	Mean	Std Deviation	df	Critical t (2 tailed)	Mean difference
Public	140	3.1879	.5118	5.638	174	.5383
Private	36	2.6496	.4814		1.960	

The difference between the means of the two independent samples is .5383. This difference is significant on a two-tailed t-test (Table 17) meaning that there is a significant difference in opinion or attitude between public school teachers and private school teachers on the use and teaching of Ghanaian languages. While private school teachers with a mean of 2.6496 were more inclined to the use and teaching of English language in the primary school,

teachers in the public sector with a mean of 3.1879 were not very certain on which of the two languages (English or a Ghanaian language) that should be used in the primary school.

Problems with Language use and Language Teaching

When a question was posed to find out whether teachers have any problem using a Ghanaian language as a medium of instruction in the primary school, 32 (18.2%) indicated "Yes". Out of this, only 1 was in the lower primary school. One hundred and twenty eight (128) (72.7%) and 16(9.1%) indicated "No" and "somewhat" respectively. This is shown in Table 4.15. What the finding implies is that quite a good number of teachers in the lower primary school, that is 82 of them, had no difficulty or problem using a Ghanaian language in imparting knowledge to pupils.

Table 18

Any Problem Using A Ghanaian Language as a Medium of Instruction?

Responses	Frequency			Percentage
	Lower Prim.	Upper Prim.	Total	
Yes	1	31	32	18.2
No	82	46	128	72.7
Somewhat	5	11	16	9.1
Total	88	88	176	100.0

Those teachers who had problems included those whose first language was different from that of the pupils. Problems and difficulties that teachers indicated

ranged from differences in tonation to lack of fluency in the local language of the area under study. Apart from teachers who were non-Ewes, there were others who even though Ewes spoke different dialects of the Ewe language.

These teachers contended that it was difficult to teach pupils in the local language, as pupils hardly understood most of their expressions. Another problem that teachers faced was the difficulty in explaining or translating scientific terms in a Ghanaian language.

In the face of this difficulty, these teachers preferred using the English language in teaching pupils. Similar views are held by Asamoah (1955) and UNESCO (1953). With dialectical differences for example, Asamoah (1955) states that different dialects of the same language existed and many of these are spoken only by isolated communities, hence different members of the same tribe often find inter communication difficult. UNESCO (1953) also raised the insufficiency of vocabulary for the needs of the curriculum as a major difficulty facing local languages. It therefore argued that a second language will have to be introduced at an early stage and could even become the medium of instruction. When asked to suggest solutions to these difficulties or problems, the teachers were unanimous in their suggestion that the use of English language as a medium of instruction throughout the entire primary school system was the best solution. When respondents were asked to respond to an item that sought to find out whether they personally had any problem teaching a Ghanaian language, 63(35.8%) with 19 from the lower primary and 44 from the upper primary responded 'Yes'. 104 (59.1%) made up of 69 from the lower primary and 35 from the upper primary.

indicated 'No' whilst 9(5.1%) responded 'somewhat'. Respondents who responded 'yes' and 'somewhat' would be considered as having problems. As shown in Table 19, majority of the respondents, i.e. 59.1% had no problems whatsoever, teaching the Ghanaian language of the area under study. On the other hand, 72(40.9%) indicated that they had problems.

Table 19

Do Teachers Have Problems Teaching a Ghanaian Language?

Responses	Frequency		Total	Percentage
	Lower Prim.	Upper Prim.		
Yes	19	44	63	35.8
No	69	35	104	59.1
Somewhat	0	9	9	5.1
Total	88	88	176	100.0

The teachers who indicated that they faced problems teaching a Ghanaian language as a subject mentioned that lack of teaching and learning materials, especially textbooks was their major problem. Asamoah (1955) again expressed similar views which have already been cited. He indicates that some of the local languages are not sufficiently rich in themselves hence it is difficult to produce textbooks and literature in them. UNESCO (1953) also expressing similar views points out that there is often a lack of suitable books to guide or help teachers both in teaching and teaching through the mother tongue, and this he asserts is a real difficulty for teachers.

