

**What are the practices of EMI in Ghanaian public schools and to what extent do teachers use the L1 to facilitate learning?**

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What are the practices of EMI in Ghanaian public schools and to what extent do teachers use the L1 to facilitate learning?

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Dissertation submitted in partial fulfillment of the requirement for the degree of

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**1**

## **DECLARATION**

I declare that the work is carried out by the author alone. Whole or any part of the work has not been submitted before in order to qualify for my other academic degree. The content of the dissertation is the product of work that has been carried out since the date of approval of the research program. All the ethics procedures and guidelines have been followed properly.



## **DEDICATION**

I dedicate this dissertation to my family and friends who inspired me to work hard to achieve more.

## **LIST OF TABLES**

Table 1: The table below captures the period within which the data was gathered. ....	26
Table 2: The results of the survey is summarised in the table below. ....	52

## **ABSTRACT**

This study focuses on the practices of EMI policy in public schools in Ghana and the extent to which teachers use the mother tongue of students to facilitate learning. Ghana is a highly multilingual country: according to Davis and Agbenyega (2012) forty-nine different languages and dialects are spoken in the country. Ghana's Language-in-Education policy has experienced a chequered history over the years. In 2002, a policy change was implemented to make English language the medium of instruction (MOI) from lower primary through to tertiary level (The Statesman, 2002). This policy was used in place of the previous one, which allowed the use of a local language as MOI from Primary 1 to Primary 3 and English as MOI from upper primary and beyond. However, a declaration by the African Union compelled Ghana to go back to the previous policy. Thus, a new policy which reintroduced local languages as the MOI in lower primary schools was adopted in 2007. This paper seeks to examine the implementation of this EMI policy in public schools situated in rural areas where local languages are widely used. The key objective of this study is to find out whether teachers are aware of the EMI policy and the extent to which it is practiced in rural communities. The research questions are: 1.) Are teachers aware of the EMI policy? 2.) How effective is the policy implementation in areas where local languages are widely spoken or dominate? 3.) What are the circumstances with which the L1 is used to facilitate learning? Data sources include: an online survey, classroom observations and interviews with teachers to find out the challenges involved in implementing this policy in their line of duties. The findings reveal that teachers use code-switching purposefully to support children's learning in the lower primary as well as upper primary schools. The examples of the ways in which teachers use both languages in the classroom can be used for further training of teachers in Ghana and worldwide. The study therefore has strong potential for impact.





## Table of Contents

DECLARATION.....	i
ACKNOWLEDGEMENT.....	<b>Error! Bookmark not defined.</b>
DEDICATION.....	iii
LIST OF TABLES.....	iv
ABSTRACT .....	v
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.0 Background to the study .....	1
1.1 Aim of study .....	3
1.2 Research questions.....	3
1.3 Structure of the study.....	3
CHAPTER TWO.....	4
LITERATURE REVIEW .....	4
2.0 Introduction.....	4
2.1 Linguistics Landscape of Ghana.....	5
2.2 History of language policies and practices in Ghana.....	6
2.3 Language policies and practices in African countries .....	9
2.4 EMI in Ghana .....	16
2.4.1 The history of English in Ghana.....	16
2.4.2 English as MOI in primary schools .....	16
2.5 The benefits of mother tongue.....	18
2.6 Summary.....	20
CHAPTER THREE .....	21
METHODOLOGY .....	21
3.0 Introduction.....	21
3.1 Participants .....	21
3.2 Instrument for data collection.....	24
3.3 Methods of data analysis .....	26
3.4 Summary.....	29
CHAPTER FOUR .....	30
FINDINGS AND DISCUSSIONS .....	30
4.0 Introduction .....	30
4.1 Teacher’s use of language for classroom management – switching codes from L1 (local language) to L2 (English Language) in the classroom.....	30

4.2 Communication between teachers and students .....	37
4.3 Compliance to EMI policy.....	41
4.4 Challenges in the execution of the policy and pupils’ reliance on the L1 .....	45
4.5 Survey results.....	49
4.6 Summary.....	50
CHAPTER FIVE .....	51
CONCLUSION/ IMPLICATION.....	51
5.0 Introduction.....	51
5.1 Conclusion .....	51
5.2 Recommendations and implications .....	54
5.3 Limitations .....	55
5.4 Summary.....	55
Reference .....	57
APPENDICES .....	60
Appendix 1 : Some reasons for 2002 English-only language policy.....	60
Appendix 2: Information Sheet .....	62
Appendix 3: Consent Letter.....	63
Appendix 4 : Ethics Approval Form.....	64
Appendix 5: Interview Questions .....	65
Appendix 6: Transcribed Classroom observations .....	65



# CHAPTER ONE

## INTRODUCTION

### 1.0 Background to the study

It is unquestionable that children learn best through their mother tongue (UNESCO, 1953, p.11). As indicated by Baker (2001), the understanding of a child's mother tongue or native language enables him or her to appreciate and learn other languages. Baker (2001) further emphasised that learners' academic achievements are enhanced when their first language is used in teaching them. English language is taking the centre stage as a means of communication throughout the world and in order to meet global standards and international demands, countries are compelled to use English for instruction in schools. Pinon and Haydon, 2010 (as cited in Kucha, 2018) report that English has become an international language and many countries willing to train their citizens integrate it into their school curriculums. In most parts of the world English has been shifted from being used as an L2 to being used as MOI for academic purposes (Dearden, 2014). However, implementing this idea in Africa has been difficult due to the multilingual nature of many countries in this part of the world.

This study is commenced with an experience gained in life over the years and how it has informed my decision to choose this topic for the study. I had always perceived English was the only language used as a medium of instruction in schools across Ghana. However, with limited knowledge of the medium of instruction in peri-urban and rural areas in Ghana, this perception was informed by where my education occurred (urban area). An experience in teaching in Ada, a peri-urban area in Ghana, where local languages were used in teaching, broadened my understanding of the different languages of instruction used across various areas in the country. This experience motivated my quest for reasons behind the variation in the medium of instruction and

made me wonder to what extent the Language-in-Education policy in Ghana was implemented in schools.

Upon consulting teachers and researchers in this field, I was informed that since independence (1957), children in primary one to three (lower primary) were to be taught in their indigenous language and English language used gradually for instruction in the upper primary and secondary levels. As indicated by UNESCO (1953), this is a good idea because for a child to appreciate a new language, it is important that s/he understands his or her mother tongue. Interestingly, informal conversations with teachers revealed that even after the promulgation of the English-Only policy in 2002 which emphasises the use of only English as MOI from lower primary to secondary schools (Statesman, 2002), most teachers in Ghana were still using the L1 as MOI in schools (lower primary), particularly in the rural areas.

Eventually, a declaration of 2006 as the year of African languages by the African Union, and learners' inability to easily comprehend lessons taught in English, led to the introduction of a new language-in-education policy in 2007 (Ansah, 2014). This language policy stated that the L1 should be used in the lower primary while English is introduced as a medium of instruction in the upper primary and beyond. Notwithstanding this, anecdotal evidence suggests that teachers still use the L1 as medium of instruction in the upper primary and beyond.

These contradictions concerning the aforementioned policies and its implementation by teachers aroused my interest to obtain more information about the attitude of teachers towards English medium instruction in Ghanaian public schools in areas where the local languages dominate.

## **1.1 Aim of study**

This paper aimed at looking at the EMI policy and its implementation in public schools situated in areas where the local language is dominant or widely spoken.

In order to achieve this aim, the following specific objectives were formulated:

- I. Find out whether or not teachers are aware of the EMI policy.
- II. Ascertain the effectiveness of the policy implementation in areas where local languages are widely spoken or dominate.
- III. Establish under which circumstances the indigenous language (L1) is used to facilitate learning.

## **1.2 Research questions**

The study is guided by the following questions:

1. Are teachers aware of the EMI policy?
2. How effective is the policy implementation in areas where local languages are widely spoken or dominate?
3. What are the circumstances with which the indigenous language (L1) is used to facilitate learning?

## **1.3 Structure of the study**

This dissertation is divided into five chapters. Chapter one is the introduction of the research. It highlights the rationale behind the research. Chapter two reviews scholarly articles related to the topic of the research. Chapter three outlines the methodological approach that was used to gather and analyse the data for the study. Chapter four presents the findings of the study and offers a discussion of the results. Research

questions will also be answered this chapter. Finally, key findings of the study will be summarised and conclusions drawn based on the findings. Finally I will formulate implications for practice, in particular for educational policy makers in Ghana.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Introduction**

In this chapter, the study looks at researches that have been conducted on language in education policies and practices of EMI in Ghana and other African countries, specifically English-speaking ones. Thus, the literature review gives a better understanding of this study since it serves as the foundation of knowledge on the topic. The main fields relevant and related to this research work is categorised into three subject matters. These include a.) Language policies and practices in African countries b.) English Medium Instruction (EMI) in Ghana c.) Benefits of mother tongue in bilingual education.

The main reason for this review is to appreciate how some African countries, British colonies and non-British colonies, come up with language policies. For this reason, I seek to find out the indicators used in Africa for drafting policies concerning language-in-education. British colonies are used under this review due to the common history they share with Ghana particularly about the prioritisation of English language over local languages for instruction even after independence. In addition to this, majority of these countries are multilingual and multi-ethnic and have a prescribed neutral language as their lingua franca and as a medium of instruction in schools.

Under EMI in Ghana, the use of English language in teaching in Ghanaian classrooms is investigated. Here, the focus is on teaching practices in the classroom. That is, how English is used as a means of communication between the teacher and the students

during instructional periods, and the learning outcomes derived from the use of the English as MOI. Related articles have been carefully selected to help discuss this subject matter.

Finally, looking at the benefits of the local language in bilingual and multilingual education, scholarly works or articles that hails the significance of mother tongue in the acquisition or learning of another (second) language will be assessed.

## **2.1 Linguistics Landscape of Ghana**

Before embarking on the literature review, the linguistic landscape of Ghana and the history of the language policies in Ghana is presented.

Ghana, located at the western part of Africa, is bordered by three francophone countries – Burkina Faso to the north, Cote d' Ivoire to the west and Togo to the east. Ghana, with a population of about 30 million, has about 79 languages belonging to the Proto Tano, Volta- Congo language groups (Lewis, 2009, as cited in Ansah, 2014). These languages are associated with ethnic groups making the country multilingual and multiethnic. Obeng (1997) explains that there are three main language families in Ghana namely: Kwa, Gur and Mande. These families, he believes, describes how linguistically heterogeneous Ghana is.

According to the Year 2000 population census conducted in Ghana (Ghana statistical services, 2002, as cited in Ansah, 2014), the Akan ethnic group forms about 49.1% of the population and spoken by 60% of Ghanaians as mother tongue and as L2. Mole- Dagbani constitutes 16.5%, Ewe makes up 12.7%, Ga- Adangbe and Guan forms 8% and 4.4% respectively. It is evident from the aforementioned census data that Akan commands a larger percentage of the population both geographically and linguistically. In addition to these local languages, Hausa is widely spoken in Ghana, predominantly in the northern corridors of the country. This West-African trade language is largely



spoken due to Ghana's membership in the ECOWAS, which allows movement and trade among member countries (Ansah, 2014).

Finally, English is the official language of Ghana. It is the language used for all formal and official purposes. Ghana, due to its multilingual and multiethnic nature, does not have a national language. Consequently, three languages, English, Akan and Hausa have emerged as the most important lingua franca (Obeng, 1997).