One other difficulty expressed by respondents, especially those in the lower primary school was the translation of lessons from English into a Ghanaian language. According to them, all textbooks in the lower primary school in exception of the Ghanaian language ones were in the English language. In addition to this, they indicated that exercises at the end of each topic in these textbooks were also written in English. To the teachers, it was difficult in the first place to translate the texts or the lessons from English into a Ghanaian language and secondly, teaching the translated form effectively was yet another problem. What was of concern to these teachers and which they did not hesitate to question was whether pupils should answer the exercise at the end of the lessons in English after the lesson had been taught in a Ghanaian language or the exercise too should be translated into a Ghanaian language for the pupils? The basis for this question, according to the teachers, is that the medium of instruction of all subjects in the lower primary school, except English was to be in a Ghanaian language. The teachers therefore suggested that if the medium of instruction in the lower primary school should truly remain in a Ghanaian language then all textbooks except English ones should be printed in the various Ghanaian languages. Apart from this, they maintained, the medium of instruction right from class 1 should be in English.

Some other respondents also mentioned that the attitude of pupils towards the learning of the local languages was their problem. This situation is most likely to be experienced in the upper primary classes, in private schools and in urban area schools. This perhaps led to teachers in the private schools for

example. advocating for the use of English language throughout the entire primary school system. When asked to suggest ways by which these problems could be solved, majority of them, about 80% indicated that if the Ghana Education Service should promote the teaching and learning of Ghanaian languages in the primary school then relevant and adequate teaching and learning materials should be made available to both teachers and pupils. Twenty per cent of them mentioned that for effective teaching and learning of Ghanaian languages in the primary school, there should be periodic in-service training for teachers. On how to promote effective language use and language teaching respondents indicate that there was need for language specialist in primary schools. To them, subject teaching should be introduced in all primary schools in the country. With this, they opined, serious and particular attention would be given to the teaching of Ghanaian languages in the primary school. Some also indicated that, as a matter of urgency, teachers should be posted to areas where they could use and teach the local language of the area.

Interview for Pupils

Education policy implementation in schools has very little to do with pupils since they are not direct implementors of the policies. To some extent, however, pupils cannot be left out in issues involving policy implementation. This is because, in one way or the other, their attitude towards learning can influence the implementation process positively or negatively. It is in this vein that pupils were interviewed to gather information on their perception of language use and language teaching in the primary school.

Background Characteristics of Pupils Interviewed

In all, 176 pupils were interviewed. Pupils from two different classes were sampled. The classes were BS3 (P.3) and BS6 (P.6). Eighty-eight pupils were interviewed in BS3 and another 88 were also interviewed in BS6. Out of the 176 pupils interviewed 88 were males and the remaining 88 were females. This was done purposely in order to give equal chances to both sexes to express their views on language use and language teaching in the primary school. A question was asked to find out the speakers and non-speakers of Ewe - the local language of the area under study.

Findings show that majority of pupils, 165 (93.8) were speakers of Ewe, the local language of the area under study. Eleven of them (6.3%) were not Ewes and could not speak the Ewe language either. These pupils were mostly children of non-Ewe speaking parents who were either posted or transferred to work in the Ketu district. It was clear that these pupils could not benefit from Ewe lessons or other lessons taught through the local language - Ewe.

Language of Communication

According to the available data 165(93.8%) pupils spoke the Ewe language at home with their parents as well as their peers. Four of them (2.2%) used the English language at home, whilst 7(4.0%) spoke Twi at home. The language through which pupils communicated most at home was Ewe. This means that majority of the pupils were conversant with the Ewe language and could not find problems learning lessons through that language.

In the classrooms, 88(50%) pupils spoke English with their teachers while another 88 (50%) spoke Ewe - the local language of the area, in class with their class teachers. The situation was however not the same outside the classroom. Sixty nine (69) pupils (39.2%) used the English language with the teachers outside the classroom whilst 107 pupils (60.8%) spoke the local language with their teachers outside the classroom. This shows that a greater number of pupils spoke the English language in class more than outside the classroom, whilst a greater number of pupils also spoke Ewe outside the classroom than in class. Emphasis was therefore on the use of the English language more than the Ghanaian language in the classroom. Some teachers were even accused of punishing pupils who spoke a local language in the classroom as well as on the school compound.

When pupils were asked to say the language through which their teachers taught them most, 67 (38.1%) 33 in the lower primary and 34 in the upper primary mentioned that their teachers used the English language as a medium of instruction in class, whilst 92 (52.3%) 42 in the lower primary and 50 in the upper primary indicated that their teachers mostly used both English and Ewe in teaching them.

Table 20

Language Used By Teachers In Teaching

Language	Frequency			Percentage
	Lower Primary	Upper Primary	Total	
English	33	34	67	38.1
Ghanain	13	4	17	9.6
Both	42	50	92	52.3
Total	88	88	176	100.0

The available information suggest that a number of teachers did not adhere to the language policy in the primary school. It is in fact expected that, at least, pupils would be equally divided on the question of language their teachers used in teaching them. This is because 88 pupils were sampled from the lower primary classes where a Ghanaian language was supposed to be used as medium of instruction and another 88 sampled from the upper primary classes where English was supposed to be used in teaching. A situation where teachers used both languages i.e. English and Ewe in teaching, irrespective of the classes they taught, looked inappropriate and did not conform to the laid down policy on language use. Whilst most of the pupils, 71.6% admitted that their teachers taught the Ghanaian language - Ewe, during Ghanaian language periods, 13.0% if them said teachers from other classes came to teach them the Ghanaian language. Another 15.4% said their teachers did not teach the Ghanaian language and neither did they invite other teachers to help them. The periods, the pupils said,

were used for other lessons or for revisions. A similar situation was experienced in Kenya in the seventies. Gachukia (1970) whose work was already cited, says majority of teachers in Kenya had one time dropped the teaching of local languages and Swahili altogether and were using the time allocated to these subjects for the revision of other subjects.

Pedagogic Language Preference of Pupils

Pupils were asked to indicate the medium through which they would like to be taught. Findings reveal that whilst 31 (86.1%) pupils from private schools would like to be taught through the medium of English, 40 (28.6%) of their counterparts in the public schools would prefer to learn through the English language. The responses indicate that a greater percentage of pupils in private schools (86.1%) would prefer the use of English to a Ghanaian language. On the other hand, a good number in the public school (60.7%) would prefer the use of a Ghanaian language to English.

Table 21

Language Preference of Pupils

Language	Private School Pupils		Public School Pupils	
	Frequency	Percentage	Frequency	Percentage
English	31	86.1	40	28.6
Ghanaian language	4	11.1	85	60.7
Both	1	2.8	15	10.7
Total	36	100.0	140	100.0

A chi-square test was used at 0.05 alpha level of significance to find out if there was any difference in the preference of language of instruction between private school pupils and pupils in public schools. The result on the chi-square test showed that there was a significant difference in opinion between private school pupils and public school pupils on the language of instruction in the classroom ($\chi^2 = 39.420$, $df = 2$, $\chi^2_{0.05}(2) = 5.99$).

In expressing their opinions on the language teachers should use in teaching them science related subjects, 35 (97.2%) pupils in private primary schools indicated that they would like to be taught science related subjects in English whilst only 1 (2.8%) wanted to learn science subjects through a Ghanaian language. This shows that majority of pupils in private schools would like to learn science related subjects through English. On the other hand, 79 (56.4%) pupils in public schools wanted to learn these subjects through a Ghanaian language.

Table 22

Pupils' Opinions on Language in Which Science Related Subjects should be Taught

Language	Private School Pupils		Public School Pupils	
	Frequency	Percentage	Frequency	Percentage
English	35	97.2	44	31.4
Ghanaian language	1	2.8	79	56.4
Both	0		17	12.2
Total	36	100.0	140	100.0

This reveals that majority of pupils in public primary schools would like to learn science subjects in a Ghanaian language whilst majority of pupils in private primary schools would prefer to learn these subjects through the English language. A chi-square test was used at 0.05 alpha level of significance to find out if there is any difference in opinion between private school pupils and public school pupils on the language to use in teaching science subjects in the primary school. The result indicates that there is a significant difference in opinion between private school pupils and public school pupils on the language in which they would like to be taught science subjects. ($\chi^2 = 50.122$, $df 2$, $\chi^2 0.05 (2) = 5.99$) Pupils' responses have shown that generally, pupils in private schools prefer the use of English language as a medium of instruction in the primary school whilst their counterparts in the public sector prefer the use of Ghanaian language in teaching them. This situation probably results from the fact that proprietors and teachers in private schools place so much emphasis on the use of the English language in their schools. This, to a large extent, seems to influence the attitude of private school pupils towards the use of Ghanaian languages in the primary school.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

In the preceding chapter, the data collected for the study were analysed and discussed. In this chapter, a summary of the findings is made, conclusions drawn and suggestions offered.