## **2.2 History of language policies and practices in Ghana**

Before the commencement of formal education in Ghana, pre-colonial education during the 19<sup>th</sup> century was organised with the inhabitants' native languages (Owu -Ewie, 2006). Unfortunately, it was considered inadequate as a medium of instruction, consequently the Portuguese, Dutch, Danish and English were preferred as a media of instruction as and when any of these colonial masters were in control. For instance, the arrival of the British just like the other Europeans who touched on the shores of Ghana (hitherto known as Gold Coast) in the 16th century, meant there was a need to communicate with the indigenous population. As a result of this, they trained some local inhabitants to become as interpreters and established schools for the teaching of English (Adika, 2012, p. 53). Boadi, 1994, (as cited in Adika, 2012) referred to the English used at the time as

' Mercantile English' because it was mainly used for commerce. Therefore, under the British rule, English was used for trade, governance, education and as a lingua franca. This situation, however, was transformed when the missionaries who were interested in developing the indigenous languages arrived. As a result of this, the first language in education policy was implemented. According to the policy, the mother tongue was to be used as MOI only at the lower primary level and English at the upper primary and secondary level (Owu- Ewie, 2006).

The sudden change in administration and the quest for independence saw the language-in-education policy changed frequently. This led to the use of the English language for official purposes amidst the numerous (about 49) local languages and dialects in the country of which nine (9) received the green light to be studied in schools (OpokuAmankwa, 2012). This hinges on the fact that the multilingual nature of the Ghana has discouraged the use of particular indigenous language(s) as a medium of instruction hence the use of the English language as a unifier and a lingua franca in Ghana. Davis and Agbenyega (2012) explained this by stating that any attempt to normalise a local language as a national or official language could cause social and political disintegration. It is for this reason that the English language serves as the lingua franca in Ghana.

The role of the English language in Ghana and the other African countries was brought under scrutiny by the African leaders and experts who attended the intergovernmental conference on language policies in Africa held in Harare, Zimbabwe on 17 -21 March 1997. After deliberations at the conference, it was concluded that African countries should hold onto their local languages in order to maintain their ethnicity while interacting with the rest of the world through an international language. Chimhundu (2002, p. 11) states this in his report.

*The different languages in Africa was not a nightmare but a source of strength. Thus, a perfect policy should permit Africans to conserve their national identity through the use of their indigenous language, while they still interact with the world through an international language.*

From the above report, it is not a good idea to embrace English language or a foreign language as the unifier language since African countries are multilingual. Thus, the use of a foreign language as the official language of a country not only undermines the culture of the people but also eradicates the local languages gradually.

Ghana has endured a checkered history of educational reforms from the colonial days to date. For instance, the first law on the use of a local language as a medium of instruction was passed in 1925 (MacWilliam, 1969; Graham, 1971; Gbedemah, 1975, as cited in Owu-Ewie, 2006). In this policy, the indigenous language was to be used as the medium of instruction only at the lower primary level and English at the upper primary and beyond. Unfortunately, the policy did not last long when the administration of Ghana changed hands in 1957. Since then, the policy on the use of a local language as MOI in the lower primary (i.e. grade 1-3) has been fluctuating.

The 2002 language-in-education policy that was implemented shook the foundations of education in the country. The policy, which was approved by a new government on 15 August 2002, stated that English language should be used as a MOI from primary one, with a Ghanaian language studied as a compulsory subject through to the secondary level (Ameyaw-Akumfi, 2002, as cited in Owu-Ewie, 2006). This law attracted a lot of criticisms from politicians, educators, traditional rulers and other stakeholders. The then Education minister who engineered this policy came up with some interesting reasons why the medium of instruction should be English only across all levels of education in Ghana. Some of these reasons can be found in appendix 1.

In 2007, the English-only policy that was implemented was changed. The new policy also focused on the language of instruction. The policy indicated that the MOI in Kindergarten and Lower Primary will be a Ghanaian language and English where necessary. The promulgation of this policy was not intended to abrogate the English-only policy but to allow teachers to appreciate the best MOI depending on the circumstances they find themselves. This reform has received a major boost since eleven local languages have been prescribed as the medium of instruction in kindergarten and lower primary.

### **2.3 Language policies and practices in African countries**

In this section, literature on language-in-education policies and practices in African countries is assessed. How colonial rule played a major role in the use of EMI in most African countries is examined as well. Hence, this section spells out the differences and similarities in language-in-education policies among African countries.

Language, a medium through which knowledge is mediated, has been a major problem for most African countries since the colonial era to date. It is not surprising that many African countries share similar language-in-education policies. However, there are a few differences.

Education ideally take place through languages that represent the cultural heritage and identity of the country (Skutnabb-Kangas, 2000; 306 as cited in Rassool, Canvin & Heugh, 2012 p.15). In a similar vein, Prah (2002, as cited in Rassol et al., 2012 p.15) notes the importance of languages deeply rooted in the culture of learners or people in the learning process, and posits that knowledge can be successfully transferred if the language used is easily understood by the masses.

There is therefore considerable support for the view that the medium of instruction in schools should be one which is known and can be related to in the learning processes. Nelson Mandela encapsulated this in one of his speeches. He said “when you speak to someone in a language it enters his head but when you speak to him in a language he understands it enters his heart.” In many African countries the choice of the medium of instruction (MOI) is problematic. According to Ouedraogo 2000, p.89 (as cited in Owu-Ewie, 2006), education and language issues are very complex in Africa because of the multi-ethnic and multilingual situation. This linguistic dilemma has compelled these developing countries to resort to the language of the former colonial powers.

Many African countries have histories rooted in colonialism. Paku (1996), cited in Rassool et al., 2012 p.16), states that African countries are developing new identities influenced by their colonial past and that colonialism robbed the culture and identity of many developing countries. Put differently the indigenous way of talking, knowing and doing things were eroded. Fanon (1967, cited in Rassool et al., 2012, p.16) also underscores the important role language played in the colonisation process. He explains that colonised people often have an inferiority complex created by the death of their culture and are compelled to embrace the language and culture of the ruling powers. In this regard, the colonial language becomes the standard against which the culture of the colonised is assessed. In effect, the dreams, desires and ambitions of the people are aligned with that of their rulers.

In addition to this, Education historians reveal that schools set up by missionaries during the colonial rule served the purpose of evangelism. Thus, the colonial schools were established to satisfy the needs of the colonial masters and not the colonised (Tam 1998; London 2003 as cited in Mfum-Mensah, 2005). For this purpose, colonisers designed inferior education system in their province as a way to train the indigenous population to occupy lower positions in administration (Mfum-Mensah, 2005).

Many African countries under colonial rule also used the indigenous language as medium of instruction at the lower level of education. This is elaborated in Heugh's work on the language-in-education policies in Southern African countries. In his study, he explained that Zambia replaced the use of the mother tongue or L1 education with English only after gaining independence. Other Southern African countries like Tanzania, South Africa and Namibia also held onto the use of their local languages to the end of primary school for political reasons. However, changes in government led to a reduction in the use of the mother tongue by these countries and English was

introduced as the medium of instruction (Heugh 2008, as cited in Owusu, 2017). From Heugh's report, it is evident that the Europeans or the missionaries that visited these African countries made use of local languages at the lower levels of education. In order to spread the gospel, they used the mother tongue at the lower primary. While these missionaries therefore crafted policies and encouraged the use of indigenous languages to help their cause, leaders of African countries, by contrast, adopted English language in education even after independence.

A point that is worth noticing with respect to the language policies in the Southern African countries is that, English only or African language only is used at the lower primary. This practice highlights the importance of languages at the early stages of a child's development. According to Prinloo (2007, p.29), languages used in teaching can influence the cognitive development and the academic achievement of learners. In addition, Anyidoho and Dakubu (2008, as cited in Owusu, 2017) state that the use of mother tongue as the MOI helps to uphold one's culture and national identity.

The importance of L1 education should not be underestimated since it also plays a critical role in the acquisition and learning of a second language and supports academic achievement. In a study comparing students studying in L1 and English Heugh (2008, as cited in Owusu, 2017) found that learners who are taught through their local language together with the English language attained high levels of achievement. The importance of bilingual education also emerges from evidence obtained from Ghana, which will be discussed next.

In promoting quality education for Ghanaian children, the U.S. Agency for International Development (USAID) in collaboration with Ghana's Ministry of education (MOE) put up an early grade reading (EGR) programme for learners through the ministry's "Dagbani Language Prototype" programme. The programme was

designed particularly for the school children in the Northern region of Ghana with the purpose of promoting reading in the local language or L1.

In 2013 and 2015, a national assessment conducted showed that at least half of pupils in primary 2 had difficulties in reading, with 2% being able to read well. In view of this, the MOE partnered with USAID to create a phonics-based reading instruction strategy to improve reading skills. The product was the development of the “Dagbani Language Prototype programme”, which emphasises teaching the building blocks of reading, recognition of letters and sounds, vocabulary, comprehension through instructional materials designed in Dagbani, the indigenous language spoken in the Northern region of Ghana. Results showed that there was a significant increase in students reading scores among the 20 pilot schools – decoding skills experienced an increase of about 52%; oral reading fluency increased from 0 to 16 words per minute and listening and comprehension results increased by 26% (USAID, 2019).

Evidence from South Africa supports the importance of learning through the L1 among students for whom Isixhosa was their L1. Brock-Utne (2007, as cited in Owusu, 2017) discovered that primary 4 pupils produced stories that were difficult to understand since it had no connection with the pictures in the task. However, learners who did their work in the L1 provided the right answers for the exercise. This study, therefore, demonstrates the difficulties learners encounter when learning through the medium of a foreign language, i.e. English, which is not used at home.

A similar research was conducted by Makoe and Mckinney 2014 (as cited in Owusu, 2017). They looked particularly at the language policy used by South Africa after apartheid. Makoe and Mckinney concluded that the language-in-education policy in South Africa sought to undermine the indigenous languages. Thus, in spite of all the local languages that are widely spoken by the population, English has taken centre stage even after post-apartheid. In as much as English is seen as a global language, African

countries must make a conscious effort to blend it with its indigenous languages in order to attain the full benefits of both languages. Makoe and Mckinney even highlighted the benefits of a hybrid language policy, which promotes the use of both the mother tongue of the learner and the English language in the classroom. They believe that the mixture of these languages will enhance teaching and learning.

Furthermore, in Malawi, a multilingual country colonised by Britain just like Ghana, the Ministry of Education (MoE) decided in 1996 that learners in standards 1 to 4 should learn through their mother tongues. Kamwendo (2008) analysed this directive in his journal, 'The Bumpy Road to Mother Tongue Instruction in Malawi'. He examines the slow progress towards the implementation of the language policy by the Ministry, stating inadequate human and material resources, a lukewarm approach to the language policy, and lack of accurate and adequate sociolinguistic data as some of the reasons for the difficulties in the implementation of the policy (Kamwendo, 2008, p.357).