Summary

The purpose of the study was to find out whether teachers in public and private schools in the Ketu education district of the Volta Region comply with government policy on language use and language teaching. It also tried to ascertain whether the policy itself is fraught with any problems that make its implementation difficult.

Forty-four primary schools, made up of 35 public and 9 private ones were used for the study. In all, 176 teachers in these schools were sampled for the study. The number of pupils sampled also totalled 176. In eliciting information from respondents, two different instruments were used. The questionnaire was used for teachers whilst pupil respondents were interviewed.

The study looked at the background of the teachers. This involved their sex, age, teaching experience, educational background and mother tongue. The study revealed that 58% of the respondents were males. This shows that more than half of the respondents were males. With regard to their age distribution,

In order to find out whether teachers updated their knowledge in the teaching of languages in the primary school, a question was asked to find out if in-service courses were organised for teachers. Responses indicated that only 3.4% of teachers ever had in-service course in a Ghanaian language whilst 18.8% of them never had in-service course in any language teaching.

The study also revealed that there were inadequate teaching and learning materials in promoting the teaching and learning of Ghanaian languages in the primary school. Sixty per cent of the teachers mentioned that the only material available to them was the Ghanaian language syllabus whilst 10% indicated that they had no materials, not even the syllabus.

Majority of teachers in the primary school (93.8%), for various reasons, preferred the use of the English language as a teaching medium throughout the entire primary school system. The most common of their reason was that families travel far and wide from their homes for one reason or the other. This situation, they stated, most often created a mixture of children from different language groups in a class and teaching these pupils in a particular Ghanaian language became a problem. The teachers, however, agreed that in spite of the problems that plague the use and teaching of a Ghanaian language, it is a very reliable communication vehicle that enhances pupils' understanding and builds confidence in them to participate in lessons actively.

There was not much difference in the first language of teachers and that of their pupils. A good number of teachers (92.6%) were speakers of the same local language as their pupils. But when asked to state the frequency at which they

used language in teaching, 54% of the teachers declared they used English all the time when teaching. Only 3% of the teachers indicated that they always used a Ghanaian language in teaching.

In responses to questions concerning their attitude to and opinions about using the mother tongue as medium of instruction, 82.4% of respondents stated that pupils learn faster in the lower primary classes when taught through their mother tongue. A good number of them, (90.3%), went further to support the that pupils in the primary school understand lessons better when taught through a Ghanaian language.

However, 73.9% of the teachers stated that they found it very difficult to get equivalence of certain English words in the Ghanaian language. This difficulty notwithstanding, 68% of the teachers said the use of a Ghanaian language in teaching did not make their work difficult in any way. But then, 59.1% of them were of the opinion that it was better to study Ghanaian languages as subjects rather than using them as media of instruction. Hence, 84.6% of the teachers held the view that pupils should be exposed to English terminologies right from class one (B.S.1). Quite a good number of teachers, (60.3%) also thought that an extensive use of a Ghanaian language in the lower primary school adversely affects teaching and learning in the upper primary classes. All the same, 67% of the respondents maintained that there was the need to use local languages in teaching.

A very good number of respondents, 84.7% accepted the fact that the use of a Ghanaian language as a medium of instruction in the primary school

promotes effective pupil - teacher interaction or relationship in the classroom. However, 83% of the teachers agreed that lower primary pupils who are non-speakers of a Ghanaian language of the local area in which they attend school do not benefit whatsoever from what is taught through that Ghanaian language. It has been shown, using a t-test that the opinions of teachers in public primary schools differed significantly from their counterparts in private primary schools. Private primary school teachers were more inclined to the use of the English language whereas those in the public schools were torn between the use of English and a Ghanaian language.

Majority of the teachers (72.7%) indicated that they had no problems using and teaching a Ghanaian language. The few who had problems mentioned dialectical issues, lack of teaching and learning materials, attitude of pupils towards the study of the language and the difficulty in translating or explaining scientific and technical terms appropriately in the Ghanaian languages as their major problems. These teachers therefore suggested that in order to curtail problems associated with the use and teaching of Ghanaian languages, the use of English language should be adopted throughout the primary school system.