The history of Malawi's Language-in-Education policies is indeed complex. Malawi, with an estimated population of about 12 million, is a multilingual country and has about 13 languages with Chichewa the widely spoken language followed by Chiyao and Chitumbuka (National Statistical Office 1998 as cited in Kamwendo, 2008, p.354). However, after independence, Malawi maintained the colonial language policy with English as the main official language. Chichewa (previously named as Chinyanja) and Chitumbuka also served official purposes such as schools, print media and the national radio (ibid). Later, the policy was reformed with Chichewa and English becoming the main official languages of Malawi and the other local languages used for household communication. Consequently, Chichewa became the language used as the medium of instructional in standards 1 to 4 and English from standard 5 onwards (Kamwendo, 2008, p.355). I find this unfortunate because it risks undermining the power of the other



local languages in the same that English does. Moreover, making Chichewa as the MOI means that students whose mother tongue is not Chichewa will still struggle to learn this new language resulting in low academic achievements.

The situation in Nigeria is similar to the one in Malawi. Nigeria is often regarded as a sister country to Ghana because both are former British colonies and multilingual. It is believed that over 400 languages are spoken in the country (Crozier and Blench 1992, Elugbe 1994 as cited in Olagbaju, 2014). The linguistic plurality of Nigeria makes it difficult to provide an exact number of languages that is spoken in the country. For example, Ogunyemi (2009) states that there are controversies with respect to the number of languages in Nigeria. While Bamgbose (1976) assumes there 400 languages, Hoffman (1975) estimates the figures are between 400 and 513. Oyetayo (2006) even thinks that there are 510 living languages and nine extinct languages. Therefore, Kolawole 1996, (as cited in Olagbaju, 2014) describes Nigeria as a linguistically fragmented country.

According to Olagbaju (2014), the multilingual nature of Nigeria made it necessary for the government to develop a National Policy on Education (NPE), which was first published in 1977 and revised in subsequent years. The NPE states that the medium of instruction to be used in the pre-primary school was to be the mother tongue or the local language of the environment within which the learners find themselves. In addition to this, the language of the immediate surrounding was to be the MOI in the primary school for the first three years with English taught and learned as a subject. Then in year 4 onwards, English language was to be used gradually as the MOI with the mother tongue taught as a subject.

Akere (1995, as cited in Bokor, 2015), reiterating the language provisions of the NPE, indicated that English should be learned as a subject in the primary school. Again,

pupils or students in secondary should learn one major language (i.e. Hausa, Igbo or Yoruba) in addition to their mother tongue while English is to be studied as a subject and used as an MOI in secondary education. Even though the policy encourages the use of the mother tongue and other indigenous languages in education, implementing the policy in schools was challenging.

Salami (2008, as cited in Owusu, 2017) analysed the implementation of the NPE in primary schools in Nigeria. His study shows that teachers used not only the mother tongue in education as required by the policy during lesson delivery. Teachers rather used the English language as the MOI even in the lower primary school and kept using the mother tongue in year 4 when by legislation, instruction should be delivered in English. Thus, Salami asserts that teachers rebelled against the NLP in classrooms, disregarding it and sticking to their own way of teaching. This is quite similar to what happens in Ghana where the language policy also encourages mother tongue education at the primary level.

In summary, in this section I looked at the various language policies practiced in some African countries during the colonial era (before 1957). I also touched on the language-in-education policies in different countries and discussed the role of these policies in missionaries' quest to spread the gospel respectively. Mother tongue education in post-colonial African countries was also looked at, taking into consideration its benefits and challenges. The review also showed that most African countries have similar language policies in that mother tongues are the preferred MOI in the lower primary and English is used for instruction in upper primary onwards, even though the implementation of the policies proved to be complicated. I will proceed to talk about the use of English as a medium of instruction (EMI) in Ghanaian schools.

## **2.4 EMI in Ghana**

### **2.4.1 The history of English in Ghana**

The history of English in Ghana (formerly called Gold Coast) can be traced as far back in the 16th century when the British came into contact with the inhabitants of the Gold Coast (Adika, 2012). Since then, the role of English as a lingua franca in this highly multilingual environment has developed strongly. The Ghana living standard survey (GLSS), 2008 report (as cited in Adika, 2012) shows that 51 percent of adults are able to read and write in English or an indigenous language and about 37 percent of adults are literate in both English and other Ghanaian languages. It is also estimated that a small proportion of adults are literate in English only: 14 percent. As has already been discussed, over the years English has increasingly been used as the MOI in Education a force in cross-ethnic communication and governance (Adika, 2012).

The dominance of the English language can be traced back to two educational ordinances that were passed in 1822 and 1887 during the colonial era. This legislation led to the introduction of English educational system financial support (Adika, 2012). It is even believed that schools that continued the use of the local languages for instruction were denied this financial support (ibid).

### **2.4.2 English as the MOI in primary schools**

Due to the multilingual and multi-ethnic nature of Ghana, learners or children normally go to school with more than one language i.e. their mother tongue and an additional language (Owusu, 2017). Thus, Quarcoo (2004) for many children English is a third language. Indeed, based on evidence from Ure (1983) Quarcoo suggests that a Ghanaian speaks at least two languages before learning the English language. In addition, Quarcoo contends that the ways in which English is taught affect the learner's ability to understand and speak the language (Owusu, 2017).

Opoku-Amankwa (2009) reckons that the poor performance of learners in primary education in Ghana is not only as a result of lack of learning materials, teacher quality and pedagogic problems but also to the lack of attention given to the medium of instruction. Martin (1999, p.38, as cited in Opoku -Amankwa, 2009) suggests the need to uphold the importance of language in a multilingual classroom since the medium of instruction is key during the teaching and learning process. Therefore, the English-only policy that was announced in 2002, was implemented with the idea of helping learners to learn the English language effectively in order to participate in global business e.g. trade, industry, technology etc. (Government of Ghana, 2002 as cited by Opoku-Amankwa, 2009). The policy also contends that exposing children to English at an early age will enable them to attain a good level of competence.

Studies conducted in the use of English only in schools in some rural and urban parts of Ghana also shows that parents in the rural areas of Ghana actually advocate the use of English only as MOI because they believe their children will have more opportunities in life once they can speak the English language. They are also of the view that, a child is ‘useless’ if he or she is unable to speak English after completing school (AndohKumi, 2001 as cited in Opoku-Amankwa, 2009). A similar study by Dzinyela (2001, cited in Opoku-Amankwa, 2009) provides further information about the attitude of Ghanaian teachers and parents. Dzinyela states that even though students and teachers are fully aware of the importance of mother tongue education, teachers continue to convince parents that English is advantageous because it signifies upward mobility and it has high status.

Edu-Buandoh (2016) studied the identity and representation of Ghanaians through language. She lamented that people who are unable to speak English are viewed differently from those who do speak it. Since English is considered a language of high status, anyone who cannot speak it is seen as illiterate hence is deemed not fit to have a

white color job. On the other hand, those who are able to speak it are considered educated, intellectuals etc. Another study conducted by Edu-Buandoh and Otchere 2012 as cited in Owusu, 2017) on the rationale behind the speaking of English by students in Ghana under the English-only policy shows that students get punished for using the local language in school. These punishments include writing lines, sweeping the school compound etc (ibid). Imposing the English language on students by way of punishment demotivates learners from appreciating the language. This can make them lose their confidence and self-esteem since they are not fluent. However, if students can express themselves in their mother tongue it will be easier for them to learn a new language they are being introduced to.

The next paragraph highlights the importance of mother tongue education and the role it plays in bilingual education. I touch on a few studies which support the idea that mother tongue helps in learning a second language easily.

## **2.5 The benefits of mother tongue-based instruction**

Language is the backbone of education in every country because the quality of learning among early learners depends to a large extent on the language of instruction (Brock-Utne, 2010; Mulumba and Masaazi 2012, as cited in Kucha, 2018). To these scholars, the language of instruction is particularly vital during the early years of schooling. Therefore, it is prudent to expose learners to their mother tongue at the very beginning of their schooling years to enable them to attain a better understanding of different subject areas before introducing any other foreign language. By so doing, learners can appreciate and understand the new language. Afolayan et al (1976, as cited in Kucha, 2018) provide detailed evidence on medium of instruction (MOI) in Sub-Saharan Africa which reveals the cognitive and cultural benefits of using the mother tongue as an MOI over foreign languages used in educational systems. Support for this view can be

obtained from a UNICEF report from 2007 which also states that multilingualism and multilingual education enhance the quality of education.

A key thinker in the field of bilingual education is Jim Cummins. According to Cummins' (2000) Developmental Interdependence Hypothesis, the mother tongue facilitates second language acquisition. He argues that literacy skills and knowledge may be transferred from the first language, mother tongue, to the second language through a common underlying proficiency (CUP) (Cummins, 2000). This means that the mother tongue is key to learning a second language in the sense that the learner relies on the knowledge and skills in the L1 to be able to appreciate the L2 better. Cummins also posited that bilingual education is more advantageous than monolingual education for bilingual learners. Therefore foreign or second language learning should not be done without considering the first language or mother tongue. According to Cummins, learners can benefit from transfer across languages when bilingual strategies are implemented in the classroom (Cummins, 2000).

Mother tongue education also helps children's reading habits. A study conducted by Simsek and Alisinanoglu (2009) analysed the effect of the Mother tongue Activities Program on the reading readiness level of 60 pre-school children in Turkey. During the study, Mesopolitan Readiness Test was administered with the idea of establishing children's general school readiness and their reading readiness levels. Results from the research showed that the reading readiness and general readiness levels of the group that participated in the Mother Tongue Activities Program were higher than those that did not take part in the program (Simsek and Alisinanoglu, 2009, p. 521). Since the L1 is learned or acquired through the day to day interaction with people, children are able to build up a good vocabulary in their L1. Moreover, the motivation for learning new words in the L1 is often higher than for learning words in a second language.

The importance of mothertongue based education has been emphasized by UNESCO from 1953 onwards. According to the UNESCO (1953), in classes where the L1 is used as the medium of instruction, children are able to understand concepts better and can express themselves freely. There are many advantages in the acquisition of knowledge in the L1 of the learner not only in the early stages but also other other levels of education.

Finally, Garcia and Sylvan (2011) consider monolingual education to be unsuitable for the modern world. They therefore proposed that teachers should help learners to understand their L1 as well as the second language being taught. Both Atkinson (1987) and Kim (2011) endorse the importance of mother tongue education i.e. the use of mother tongue in the classroom and are of the view that the L1 is an invaluable tool. Results from Kim's (2011) study also showed that the use of mother tongue, especially in translation, also helped students to appreciate the importance of accuracy and made them more objective about their writing.

## **2.6 Summary**

In this chapter, I have analysed language-in-education policies and practices in post-colonial African countries as well as during the colonial era. I have supported my argumentation by referring to a wide range of sources which focused on the use of English as a medium of instruction in primary schools in Ghana taking into consideration the various challenges and benefits associated with it. Finally, I have highlighted the importance of mother tongue education and the vital role it plays when learning or acquiring a second language.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This study focuses on the EMI policy in Ghana and its implementation in public schools in areas where the dominant language is an indigenous one. The aim was to examine how teachers in Ghanaian public schools deliver lessons using English and other languages as the medium of instruction in rural areas on the basis of a case study of two Ghanaian public schools located in different parts of the country. For the purpose of the study empirical data were gathered from participants in their own environment. Different methods were used, including a survey, interviews and classroom observation. As pointed out by Hammersley (1985, as cited in Reeves et al., 2013), triangulation of different methods makes it possible to get an in-depth understanding of the way groups of people see the world. A qualitative research method was employed to obtain information about how teachers delivered their lessons in schools located in areas where English was not spoken as an L1. In the following section I will present the Participants, the Instruments and the Procedure.