In order to promote the use and teaching of Ghanaian languages, the teachers suggested the following: (i) adequate and learning materials to be made available to teachers and pupils, (ii) in-service courses should be organised for teachers, (iii) language specialists to be posted to primary schools, (iv) subject teaching should be introduced in all primary schools in Ghana and (v) teachers should, as far as possible, be posted to areas where they can effectively handle a

Ghanaian language. Through the use of an interview schedule, information was gathered from primary school pupils on their perception of language use and language teaching in the primary school. An equal number of girls and boys, 88 in each case, were interviewed from classes 3 and 6 (BS3 and BS6). Out of the number of pupils interviewed, the majority, (93.8%) were Ewes and therefore had no difficulty learning through the Ewe language.

Majority of the pupils, (93.8%) spoke Ewe at home with their parents and peers whilst the rest spoke either Twi or English with their parents at home. The study has also revealed that much emphasis was placed on the use of English in the schools. A very small percentage of pupils, (9.6%) indicated that their teachers used the Ghanaian language only in teaching them. The rest of the teachers used either English throughout or combined English and Ewe (mixed medium). A number of pupils (15.4%) mentioned that Ghanaian language periods in their classes were used for revision of lessons in other subjects. When asked to mention the language through which they wanted to learn in school, 86.1% of the pupils in private schools said English whilst 60.7% of their counterparts in the public sector indicated a Ghanaian language (Ewe). A chi-square test used to test language preference of pupils, showed a significant difference between pupils in private primary schools and those in public primary schools. The pupils in private primary schools preferred English whilst those in the public primary schools preferred the use of a Ghanaian language. The feeling among pupils who preferred the use of English to a Ghanaian language was that,

they were already at home with a Ghanaian language and did not see why they should continue using it in school.

Conclusion

One major conclusion that was drawn from the findings was that government's pedagogic language policy was not being implemented to the letter in the Ketu Education district. This was due to ineffectiveness on the part of teachers who did not have sufficient training in language teaching. Moreover, the Ketu Education district had no language organiser because in-service courses in language use and language teaching for teachers was almost overlooked in the district. Teachers appeared to have known very little or nothing about language use and language teaching in the primary school. The tendency on the part of teachers using mixed medium (two different languages side by side) in class was gaining ascendancy and this was not beneficial to the children in any way. Apart from confusing the pupils and also creating learning problems for them, it did not augur well for the implementation of the policy on language use and language teaching.

Because teachers wanted to use the English language in teaching throughout the primary school very little attempt was being made to use and teach the Ghanaian language in class. It is also concluded from the findings that, the Ghana Education Service was not doing much to promote the teaching of Ghanaian languages in the primary schools. It was difficult to understand how schools could operate effectively without textbooks in Ghanaian languages. What was more lamentable was the fact that some of the schools did not even have the

Ghanaian language syllabuses. One can therefore say that the Ghana Education Service has also contributed in a way to the non-implementation of the policy. It was evident from the findings that if the teachers in the district under study were given proper orientation from time to time, much would have been derived from them as far as the implementation of the policy was concerned. This is because most of them had no problem with communicating in the language and were also aware of the benefits of the local language in the education of the primary school child.

Teachers as well as pupils in private primary schools in the Ketu district operated in their own "private" world. They did nothing to show that they were part and parcel of the Ghana Education Service. They were either deliberately flouting government's directives on language use and language teaching or they were not aware of the existence of any policy on language use and language teaching. And this situation is not a favourable development as far as the policy implementation was concerned.