#### **3.1 Participants**

In the current study, a purposive sampling strategy was adopted. Creswell (2013, p. 227) states that in qualitative research, participants and sites are sampled purposively based on places and people that can best help in understanding the central phenomenon. To be able to conduct qualitative research, one has to carefully select participants. Patton, 1990, p. 169 (as cited in Creswell, 2013) suggests that the standard used in selecting participants and sites is whether they are 'information rich'. Thus, he believes



that the participants that are to be selected for a study should be able to help understand the central phenomenon of the study.

Participants of the study included teachers from two different public schools in Ghana. These schools were both located in rural areas of Ghana where an indigenous language is widely spoken but English is not widely used. Both schools were owned by the government and located in the rural areas of the country. The study was conducted in public or government schools located in rural areas of the country because members of this community normally have one common indigenous language spoken and understood by all including learners unlike the urban areas where the community is multilingual with learners coming to class with different languages. The two schools were selected from different locations because of the differences in the local language spoken in each area.

25 teachers were expected to participate in this study but due to circumstances beyond my control, 19 teachers ended up taking part. Out of this 19, ten were chosen from one school and nine from the other, on the basis of a purposive sampling strategy (Creswell, 2013). Tongco (2007, as cited in Owusu, 2017). The 19 teachers were carefully selected taking into consideration their educational background and experience in the teaching field. Teachers from both schools had at least a diploma in education as required by the Ministry of Education (MoE) and had not less than three years of experience in the teaching field. It was not certain whether teachers from both schools originated from the area in which these schools were located but it was found that most of the teachers spoke the dominant language of the locality either as a mother tongue (L1) or a second language (L2). Teachers were also selected across various levels of classes i.e. from kindergarten through to Junior High School (JHS). This was done to establish the extent to which and how English was used as the medium of instruction across all levels. Students were not included in the study because the aim of

the research was to look at the EMI policy in Ghana and how teachers in the two public schools practiced the policy in their line of duty. Thus, the study specifically examined teachers and the vital role they play as interpreters and implementers of the language policy in the classroom (Owusu, 2017).

For the purpose of this study, I will refer to the two schools with pseudonyms, namely: School 1, Begoro, in the Eastern Region and School 2, Kusunya in the Greater Accra Region. The language spoken predominantly in Begoro where School 1 is located is Twi, a language mainly spoken by the Akans, one of the largest ethnic group in Ghana. In Kusunya, where School 2 is situated, Ga-Adangme is spoken widely by its indigenes. The inhabitants of the community within which School 1 is located are farmers. They mostly grow vegetables. Due to the perishable nature of these vegetables, children or students of these peasant farmers are required to sell them as quickly as possible on market days once they are harvested. As a result they miss some school days. Similarly, School 2 can be found in a farming community. However, the presence of one of the major rivers in the area has enticed some of the inhabitants to go into fishing. On market days, students of farmers and fishermen or fishmongers go to sell their produce, which also leads to children's absenteeism in schools.

Both schools are built with blocks and comprise all levels of classes from nursery to Junior secondary School. ICT and library lessons are held in the normal classroom hours since there are no different classes for such activities or lessons. As earlier indicated, the differences in the local languages in these areas inspired me to investigate teachers' attitude towards the language policy in different parts of the country.

### **3.2 Data collection instruments**

Survey, classroom observations and interviews were used as the main data collection instruments for this study. Data collected from survey, observations and interviews were triangulated. As pointed out by Stake (2010, as cited in Owusu, 2017) and Gay et al. (2011) in triangulation multiple data collection strategies are used to enable the researcher to provide a rich source of information cross-check facts. These scholars therefore believe that the collection of data from many sources makes research more informative than depending on one source. An overview of the data collected for the study can be found in Table 1.

In total, 14 classrooms lessons were observed (8 in School 1 and 6 in School 2). An interview was carried out with 15 participants, nine teachers from School 1 and six from School 2. All lessons of participants were observed and recorded during classroom lessons. It is important to note that classroom observations were done by field assistants in my absence. Information recorded were sent electronically to me immediately after the recording had taken place. My role involved the transcription of information received and to analyse the languages used for delivering a successful lesson. Each recording lasted 10-15 minutes.

Table 1: Overview of data collection

Date	Activity	School
23 <sup>rd</sup> April – 26 <sup>th</sup> April, 2019	Classroom observation via audio recording.	Obinim Basic School
30 <sup>th</sup> April – 3 <sup>rd</sup> May, 2019	Classroom observation via audio recording.	Obinim Basic School
6 <sup>th</sup> May – 10 <sup>th</sup> May, 2019	One-on-one interview via WhatsApp call.	Obinim Basic School
10 <sup>th</sup> May- 14 <sup>th</sup> May, 2019	Classroom observation via audio recording.	Obinim Basic School.
17 <sup>th</sup> May- 21 <sup>st</sup> May, 2019	Classroom observation via audio recording	Adepaye Basic School
3 <sup>rd</sup> June-7 <sup>th</sup> June, 2019	Classroom observation via audio recording	Adepaye Basic School
10 <sup>th</sup> – 14 <sup>th</sup> June, 2019	One-on-one interview via WhatsApp call.	Adepaye Basic School

### **3.3 Methods of data analysis**

According to Merriam (1988, as cited in Owusu, 2017) one should process data as quickly as possible else after data collection, to avoid confusion. Therefore, all data received were analysed as soon as they were received. As indicated in earlier chapters, the data was collected by two field research assistants in my absence due to time and monetary difficulties. Field assistants were given a thorough understanding of the purpose of the study and adequate information needed to collect the data.

Interviews were conducted via WhatsApp call because I was unable travel to Ghana and conduct a face-to-face interview with participants. Nonetheless, through a semi- structured interview by phone, the necessary information for the study was obtained. Fortana and Frey (2000, p.645, as cited in Creswell, 2013) describes this type of interview as a powerful instrument which can further understanding of interviewees. The interview enabled participants to express themselves devoid of any intimidation or influence on my part. Attitudes of teachers towards EMI policy being one of the main focal points of this study, the key focus of the interviews was on teachers' opinion about the policy. The interview questions were also designed to ascertain the challenges teachers go through in the implementation of the policy and gather information about practical solutions to these problems.

Each interview was transcribed exactly according to the participants' responses. At any point in time where the local language was used, translation was provided by the teachers of the local languages (Twi) I understand and speak fluently. To be able to analyse the transcription of the interview in the study, 14 interview questions were designed and put under three themes namely:

- 1.) Participants' awareness and Perception of EMI
- 2.) EMI policy versus its practices
- 3.) The positives in the policy versus challenges.

Participants of the study were interviewed via WhatsApp call. Each interviewed lasted for approximately 30 minutes. Interview questions remained the same for all participants. However, some responses attracted follow-up questions to seek clarifications. Participants' exact answers, opinions and suggestions were written down except for some examples that were paraphrased. Participants' answers were classified in different categories, namely: use of learning strategies by teachers, teachers' knowledge about EMI, use of language for classroom management by teachers, communication between teachers and students, compliance to EMI policy, challenges in the execution of the policy and pupils' reliance on the L1.

A survey was also conducted with SurveyMonkey to collect opinions from a wider group of teaching and non-teaching staff regarding the EMI policy in Ghana. Ten multiple choice questions were asked, and participants were invited to choose any of the four answers that they believe suit the questions. The survey link<sup>1</sup> was sent to 30 people to seek their views about the EMI policy in Ghana.

Prior to the data collection permission to carry out the project was sought and obtained from the Ethics Committee at the University Department where I studied. Data collection began by first sending research assistants information sheets and the consent letters. Thus, permission letters (see appendix 2) were sent to the head teachers of School 1 and School 2 respectively to seek their approval before data was collected. All participants including teachers and headteachers were provided with consent letters (see appendix 3) describing the purpose of the research, what was expected of participants

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and the confidentiality issues concerning the study. Confidentiality was a major issue discussed in the consent letter since participants were rest assured that their identity was

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<sup>1</sup>The survey link for data collection <https://www.surveymonkey.co.uk/r/PS3NNCJ>

private and neither their names nor any information about them would be disclosed. Participants were offered the right to withdraw from the study at any given time. (see appendix 4). With participants' consent sought and signature appended, information sheets and consent letters were scanned and sent to me via email.

Field research assistants proceeded to collect data through classroom observations, first with School 1 then School 2. An audio recording of all the various classes which needed to be observed were done by the research assistants. In all, nine out of ten participants were observed. Most of the lessons were recorded from the beginning and lasted approximately 15 minutes. However, due to the busy schedule of the research assistants, some recordings started when the lesson had already begun. Nonetheless, the recording captured the vital parts of the lesson that were needed for the research. In most of the primary classes where the recordings were done, it was noticed that the participants (teachers) were the class tutors and they taught all subjects. Thus, recordings were carried out in a variety of classes and covered different topics. However, participants sometimes required to record particular classes due to their availability. To protect students' identity their names were not revealed to the researcher. While audio-recording a session necessarily affects the teaching situation in some way, every possible effort was made to ensure the classroom environment was as natural as possible.

Once a recording was ready, they were sent electronically over to the researcher in mp3 format. In situations where the file size was too big to be sent, the file was compressed so as to be able to send it. Upon receiving the recording, it was transcribed immediately to prevent delay.

In School 2, the data collection was delayed due to the absence of the headteacher of the school. On his return to school after several weeks, he was given the information sheet and consent letter. All participants signed the information sheets and

consent letters that were given to them. The study was explained to them briefly with their roles clearly defined. Nine teachers participated in the research in this school. Audio recordings were conducted in each of the classrooms including the Junior high School (JHS) depending on the availability of the teacher. Each recording lasted approximately 12 minutes. It was noticed that many students from this school were absent due to the fishing business in the community. In order to collect the data, participants had to inform students of the study, and to encourage them to go to school. Recorded lessons were sent immediately for transcription and data analysis.

Cross-case analysis as proposed by Miles and Huberman (1994, as cited in Creswell, 2013) was used to study the answers given by the participants from both schools. This was to find out if there were any similarities and differences between the teaching and teachers' views on EMI in both locations

To facilitate data analysis, the data from the classroom observations was categorised into themes. After this was done, the data collected for both schools during the classroom observation were analysed to check for similarities and differences.

### **3.4 Summary**

In this chapter, details of participants including how they were chosen, have been given. The two schools from which data were collected and reasons for choosing the schools have also been provided in this chapter. Furthermore, details of how data was collected and analysed has been presented in this section.



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.0 Introduction**

In this chapter, I present and discuss the main findings from the data collected in the two schools. The discussion covers the results of the survey and the transcribed interview and classroom observation data. This discussion is put under four subject matters, namely: (a) Teachers' use of language for classroom management (b) Communication between teachers and students (c) Compliance to EMI policy and (d) Challenges in the execution of the policy and pupils' reliance on the L1.

This discussion shows how teachers in the public schools of Ghana especially in the rural areas implement the EMI policy in their classrooms during lessons. It also takes a look at the challenges they face in the implementation of the policy and the strategies they use in making sure students understand what they are teaching.

Pseudonyms are used to refer to all the participants in the study to protect participants' identity. Using the same pseudonym for each participant across different parts of the data collection (surveys, interviews and observations) also enabled me to obtain an in-depth picture of the teachers' opinions and their classroom practices.

#### **4.1 Teachers' use of language for classroom management – switching codes from L1 (local language) to L2 (English Language) in the classroom.**

The observations were conducted to ascertain how teachers use languages in managing class activities. The focus was to uncover how they use the English language to deliver their lessons and to find out under which circumstances the L1 was used. The audio recordings revealed that teachers in both schools code-switched frequently from English to Twi, or from English to GaAdangme and vice versa. Thus, in both schools,

the two languages were mixed during lesson delivery. Generally, it was observed that the lessons began in English and then teachers and students switched to the mother tongue as the lesson progressed.

The first lesson received for transcription was a natural science lesson from School 1. This was a science lesson in Primary 1 equivalent to Year 1 in the UK. The lesson was handled by a young female teacher Miss Agnes. The information gathered from the research assistants showed that Agnes had been a teacher in the school for more than four years and she was born in the community. She had had the opportunity to study in Accra, Ghana's capital, and had returned to her community to share the knowledge she had acquired. She was fluent in both languages - the L1 (Twi) and L2 (English).

Agnes began her lesson by greeting the class. The class responds in the choral fashion. She then started talking about the topic of the day, '*Electronic Toys*'. Agnes generally uses the L1 (Twi) as a medium of instruction and occasionally switches to the English language when talking about a concept or a word that does not exist in the L1. This extract shows the interaction between the teacher (Agnes) and her learners at School 1.

Excerpt 1

*Agnes: What are some of the things electronic toys can do on their own?*

*After a few minutes of silence the teacher uses the L1 to ask the same question.*

*Agnes: eden na electronic toys nɔ tumi ye wɔ ɔnoaa ne hu?*

*Sika: otumi movi ( it is able to move)*

*Agnes explains the learner's answer further so children can understand better. All this is done in the L1 and L2 i.e. code mixing.*

*Agnes: otumi nante from one place to the place (electronic toys can walk or move from one place to the other).*

*Agnes: What other things does electronic toys do?*

*Nkunim: ebi bɔ nwom (some play music)*

*Yaw: ebi nsɔ sa (some can dance)*

Agnes then explains that electronic toys need batteries in order to move. She now asks the class a question in English and tells the class to respond in English too.

*Agnes: Electronic toys do not need batteries to operate. True or False*

*Class remains silence at this point in time. The teacher repeats question several times in English for learners to understand.*

*Akosua: False*

*Agnes: Why is it false?*

*Akosua: ehia battery ansa aye edwuma. (It needs batteries to work)*

From the above classroom interaction between the teacher and the pupils (excerpt 1), it is clear that the learners' understanding of the English language is low. As a result of this, the teacher is compelled to switch to the language (Twi) the children understand to facilitate learning. In this case, the teacher's use of the L1 together with English shows that she does not completely comply with the language-in-education policy from 2007 which states that children's L1 should be used in the lower primary.

Another point worth noticing was that some key words did not exist in the L1. Consequently, English words were used to refer to these concepts even when speaking the Twi. Examples included: *batteries, electronic, toys* etc. Again, it was seen that pupils contributed in their mother tongue. Children were also seen to give long answers in Twi and shorter ones in English. Children's ability to answer a question in their L1 whenever the teacher switched the question into their L1 meant it was easy for students

to understand what was being taught. However it was also clear that they often could not understand what the teachers said in English. This affirms the importance of mother tongue in a child's education.

Code-switching was a common phenomenon in all the classes that were observed in School 1. This was also evident in a Primary 3 Math lesson. The teacher, Joyce, after introducing the topic, *Line of Symmetry*, to the class proceeded to summarize the content of the previous lesson on the characteristics of rectangles and squares. The teacher showed the learners some shapes and asked the learners to identify the correct shape in the hand. A right answer is applauded by the whole class as a way of encouraging other students. Excerpt 2 shows the classroom interaction between Joyce and her learners.

Excerpt 2

*Joyce: What can you say about the rectangle?*

*Nhyira: Two lines are equal.*

*Adom: It has 4 right angles.*

*Joyce: Clap for them ( Whole class applauds)*

*Joyce: What is the name of this shape? (pointing to the shape in the hand)*

*Yaa: Square*

*Joyce: What are the characteristics of the Square? What can you say about the Square?*

*Joyce: It has .....*

*Yaa: It has four right angles*

*Wisdom: It has four line segments.*

The teacher then moved on to talk about lines of symmetry. Here, she started her explanation in English but she later uses the L1 of the students to emphasize the

meaning of symmetry. The interaction between the teacher (Joyce) and her pupils is presented in Excerpt 3.

Excerpt 3

*Joyce: Today we are going to look at Lines of Symmetry.*

*Joyce: Lines of symmetry is the line that is created when a shape is folded into two equal parts.*

*(At this point, teacher switches to the L1)*

*Joyce: se ye foldi adee na aye pɛpɛɛpɛ aa ebi nbrɔ sɔ. Line aa ewo mu no, ena ye frɛ nɔ line of symmetry.*

*(The line attained when a shape is folded into two equal parts is called Line of Symmetry)*

*The teacher demonstrates this by folding a paper into two parts and points to the line created.*

*Joyce: Mese middle line no ye frɛ no sen? ( What is the middle line called?)*

*Children: Line of symmetry.*

*Joyce: Wo hwe ha ne ha a, eye pɛ? (Looking at the shape, has it been folded into two equal parts?)*

Excerpt 3 also shows the importance of the L1 in the teaching and learning process.

From the interaction, it was observed that the teacher used the children's mother tongue (Twi) for the explanation of key concepts in the lesson. This proves the benefit of Twi in classroom discussion. Even though, 'line of symmetry' did not exist in the L1 (Twi), the teacher's use of other words in the Twi language helped the children to appreciate the concept properly. Nonetheless, it is important to note that English was used as the MOI from the onset. As a result of this, the teacher assisted learners through scaffolding

(e.g. Two lengths....., It has ..... ). Since the EMI policy focuses on student's ability to acquire and learn the English language, the teacher's use of scaffolding was a positive step to enable learners try their best to use the L2 (English) in answering questions in class.

Although the language-in-education policy implemented in 2007 permitted teachers to use the L1 or mother tongue of children as medium of instruction from Primary 1 to Primary 3, it was seen that the teacher was making an effort for the learners to also appreciate the English language by telling them to give meanings of words or answers they had provided in Twi. This also emerged from an observation from Joyce's Math lesson. Joyce asks one of the children to fold a paper into two equal parts. Afterwards, she tells the child to point to the line of symmetry and show it to the class (Excerpt 4).

Excerpt 4

*Joyce: Fa line of symmetry nɔ kyere ɔmɔ. Fa kyere ɔmɔ. (Show the line of symmetry to the class)*

*Joyce: ɔse line of symmetry nɔ wɔhe fa? (Where is the line of symmetry?)*

*Children: ntem (middle)*

*Joyce: ntem nɔ ne brofɔ di sen? (What is the English name for 'ntem'?)*

*Maxwell: middle*

In Excerpt 4, although children were quick to give answers in their mother tongue, the teacher consciously encouraged her pupils to learn and give answers in English as well. This is a positive step because learners are able to appreciate both languages and can learn express themselves in each.

After the lessons, teachers were asked whether they knew of the EMI policy. Teachers were interviewed separately on phone. The responses of various participants are presented in Excerpt 5.

Excerpt 5

*Interviewer: What is EMI?*

*Joyce: It is the use of English as a medium of instruction during the teaching and learning process.*

*Interviewer: What do you make of the EMI policy in Ghana?*

*Joyce: The use of English is a good idea since it is going to help children meet global standards. Nevertheless, the use of the child's mother tongue should not be neglected in instances where the child does not understand important things being taught.*

Agnes, the Natural Science teacher for Primary 1, initially did not seem to know what an EMI policy was but after further explanations, she admitted she was aware of it but did not know this was the name for the use of English in classroom. I then proceeded to find out how the policy was being implemented in the classrooms.

*Interviewer: Do you practise the policy consistently?*

*Joyce: Since I am at the lower primary and considering the ages of the learners, it is difficult using the English for instruction throughout. So I mix the two languages.*

*However, when I am teaching some topics that are a bit technical, I am compelled to use the L1 throughout to enable the learners understand exactly what I am teaching.*

*Agnes: I do sometimes but when I realise the children do not understand what I am teaching, I switch to the Twi.*

Excerpt 5 shows that teachers who would have liked to use English for instructional purposes are compelled to use the children's L1 due to their inability to understand

concepts they are being taught. Thus, teachers being fully aware of the linguistic challenges of pupils, used the L1 to make sure learners were not left out of the learning process.

The excerpts discussed in this chapter show it is evident that practising the EMI policy consistently is difficult because of the language barrier teachers encounter in the classrooms. In circumstances like this, teachers are under pressure to switch codes to the benefit of their learners. Possibly, it is important to look at the hybrid language policy (the use of learner's L1 and English at the same time during lesson) as emphasised by Makoe and Mckinney (2014, as cited in Owusu, 2017). By adopting this policy, learners are more likely to appreciate and understand the foreign language (English) through their mother tongue.

#### **4.2 Communication between teachers and students**

Apart from switching codes, it was observed from the recordings that there was little interaction between teachers and learners during instructional periods. This was a common phenomenon in both schools. Learners were very quiet throughout the lesson with the teacher doing all the talking. The only times pupils uttered a word was when their names were mentioned to answer a question, which was common in the lower primary. Because teachers also want learners to appreciate the English language, they usually begin the lesson with English, and this explains why students play a passive role in the learning process. Excerpt 6 highlights this point. This data shows a Primary 2 Math teacher, Blessing (pseudonym), in School 2 teaching the topic *Shapes and Measurement*.

Excerpt 6

*Blessing: We are still talking about shape, space and measurement.*



*Blessing: Who was born on Sunday here? If you know you were born on Sunday, just stand up.*

*Blessing: How many? (learners keep silent)*

At this point, teacher switches to the L1 of the students. Blessing asks the same question in their mother tongue (Ga-Adangme). Finally four students who were born on a Sunday stand up. She continues to the days with students responding accordingly.

From Excerpt 6, it is clear that the students responded to the question when the medium of instruction was changed to one which they understood. Otherwise they would have kept silent for the entire instructional period. This illustrates the fact that active participation of learners is dependent on the medium of instruction the teacher uses.

Similarly, in a primary four (4) class in School 1, learners' participation in a class activity is seen as passive as the teacher, Kojo, does all the talking. In Primary 4, learners are expected to construct basic sentences in English as required by the 2007 language-in-education policy and teachers are to use English as the MOI in the upper primary. Unfortunately, this was not the case. The linguistic difficulties of learners compelled the teacher to use their mother tongue to deliver his lesson.

Excerpt 7 is from a science lesson where Kojo is teaching the topic, *Conductors and Insulators*. He asks his learners to mention some examples of electrical appliances they use at home.

Excerpt 7

*Kojo: What are some of the electrical appliances you use in your various homes?*

*Kojo: Can you give me some examples of electrical gadgets in your homes?*

*(Class remains quiet)*

*Upon realizing that the learners do not seem to understand the question he asked, the teacher switches to the L1 of the children.*

*Kojo: Electrical gadgets ben saa ana mɔ use wo fie? (What are some of the electrical gadgets you use at home?)*

*Ibrahim: Iron*

*Kojo: Wana biom? (Who else)*

*Alex: Fan*

Again, this above data (Excerpt 7) illustrate the point that until the learners understand the language of instruction, they will remain passive in the lesson.