Limitations of the Study

This research work is not without limitations. One major limitation of the study was the inadequacy of instruments used for data collection. Apart from the questionnaire and the interview the researcher could have also used observation as another technique for data gathering. This would have given opportunity to the researcher to have a first hand information on language use and language teaching in the primary schools visited.

teacher training and supervision. For example, a pass in a Ghanaian language in a teacher training college could be made one of the requirements for the award of a teacher's certificate. It must be remarked here that the cancellation of Ghanaian languages as a core subject from the senior secondary school curriculum was a mistake that has done more harm than good to the study of the Ghanaian languages in the teacher training colleges. It is true that every student in a teacher training college currently studies a Ghanaian language compulsorily for the first two years. But one wonders how effective this study is since the student did not learn the subject at the senior secondary school level. People may argue that all students passing through a junior secondary school have studied a Ghanaian language compulsorily. But again the level of attainment at a junior secondary school is considered too low for teacher training programme. If the authorities would still maintain that Ghanaian languages should be studied compulsorily in the teacher training colleges then they must, as a matter of urgency, be re-introduced in the senior secondary school as core subjects. Apart from this, it should either cease to be a core subject in the training colleges or on the other hand, those who offer it in the senior secondary school should be the only students admitted into teacher training colleges who would continue to study it. Preferably, and as much as possible, the study of Ghanaian languages should be made compulsory and examinable in all pre-university institutions. - with all language subjects receiving equitable and resource allocation.

The Ghanaian languages Department at the University of Cape Coast and the University College of Education at Winneba should be expanded and strengthened to undertake research, teaching and training in the native languages.

It is also recommended that the district directorate of education in Ketu should apply to the Manpower and Training division of the Ghana Education Service for a Ghanaian language organizer. This would help improve the use and teaching of the local language of the area through the organisation of in-service courses and workshops for teachers in the district.

The Ketu Education district should also as a matter of urgency appeal to the Logistics and Supplies Division of the Ghana Education Service to make available to the district adequate reading materials in the local languages. This would, to a great extent, rekindle pupils' as well as teachers' interest in the study and teaching of the local languages.

It is further recommended that the Private Schools Unit of the Volta Regional Education Directorate impress upon proprietors and proprietresses of private schools within the Ketu education district the need to adhere to government directives on language use and language teaching in primary schools. This is to ensure that there is uniformity in the implementation of the policy in the district. It is finally recommended that further research be made on the effectiveness or otherwise on the use and teaching of local languages in our educational institutions.

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APPENDIX A

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA
FACULTY OF EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

TELEPHONE: 2440-9 Head: 334 TELEGRAMS & CABLES: UNIVERSITY OF CAPE
COAST
2480-9 Office 227

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN
LETTER OF INTRODUCTION

The holder of this letter Mr/Ms. **Emmanuel Atsu Mensah** is a student at the University of Cape Coast. He/She is required to carry out a research study towards the fulfilment of the requirements for the award of M. Phil Degree in Curriculum Studies in this University.

The research topic is PEDAGOGIC LANGUAGE POLICY IN GHANA AND ITS IMPLEMENTATION IN PRIMARY SCHOOLS: THE CASE OF KETU EDUCATION DISTRICT.

I shall be very grateful if you will offer him/her any facilities and help at your disposal by way of giving him/her access to such literary and other material and information as will be useful. As many of the topics have to be treated with an historical background, he/she will find useful any other contracts that you may consider advisable to suggest for the purpose.

The need for this sort of research work remains so great that the University will be only one of the parties who will be indebted for any help you may be willing and able to give.

By this letter, therefore, we have authorised the holder to approach you with the assurance that you will help in any way you can.

(Sgd) xxxxxxxxxxxxxxxx
HEAD OF DEPARTMENT

APPENDIX B

URBAN AREA PRIMARY SCHOOLS IN KETU DISTRICT

1. Adafienu Amalgamated R.C. Primary School
2. Hedzranawo R.C. Primary School
3. Denu R.C. Primary School *
4. Denu L.A/R.C. Primary School
5. Hedzranawo Zion Primary School
6. Dzodze R.C. Demonstration Primary School *
7. Fiagbedu R.C. Demonstration Primary School
8. Dzodze E.P. Primary School, Dzodze
9. Dzodze R.C. Primary School *
10. Agbozume R.C. Primary School
11. Agbozume Anglican Primary School
12. Agbozume R.C. Primary School *
13. Agbozume Some National Primary School
14. Agbozume A.M.E. Zion Primary School
15. Aflao Border L.A. Primary School *
16. Aflaoga R.C. Primary School
17. Aflao E.P. Primary School
18. Aflao R.C. Primary 1 School *

19. Aflao R.C. Primary 2 School
20. Aflao Lowcost L.A. Primary School
21. Aflao Preventive L.A. Primary School *
22. Avoeme R.C. Primary School