However, in a literacy lesson at KG2 in School 1 the situation was different. It was observed that pupils were actively involved in the lesson. It was surprising because at KG2 it was expected that the teacher uses the L1 (Twi) more than the L2 (English). But it was the opposite and pupils understood everything and executed all tasks assigned to them. Excerpt 8 highlights what happened in the KG2 literacy class between the teacher, Mariam, and her children.

The teacher started the lesson with a song to arouse the interest of the pupils for the class. Mariam calls on children to go and write the various sounds she makes or pronounces on the board. It is important to note that all instructions are given in English. Thus, learners' ability to write the correct sounds on the board indicates that they understand what they have been asked to do. Afterwards, teacher also explains a task in the mother tongue to enable pupils understand perfectly what is to be done.

Excerpt 8

*Mariam: yɛ sounds yi aa ya tsɔrɔ wɔ board yiso, yɛ hwɛ sɛ yɛ betu mi akeka abom enya one word ewo mu anaa? (Can you combine the sounds written on the board to form a word?)*

*Mariam: s.....i.....t*

*John: sit*

*Mariam: m.....a.....t*

*Kweku: mat*

Mariam now switches to the sound 'o'. She tells a story in English about an incident that makes everybody screams 'o'. She then asks a learner to write the sound on the board.

In excerpt 8, one can admit that this teacher's teaching strategy e.g. the singing of songs, might have resulted in active participation of learners during the learning process. Nonetheless, it is equally important to note how well children performed the tasks given to them in English.

During a phone interview with Blessing and Mariam from School 2 and School 1 respectively, I was keen to find out what triggered the use of the local language and how often they used the L1 during lessons. The idea was to know how well teachers communicate with their learners since communication plays a vital role in the academic performances of students. An excerpt from the phone interview with Blessing from School 2 is presented first, and it is followed by Mariam from School 1.

Excerpt 9

*Interviewer: How often do you use the local languages when teaching?*

*Blessing: Once I realise students are not getting a concept I am teaching, I use the L1 to explain things better.*

*Interviewer: What triggers the use of the local language?*

*Blessing: Pupils are not conversant with the English language hence the need to use their mother tongue to enable them understand what I am teaching.*

*Interviewer: How often do you use the L1 during your lesson?*

*Mariam: I use it as often as I feel the kids are not understanding what I am trying to say. Once I notice this, I switch quickly to the L1 to explain things better.*

*Interviewer: What also triggers the use of the L1 or children's mother tongue?*

*Mariam: When you realise children are not getting the concepts you are putting across, you are compelled to use the L1 to enable learners appreciate what is being taught.*

The interaction with Blessing and Mariam in Excerpt 9 shows a similar experience regarding communication between teachers and their learners, in that learners feel left out when the medium of instruction used in giving out instructions is a foreign language. It was also found that learners' participation in both schools largely depended on the linguistic resources they had. Therefore, in situations where they were required to answer a question with a long sentence in English, they would prefer to keep quiet. In this case, pupils' unwillingness to participate in class is due to the limited English proficiency resources they possess. Teachers who are aware of the issue switch to the mother tongue of the children to enable them understand what is being taught so they can get actively involved.

#### **4.3 Compliance with EMI policy**

Throughout my observation in both schools, an important finding was that teachers were trying their best to implement the policy. However, the inability of the children to understand what they were being taught compelled tutors to devise strategies including the often use of the L1 to help learners. In reference to the 2007 language-in-education policy, it was observed that teachers from Kindergarten through Primary 1 to Primary 3 were practising the policy consistently. At the lower primary, teachers used the mother tongue of the children as medium of instruction. Even though a few teachers at the lower primary also used the English for instruction with the idea of encouraging pupils

to familiarize themselves with the L2, most teachers on the other hand complied with the policy by using the L1 in the lower primary. Excerpt 10 shows the classroom interaction between a Primary 6 Math teacher in School 2 and his students.

In this lesson, William (a Math teacher) is teaching the topic 'Profit and Loss'. And per the 2007 language-in-education policy, the language of instruction for the upper primary and beyond is the L2 (English) and a local language studied as a subject. In this extract, William delivers his lesson in English.

Excerpt 10

*William: How is profit made?*

*Adom: It is when you subtract .....*

*William: No, we do not subtract. We concluded on something.*

*Afi: Selling price minus Cost price*

*William: Yes, but we said one makes profit when something happens.*

*Afi: When you add some amount of money to the Cost price.*

*William: Ok, in other words.*

*(Class keeps silent)*

*William: Profit is made when the selling price is more than the Cost price.*

*Teachers cites examples to explain the making of profit. All examples are cited in English.*

*William: With this concept, how do you think Loss will be made?*

*Adom: When your Cost price is more than your selling price.*

Excerpt 10 reveals that students understood the language that was used as the MOI and answered all questions posed by the teacher correctly in English. It was seen that

students showed some form of command over the language. And this is what the policy seeks to achieve.

In the Junior High School class in School 2, the situation was very similar. In a Math class, the teacher delivered the whole lesson in English as instructed in the policy. Students also showed their understanding of the lesson by contributing and answering questions in the language (English) that was used as the medium of instruction. This again proves the consistency in the policy practice.

Furthermore, in most of the lower primary classes that was observed, teachers used the mother tongue of the children as medium of instruction. During the phone interview with a primary 1 teacher, Moses, in School 2, he explained his reasons for using the L1 of the children in delivering his lessons.

Excerpt 11

*Interviewer: Which language do you use as medium of instruction when teaching?*

*Moses: I use the English language but for better understanding I rely on the children's L1.*

*Interviewer: Why would you use the children's L1?*

*Moses: When introducing new concepts, it is a bit difficult. So I normally explain key words in the L1. Examples and further explanations are also given in the L1 for children to have a better understanding of what I am teaching.*

The conversation above confirms teachers' compliance with the policy to some extent. However, upon interacting with teachers, it emerged that teachers gave up on the policy sometimes for the benefits of their learners. This was evident in a Primary 4 classroom that was observed in School 1 and thus contradicts the provisions of the 2007 language-in-education policy. For example, in the Primary 4 Citizenship Education lesson, the

teacher (Nancy) asked learners the skills for effective citizenship. This lesson is taught in English and the local language to enable students understand the topic properly.

Excerpt 12

*Nancy: What are the skills for effective citizenship?*

*Ishmael: Critical thinking, Decision making*

*Nancy: What is the first skill one needs in order to solve a problem?*

*(Upon realizing no student had made an attempt to answer the question, she switches to the L1 of the learners)*

*Nancy: se wope se wo solvi problem a, first skill no ye den? (If you want to solve a problem, what is the first skill you will need?)*

*Nana Ama: hwehwe problem nu. (Identify the problem)*

*Nancy: Very good! What are some of the problems we discussed about in the community and classroom?*

*Nini: Problems with making friends.*

*(Teacher explains this in the L1.)*

*Nancy: Ye wo hao wo kwan so a ye befa endanfo fo. (We have problems with making friends)*

In Excerpt 12 it was seen that even though teachers knew they were to use the English at the upper primary and beyond as stipulated in the policy, some could not adhere to it strictly. They felt that it was better to use the L1 for the children to understand and execute a given task than to use the L2 which would not yield the desired result given the dominance of the local language in the community. On a phone interview Frank, a Primary 5 teacher in School 1, explains why he still uses the L1 during instructional time. He admitted the need for the English language, but he claimed that the realities

on the ground do not allow him to use it throughout hence switching to the L1 whenever the need arises. The following excerpts represents the interview with Frank.

Excerpt 13

*Interviewer: Why do you still use the L1 at the upper primary even though the language-in-education policy says otherwise?*

*Frank: The focus of education is to impart knowledge. So if I use English and the child does not understand, it means the lesson was not successful. For example, after teaching a particular lesson, I asked, "Do you understand?" and the children will answer "Yes." However, when I switch to the L1 and ask the same thing, they give a different answer, No. "Mɔ ti aseɛ?" "dɛɛbi" (Do you understand, No)*

Excerpt 13 suggests that using English only even at the upper primary is not helping the children and teachers are confused as to which language to use especially when students do not understand what is being taught. As mentioned earlier, policy makers can consider the hybrid language policy as proposed by Makoe and Mckinney (2014, as cited in Owusu, 2017). Through this policy, teachers will be able to comply with the language policy as well as impart knowledge through the mother tongue of the children. This is important because the future of the children should be paramount, and policies should be centered around them and the teachers who are the implementers and carriers of these policies.

#### **4.4 Challenges in the execution of the policy and pupils' reliance on the L1**

Although teachers in both schools were willing to deliver their lessons in the English language, it was observed that most learners were not ready to learn or lacked the linguistic resources to enable them to appreciate the language. Moreover, the only time



students had to use the English was when they were in the classrooms. Even with this, since the L1 was allowed during lessons, they focused their attention on the use of the L1 while neglecting English. Because the L1 is used at home and after school hours, most students did not see the need to learn the English. Students were not very motivated to learn a language they were not going to use in everyday life.

In an interview with a Primary 5 teacher, Gideon, in School 2, he mentioned that children deliberately refuse to learn the language making it difficult for teachers to teach it. The data presented below is what transpired between the interviewer and Gideon.

Excerpt 14

*Interviewer: Are there any challenges or difficulties you encounter with the execution of the EMI policy?*

*Gideon: Yes. It has become the habit of students in using the L1 hence making it difficult to encourage them to speak or answer questions in English. Just when I insist, everybody keeps quiet in the class. When it happens like this, I have no choice than to use the L1 which they understand.*

Moses, a Primary 1 teacher in School 2 also shared similar thoughts on the challenges teachers face in the use of English as MOI.

*Moses: The children normally do not understand the English language when I use it so it is difficult explaining concepts to them. But I am doing my best.*

A primary 6 English teacher, also the assistant headteacher at School 1, shared her views on the challenges teachers go through when executing the policy.

*Excerpt 15*

*“Yes, as I said from the onset, most students do not understand the English language at all. So I have to move at a slower pace for them to understand. Consequently, I am unable to finish the syllabus for the term before they write their exams. This is a major problem for me.”*

From the above responses in excerpt 15, teachers in both schools face some form of challenges in the implementation of this policy. Although they are doing their best, they believe a lot more can be done to help learners learn English, which has arguably become a global language. It is at this point that policy makers should adequately consult teachers when designing language-in-education policies since they are the carriers of the policies.

Some lower primary teachers in School 2 also admitted that there were some teachers who could not speak the children’s mother tongue. For example, in a Primary 2 Math lesson, it was found out that the teacher was not fluent in the children’s mother tongue. He therefore asked the children to help him out with some words.

In an interview with Gideon from the same school, he alluded to the fact that sometimes teachers are not good or fluent in the children’s L1. As a result, they are compelled to use English, which makes it difficult for the children to understand the teachers. This means that it is equally important for policy makers as well as supervisors to consider the L1 of teachers and to compare these with the L1 of the community in which schools are located before sending a teacher over since this can have a negative impact on the academic performance of students.

Finally, considering all the positives and challenges teachers face or go through during lesson delivery, teachers were asked which language they think should be used as a medium of instruction in public schools. The various responses from the participants are presented below.