* Urban Schools used in the study

APPENDIX C

PRIVATE PRIMARY SCHOOLS IN KETU DISTRICT

1. Amazing Love Schools, Denu
2. Ebenezer International School, Denu *
3. Ecole Internationale la Decouvorte, Hedzranawo
4. Agbozume Wisdom International School *
5. Elavanyo Preparatory School, Agbozume
6. Klikor El-Shaddai International School *
7. Aflao Calvary - Ramson Schools
8. Aflao Modestus Primary *
9. Viepe International School
10. Aflao Kekeli Preparatory School *
11. Aflao Jesus the King International School
12. Trinity International School. Avoeme *
13. Dzodze Solace KG and Primary School
14. Dzodze Nopegali Preparatory School *
15. Dzodze Mawuli Preparatory School
16. Dzodze Perfect Mercy International School *
17. Dzodze Mac-Tetteh International Schools
18. Dzodze Afavrawo Preparatory School *

* Private schools used in the study

APPENDIX D

UNIVERSITY OF CAPE COAST
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE ON LANGUAGE POLICY

IMPLEMENTATION IN PRIMARY SCHOOLS

This questionnaire is on language use and language teaching in the primary school.

You will be contributing to the success of this survey/research if you answer the questions as clearly and objectively as you can.

Note that the exercise is for only academic purposes and your anonymity is assured.

Thank you.

Tick () the appropriate response where applicable.

1. Your Sex:
 Male
 Female
2. Your Age:
 18-22
 23-27
 28-32
 33-37
 38-42
 43 years and above.
3. In which Educational sector do you teach?
 Public Sector

Private Sector

4. Your teaching experience:

1-5yrs

6-10yrs

11-15yrs

16-20yrs

21-25yrs

26 years and above

5. Class taught:

P1

P2

P3

P4

P5

P6

6. Your Qualification:

MSLC

GCE 'O'/'A' Level

Cert. 'A' Post B

Other (specify).....

7. Which Ghanaian language is your mother tongue?

Ewe

Akan

Ga

Dangme

Other (specify).....

8. Do you speak any other Ghanaian language(s)?
 Yes
 No
If yes, which one(s)?
.....
.....
9. Which of the following Ghanaian languages can you read?
 Ewe
 Akan
 Ga
 Dangme
 Other (specify).....
10. Which of the following Ghanaian languages can you write?
 Ewe
 Akan
 Ga
 Dangme
 Other (specify).....
11. What is the highest level at which you studied a Ghanaian language?
 Primary school
 Middle school
 J.S.S.
 Secondary school
 Training college
 Other (specify).....

12. Which Ghanaian language did you study at the level mentioned in item 12?
- Ewe
 - Akan
 - Ga
 - Dangme
 - Other (specify).....
13. Which of the following Ghanaian languages do you teach in the primary school?
- Ewe
 - Akan
 - Ga
 - Dangme
 - Other (specify).....
14. Which of the following languages do you use to teach simple mathematics?
- English
 - Ghanaian language
 - Both
 - Other (specify).....
15. Which of the following languages have you ever used in learning elementary mathematics in the primary school?
- English
 - Ghanaian language
 - Both
 - Other (specify).....

16. Which of the following languages do you use in teaching elementary science?
- English
 - Ghanaian language
 - Both
 - Other (specify).....
17. For which of the following languages did you ever attend an in-service training?
- English
 - Ghanaian language
 - Both
 - Other (specify).....
18. Do you have adequate teaching and learning materials that promote the teaching of the Ghanaian language you teach?
- Yes
 - No
19. What materials do you have for the teaching of the Ghanaian language you teach? Please state:
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
 - (vi)

20. Do you have adequate teaching and learning materials that promote the teaching of the English language?

Yes

No

21. What materials do you have for the teaching of the English language? Please state:

(i)

(ii)

(iii)

(iv)

(v)

(vi)

22. In your opinion which of the following languages would you prefer to use most in the primary school when teaching?

English

Ghanaian language

23. Please, give reasons for your answer in item 23.

.....
.....
.....
.....

24. Please in your own opinion, what are the advantages of using the Ghanaian language as a medium of instruction in the lower primary school?

.....
.....
.....
.....

25. Please in your own opinion, what are the disadvantages of using the Ghanaian language as a medium of instruction in the lower primary school?

.....
.....
.....
.....

26. Is your language different from that of the pupils you teach?

Yes

No

27. If yes, what problems do you encounter when teaching your pupils?

Please state:

.....
.....
.....

28. How often do you use the English language in teaching your class?

Always

Often

Sometimes

Seldom

Never

29. How often do you use the Ghanaian language in teaching your class?

Always

Often

Sometimes

Seldom

Never

Please tick [✓] the column which is close to your feeling of the following statements

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	For Office Use
30. Pupils learn faster in the lower primary schools when they are taught in their mother tongue.						
31. The use of a Ghanaian language as the medium of instruction in the lower primary school helps the child to understand lessons taught at that level.						
32. It is advantageous to use a local language as a medium of instruction at the lower primary school.						
33. I find it difficult to get the equivalent of certain English words in the Ghanaian language.						

<p>34. The use of a Ghanaian language makes my teaching difficult.</p>							
<p>35. Ghanaian languages should only be studied as subjects and not used as media of instruction.</p>							
<p>36. Pupils should be exposed to English terminologies right from class one.</p>							
<p>37. A sound foundation in a Ghanaian language facilitates the use of the English language in the upper primary classes.</p>							
<p>38. The use of a Ghanaian language in the lower primary schools adversely affects the upper primary classes.</p>							
<p>39. I do not see the need for using a Ghanaian language in teaching.</p>							
<p>40. Pupils with a very strong foundation in a Ghanaian language in the lower primary school will do very well in the upper primary classes in that language only.</p>							
<p>41. The use of a Ghanaian language as a medium of instruction in the lower primary school promotes effective pupil-teacher interaction in the classroom.</p>							

42. Lower primary pupils who are non-speakers of a Ghanaian language of the local area in which they attend school do not benefit from what is taught through the Ghanaian language.						
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

43. Do you personally have any problem using a Ghanaian language as a medium of instruction?

Yes

No

44. If you do have problems, state at least three of these problems.

(i)

(ii)

(iii)

(iv)

(v)

45. Please, suggest ways by which these problems could be solved.

.....

.....

.....

.....

46. Do you personally have any problem teaching a Ghanaian language?

Yes

No

Somewhat

- No
- Somewhat

47. If you do have problems, state at least three of these problems.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

48. Please suggest ways by which these problems could be solved.

.....
.....
.....
.....

49. Please, suggest at least three strategies that can promote effective language use and language teaching in the primary school.

.....
.....
.....
.....

APPENDIX E

UNIVERSITY OF CAPE COAST DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

INTERVIEW SCHEDULE FOR PUPILS

1. Your class:
 P3
 P6

2. Your Sex:
 Male
 Female

3. Your Tribe:
 Ewe
 Non-Ewe

4. Which language do you often speak at home with your parents?
 English
 Ghanaian language

5. Which language do you often speak at home with your friends?
 English
 Ghanaian language

6. Which language do you often speak in school with your teacher when you are in class?
 English
 Ghanaian language

7. Which language do you often speak in school with your teacher when you are out of class?
 English
 Ghanaian language
8. Which language do you often speak in school with your friends when you are in class?
 English
 Ghanaian language
9. Which language do you often speak in school with your friends when you are out of class?
 English
 Ghanaian language
10. Which language(s) does your teacher often use in teaching you at school?
 English
 Ghanaian language
 Both
11. Does your teacher speak the local language of the area?
 Yes
 No
12. If no, how does he teach the Ghanaian language of the area?
.....
.....

13. What language does your teacher use most of the time teaching other subjects?

English

Ghanaian language

14. In which language would you like to be taught Arithmetic/Maths?

English

Ghanaian language

Both

15. In which language would you like to be taught elementary science?

English

Ghanaian language

Both

16. Do you understand other subjects when taught in the Ghanaian language?

Yes

No

Somewhat

17. If yes, what are your reasons?

.....
.....
.....

18. If No, what are your reasons?

.....
.....
.....

19. Do you understand lessons when taught in English?

Yes

No

Somewhat

20. If yes, what are your reasons?

.....
.....
.....

21. If No, what are your reasons?

.....
.....
.....