Excerpt 16

*Interviewer: In your opinion, which language should be used as medium of instruction in Ghanaian public schools? Why?*

*Frank: I think the medium of instruction should be English since it is our official language and supported with the L1 of the community in which the school is located.*

*Agnes: I think it should be English because using any of the local languages will pose a threat to the other languages. So I think English should be used.*

*Mariam: English because it will enable pupils to communicate well with their friends and also help them read and write.*

*William: English because it is a global language and it cuts across all subjects so I think it should be maintained.*

*Moses: The L1 and English because it will help the children to understand whatever they are being taught.*

*Gideon: English should be used as the medium of instruction since it is the country's official language and what children are assessed with. Therefore, children should be thought with English right from Nursery through to secondary school.*

From excerpt 16, teachers in both schools appreciate the importance of using English as a medium of instruction, even though they had previously shown that implementing this policy is difficult in their context. When asked they did however emphasise the fact that English is a global language and as such learners needed to be educated with it to enable them to communicate in the international or global world. This opinion expressed by the teachers is supported by the study conducted by Mfum-Mensah (2005) in the Northern Region on the impact of colonial and postcolonial Ghanaian language policies on vernacular use in schools in two Northern Ghanaian communities. In his research, the participants were of the view that people with English language

proficiency have some level of educational and social advantages in the society and without it children would continue to exist at the periphery of mainstream Ghanaian society (Mfum-Mensah, 2005. p.81).

#### 4.5 Survey results

In order to attain the general view of people on the EMI policy, a survey was conducted using SurveyMonkey. In all, ten multiple choice questions were asked with answers lettered A-D. The survey link was sent to people via WhatsApp. All participants were Ghanaians. Again, majority of the participants were teachers with more than four years of teaching experience.

Table 2: Survey results

Survey theme	Responses		
1. Respondents' awareness on EMI policy	Yes 52.38%	No 38.1%	May be 9.52%
	(11)	(8)	(2)
2. Respondents' view on which language should be the MOI	English 14.29%	L1 0%	Both 85.71%
	(3)	(0)	(18)
3. Perception of people on the impact of EMI on the local languages	Yes 23.81%	No 47.62%	May be 28.57%
	(5)	(10)	(6)
4. Respondents' view on the continuation of EMI as a national policy	Yes 90%	No 10%	
	(18)	(2)	

Source: Field Work (2019)

The survey results show that even though the respondents are in favour of the use of English as the MOI in public schools, they equally believe that the local language should be used together with the English to facilitate learning.

#### **4.6 Summary**

In this chapter, I have outlined my findings from the interview and observations conducted on the schools located in the rural areas of Ghana i.e. School 1 and School 2. Teachers' use of language for classroom management was addressed. The data gathered revealed that teachers in both schools switched codes from the local language (Twi, Ga-Adangme) to English and vice versa to facilitate learning. Code mixing was also touched on especially in situations where a word in English did not exist in the local language. Communications between teachers and students and how students participated in class activities were discussed. I also discussed the importance of the L1 and the positive impact it has on the learner in the classroom or during instructional periods. The chapter also investigated to what extent teachers complied with the EMI policy. Thus, it was observed that the consistency in the practice of the policy was dependent on how well learners understood a lesson that was being taught. Finally, I discussed the challenges teachers face when executing the policies and also, sought their opinion on which language should be used as MOI in the public schools since they are the carriers of policies drafted by policy makers.

## **CHAPTER FIVE**

### **CONCLUSION/ IMPLICATION**

#### **5.0 Introduction**

This chapter highlights the findings of the research conducted in both schools and seeks to provide answers to the research questions posed at the beginning of the study. The research questions were, 1.) Are teachers aware of the EMI policy? 2.) How effective is the policy implementation in areas where local languages are widely spoken or dominate? 3.) What are the circumstances with which the L1 is used to facilitate learning?

This chapter also makes some recommendations which could be considered by policy makers and future researchers. The implications of the study and how it contributes to knowledge is also presented in the chapter. Finally, I provide the difficulties and challenges (limitations) encountered during the study.

#### **5.1 Conclusion**

The first research question focused on teachers' awareness of the EMI policy in Ghana. The multilingual nature of Ghana has made it difficult to formulate a consistent language policy over the years. As a result, the country has endured changes in its

language policies from the colonial days to date. However, from 2002 to date there have been two major language-in-education policies. A declaration of 2006 as year of African languages by the African Union, resulted in the demise of the 2002 English-only policy which focused on the use of English only as the MOI throughout all levels of the education system (Ansah, 2014). Consequently, a new policy was drafted. The current 2007 language-in-education policy encourages the use of local languages as the medium of instruction at the lower primary as well as the study of a local language as a subject in the upper primary and beyond.

Classroom observations and interviews conducted in the two schools as well as the results of the survey showed that many teachers and some section of the participants in the survey were aware of the EMI policy in Ghana. Many participants of the study also demonstrated their awareness of the policy and attempted to implement it. However, the study also revealed that the policy was not always effective (Research question 2). Teachers in the lower primary of both schools sometimes used English as a MOI despite children's linguistic difficulties which discouraged them from answering questions in the English language. However, teachers were supportive and helped them come up or construct simple sentences via the use of scaffolding in the L1. In the upper primary classes where children were supposed to be taught in English, it was observed that some children still could not understand the lesson nor answer simple questions in English. Thus, teachers were compelled to use the L1, which contradicts the policy to facilitate the teaching and learning process through the medium of English.

Reports from the phone interview with participants from both schools showed that teachers were not only interested in their learners acquiring the skills to communicate and write in English but also wanted to ensure they attain the knowledge that will benefit them in future. Hence their willingness to give up on the policy and achieve this goal.

The third question focused on the circumstances under which teachers used children's L1s. The study revealed that teachers used children's mother tongues whenever they realised learners did not understand a concept or a lesson that was being taught. Nonetheless, most of the teachers admitted their admiration for the EMI policy and exhibited eagerness to practise it diligently. Although teachers knew they were to use the L1 at this stage as a MOI, they still encouraged pupils to embrace the English language.

The data gathered for the current project revealed that the policy did not generate the desired results. For example, the Primary 6 English teacher in School 2 lamented on the slow pace at which she taught the syllabus due to children's inability to understand when she uses the English language as MOI. Moses, a Primary 1 teacher in the same school, also shared similar sentiments. Some teachers or participants were however happy with the gradual progress their learners were making.

In all, this study has revealed the language policies and challenges teachers face in its implementation in Ghana. The research has also shown that knowledge transfer can take place when the medium of instruction is well understood by learners (Prah, 2002 as cited in Rassool, 2012 et al). This was evident in the study as learners were comfortable in answering questions in their local languages. Thus, Prinloo (2007) asserts that language used in teaching has the ability to influence the cognitive development and academic achievement of students. The findings of the current project confirm those of the Erling et al. (2017) which focused on the difficulties involved in the implementation of EMI policies in India and Ghana, but provides further details about classroom practices in rural areas which had not been studied in great detail by Erling et al.

A key finding of the current project is that even though English is a global language, children's mother tongue should not be overlooked in the classroom. The



study found out teachers' use of strategies including the L1 usage, to enable students understand what was being taught. This attitude of teachers as reported by Salami (2008) is not only unique to Ghana but to their counterparts in Nigeria as well. The importance of the L1 in the teaching and learning process of this research is emphasised by Afoloyan et al. (1976) who highlight the benefits of using the L1 as the medium of instruction over foreign languages. Thus, the ability of learners to appreciate an L2 (foreign language) is dependent on how well they understand their mother tongue.

## **5.2 Recommendations and implications**

As much as the EMI policy is appreciated by the participants and the public per the data collected, I also recommend that policy makers should consider allowing for the use of the L1 as MOI in the upper primary and beyond. In this case, I suggest that the 2007 language-in-education policy should be reviewed and amended. This is because the study has shown the important role the local languages play in the teaching and learning process and again how difficult it is for children to understand and communicate in the L2 (English language) even in the upper primary as stated by the policy. In reviewing the policy, I suggest that much focus should be given to Primary 4 since it is the transition stage. I will urge policy makers to allow the use of L1 as a MOI in Primary 4 while the English is introduced gradually. This is because the study shows that learners at this stage do not understand the English language sufficiently having used the L1 in class in the previous years. Thus, the continuous use of the L1 in Primary 4 and the gradual introduction of the L2 (English) will enable learners understand the L2 better. The findings are very relevant for policy makers, educators and other stakeholders interested in improving primary education in Ghana. If new policies are to be formulated on the basis of the study, I recommend that policy makers consult or include teachers when designing language-in-education policies. The study shows that teachers

are the carriers of the policies in the classrooms and it is only prudent their opinions are sought after when such enactments are being drafted.

I also suggest that educators and supervisors should consider the L1s of teachers before sending them to public schools across the country. This study revealed that some teachers were not fluent in the L1 of learners in School 2 making it difficult for learners to understand what was being taught.

Further studies should be conducted in public schools situated in the urban areas to provide further information about the attitudes of teachers and their opinion towards the practices of EMI policy.

### **5.3 Limitations**

This study was conducted outside UK without my presence which complicated the data collection. In some cases, reaching field assistants and participants was difficult due to time differences.

Another limitation was that because learners or students were not included in the study, students' point of view are not known. However, I managed to obtain some information from the teachers who helped in the study.

Finally, I believe that the findings of this study cannot be seen as representative for Ghana as a whole. The study limited because only two schools located in two different areas of the country took part. I, therefore, hope that future studies will involve more than two schools so a larger group of participants can be investigated.

### **5.4 Summary**

In this chapter, I have outlined my findings in detail, addressing the three research questions formulated at the outset. The research revealed that teachers in public schools attempt to implement the EMI policy effectively and consistently. However, in

situations where students are unable to grasp a concept that is being taught due to the language being used for instruction, teachers resort to the L1 of learners to facilitate learning. Thus, in this chapter, the study has shown the importance of L1 in the teaching and learning process. Recommendations for policy makers and stakeholders have also been formulated. After addressing the limitations of the study, I have also suggested to researchers in the future to extend the study beyond the scope of my research. I therefore hope this research would help to ensure that teachers deliver their lessons with the right medium of instruction to enable students attain the right education.

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## **APPENDICES**

### **Appendix 1 : Some reasons for 2002 English-only language policy**

1. The previous policy of using a Ghanaian language as medium of instruction in the lower primary level was abused, especially in rural schools. Teachers never spoke English in class even in primary six.
2. Students are unable to speak and write 'good' English sentences even by the time they complete the Senior Secondary School (High School).
3. The multilingual situation in the country especially in urban schools has made instruction in a Ghanaian language very difficult.
4. Lack of materials in the Ghanaian languages to be used in teaching.
5. Lack of Ghanaian language teachers specifically trained to teach content subjects in the Ghanaian language.
6. There is no standard written form of the Ghanaian languages.

The then minister admitted that nearly all the languages hardly had any standard written form

7. The minister pointed out that English is the lingua franca of the state and that all effort must be put in to ensure that children acquire the right level of competence in both the written forms of the language.





## Appendix 2: Information Sheet

### University headed paper

The purpose of this research is to look at the usefulness of the EMI policy in Ghana and the attitude of teachers towards it and to find out the extent to which teachers rely on the L1 during lessons. This will help me write a dissertation for an MA in Applied Linguistics at the University of Reading.

Your participation, as one of the teachers in this study, involves answering a multiple choice questionnaire in a form of a survey which will be sent to you via email or WhatsApp. Your classroom or lesson will be observed to look at the extent to which you use the L1 to facilitate learning. Finally, you will also be interviewed to elicit your views about the EMI policy – the positives, challenges and suggestions.

Your participation is entirely voluntary. Your name will not be mentioned in the dissertation at all and you can withdraw from the study at anytime if you want to do so. Any data collected as part of the study will be treated confidentially, used for this dissertation only and destroyed at the end of the project. The data will be securely kept on a password-protected computer or in a locked drawer. Only the researcher and their supervisors will have access to the data.

This project has been subject to ethical review by the School Ethics Committee, and has been allowed to proceed under the exceptions procedure as outlined in paragraph 6 of the University's *Notes for Guidance* on research ethics.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at **xxxx**

Signed

### **Appendix 3: Consent Letter**

University headed paper

#### ETHICS COMMITTEE

Consent Form for Teachers

Project title: What are the practices of EMI in Ghanaian public schools and to what extent do teachers use the L1 to facilitate learning?

I understand the purpose of this research and understand what is required of me; I have read and understood the Information Sheet relating to this project, which has been explained to me by Patrick Amoyaw. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project at any time.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name:

Signed:

Date:

## Appendix 4 : Ethics Approval Form

### ETHICS COMMITTEE

Principal Investigator (Supervisor): xxxx

Student name: xxxx

Department: xxxx

Title of Project: What are the practices of EMI in Ghanaian public schools and to what extent do teachers use the L1 to facilitate learning?

Proposed starting date: 18<sup>th</sup> May, 2019

Number of participants that you require consent from (approximate): 15-20 teachers

Please see separate sheet for description of the project.

I confirm that to the best of my knowledge the Ethics Committee have been made aware of all relevant information. I undertake to inform the Committee of any such information which subsequently becomes available whether before or after the research has begun.

I confirm that a list of the names and contact details of the participants in this project will be compiled and that this, together with signed Consent Forms, will be retained by the researcher under secure storage. All (or in large sample cases a selection) of the signed copies will be submitted with a copy of the dissertation.

Signed:

.....(Supervisor)      Date.....

(Student)

Date:

## **Appendix 5: Interview Questions**

### **Interview Themes**

1. Participants awareness and perception of EMI
2. Policy vs Practices
3. Positives vs Challenges

### **Participants awareness and Perception of EMI.**

- a. What is EMI?
- b. Are you aware of an EMI policy in Ghana?
- c. If 'Yes', what do you think about it?
- d. If 'No', interviewer will explain to the interviewee

### **Policy vs Practices.**

- a. Do you practice the policy consistently?
- b. Are there any instances where you felt it will be difficult to practise it?
- c. Do you use the local language when teaching?
- d. What triggers the use of the local language?
- e. How often do you use the local language?
- f. Do students or pupils also rely on the local language when responding to questions?

### **Positives and Challenges.**

- a. How useful is the EMI?
- b. Should EMI be maintained? What is your take on that?
- c. Are there any challenges or difficulties you encountering with the execution of the policy?
- d. In your opinion, what language should be used as a medium of instruction in Ghanaian public schools? Why?

## **Appendix 6: Transcribed Classroom observations**

School 1

Grade 3 Math lesson

Topic: Line of Symmetry

Teacher recaps previous lesson on the characteristics of rectangles and squares.

Teacher shows learners some shapes and ask them to identify the correct shape in the hand. A right answer is applauded by all pupils.

Teacher: What can you say about the rectangle? Learner

1: Two lines are equal.

Learner 2: It has four right angles

Teacher: Clap for him (whole class applauds)

Teacher: What is the name of this shape (pointing to the shape in the hand) Learner

3: Square

Teacher: What are the characteristics of the square? What can you say about the square?

Teacher: It has .....

Learner 4: It has four right angles Learner

5: It has four line segments.

Teacher moves on to talk about lines of symmetry. Here, she starts her explanation in English. She later uses the L1 (Twi) of students to emphasise the meaning of symmetry.

Teacher: Lines of symmetry is the line that is created when a shape is folded into two equal parts.

(At this point, teacher switches to the L1)

Teacher: se ye foldi adee na aye pɛpɛɛɛ aa ebi nbro so. Line aa ewo mu no, ɛna ye frɛ no line of symmetry. (The line attained when a shape is folded into two equal parts)

Teacher demonstrates this by folding a paper into two parts and points to the line created.

Teacher: : Mese middle line no ye frɛ no sen? ( What is the middle line called?)

Children: Line of symmetry.

Teacher continues the demonstration by folding a triangular shape. She asks the students a question in Twi.

Teacher: Wo hwɛ ha ne ha aa ɛye pɛ? (Looking at the shape, has it been folded into two equal parts?)

Learners: aane (Yes)

Teacher now calls a pupil to fold a shape into two equal parts. The student comes over to do the task in front of the class. As she does the activity, the teacher interrupts with the language.

Teacher: nwo se ebrɔ sɔ. ɛwɔ se ɛye pɛpɛɛɛ (It has to be equal)

After the task has been completed, the teacher asks her to point to the line of symmetry and show it to the class. Initially, the teacher gives this instruction in English. However, the silence response compels her to switch to the local language (Twi).

Teacher: Fa line of symmetry nɔ kyere ɔmɔ (Show the class, the line of symmetry)

Teacher: ɔse line of symmetry nɔ wɔ he fa? (Teacher asks the class where the student pointed at)

Learners: ntem (middle)

Teacher: ntem nɔ ne brɔfɔ disen? (What is the English name for 'ntem')

Learners: middle

Finally, teacher ends the lesson by asking students if they know what lines of symmetry is.

Teacher: ye kasɛ line of symmetry aa, aseɛ kyere sɛn ( What is line of symmetry?)

Learner 1: line aa wobɛ nya se wokye adeɛ mu pɛpɛɛɛ ( The line created when a shape is divided into two equal parts).

Grade 1 Natural Science

Topic: Electronic Toys

Teacher generally uses the L1 as the medium of instruction and occasionally switches to the English language when talking about a concept or word that does not exist in the L1 (mother tongue).

Teacher: What are some of the things electronic toys do on their own?

Teacher uses the L1 to ask the same question.

Teacher: eden na electronic toys nɔ tumi yɛ wɔ ɔnoaa ne hu?

Learner 1: otumi movi ( it is able to move)

Teacher explains learner's answer further. otumi nante from one place to the place (electronic toys can walk or move from one place to the other).

Teacher: What other things does electronic toys do?

Learner 2: ebi bɔ nwom (some play music).

Learner 3: ebi nsɔ sa (some can dance).

Teacher explains why people would want to watch electronic toys display. She explains to the children that people get some form happiness when they watch electronic toys.

Teacher: What do electronic toys need in order to move?

Learner 4: battery

Teacher explains that electronic toys need batteries in order to move or operate.

Teacher now asks the class a question in English of which she requires the answer in English.

Teacher: Electronic toys do not need batteries to operate True or False.

Teacher repeats question so many times in English for learners to understand.

Learners: False

Teacher: Why is it false?

Learner 5: ehia battery ansa ayɛ edwuma. (It needs batteries to work)

Teacher now puts some questions on the board for students to answer in English.

Grade 4 Citizenship Education

Topic: Effective Citizenship

In a year 4 classroom, teacher asks learners or pupils the skills for effective citizenship.

Lesson is taught in English and the local language to facilitate learning.

Teacher: What are the skills to effective citizenship?

Learner 1: Critical thinking

Learner 2: Decision making

Teacher: What is the first skill one will need in order to solve a problem.

(Upon realising no one answers the question, teacher switches to the L1 of learners)

Teacher: : se wope se wo solvi problem a, first skill no ye den? (If you want to solve a problem, what is the first skill you will need?)

Learner 3: hwehwe problem nu. (Identify the problem)

Teacher: Very good! What are some of the problems we discussed about in the community and classroom?

Learner 4: Problems with making friends.

(Teacher explains this in the L1.)

Teacher: Ye wo hao wo kwan so a ye befa endanfo foɔ. (We have problems with making friends)

Teacher now narrows the problems to the classroom.

Teacher: What are some of the problems you find in the classroom.

After asking for a while and not receiving any answer, She switches to the L1 again.

Teacher: Problems ben na ye hu wo classroom ha sei?

Learner 5: We do not have pictures in our classroom.

Teacher moves onto talk about how to solve the problems but first she asks the children what causes the inadequate teaching and learning materials (TLMs) in the classroom.

After some minutes without any response, teacher tells the class to feel free and to answer in Twi. This draws numerous answers from the learners.

Learner 6: se mframa no bo aa na etete TLMs no (Strong winds destroy the TLMs).



Learner 7: roofing nu mu etutu nti nsuo tɔ aa na egu TLMs nɔ sɔ. (leakages in the ceilings allow rains to get into the class and destroys the teaching and learning materials).

Learner 8: amanfuor te ekɔbɔ ɔmɔfie. (children take them home)

Grade 4 Science lesson

Topic: Conductors and Insulators

In this lesson the teacher asks his learners to mention some examples of electrical appliances they use at home.

Teacher: What are some of the electrical appliances you use in your various homes?

Teacher: Can you give me some examples of electrical gadgets in your homes?

(Class remains quiet)

Teacher upon realizing that the learners do not seem to understand the question he asked, switches to the L1 of the children.

Teacher: Electrical gadgets bɛn saa ana mɔ use wo fie? (What are some of the electrical gadgets you use at home?)

Learner 1: Iron

Teacher: Wana biom? (Who else)

Learner 2: Fan

Teacher: aden nti na wɔ di atere eshe nsuo shi mu aa eyɛ shi? (Why does metallic spoon get hot when you put it in a hot water?)

Learner 3: nsuo nɔ ye shi nti aa (It is because the water is hot)

Teacher: woayɛ deɛ (You have done well)

Teacher explains conductors and insulators in Twi.

Teacher: adee biaara aa heat tumi ego through biao no, ye fre no conductors. Se heat entumi engo through aa, ye fre no insulators. ( Materials that allow heat to go through are called conductors. Those that do not allow heat to go through are called insulators)

Teacher: conductors bi ne: iron, dadee atere, dadowa (Examples of conductors include: iron, metallic spoon, nail)

Teacher: insulators bi ne: book, pen, ataadee, (Examples of insulators include: book, pen, dress or clothes)

## KG2 Literacy lesson

Teacher starts the lesson with a song to arouse the interest of the children for the class. Teachers calls on the children to write the various sounds she makes or pronounces on the board. Children receives applauds after writing the correct sound on the board. Children's ability to write the correct sounds on the board indicates that they understood what they have been asked to do. Moving forward, teacher explains a task in the mother tongue to enable learners understand clearly what is to be done.

Teacher: ye sounds yi a ya tsro wo board yi so, ye hwe se ye betu mi akeka abom enya one word ewo mu anaa? (Can you combine the sounds written on the board to form a word?)

Teacher: s.....i.....t

Learner 1: sit

Teacher: m.....a.....t

Learner 2: mat

Teacher switches to the sound 'o'. She tells a story in English about an incident that makes everybody scream 'o'. Teacher asks a learner to write the sound on board.

#### Grade 6 citizenship Education

Since English is used for instruction in the upper primary, the teacher used it throughout the lesson. Children seem comfortable and answered all questions in English. Occasionally, they whispered to their friends in their local language. Nonetheless, it was an interactive class with children well engaged.

#### School 2

##### Grade 6 Math lesson

Topic: Numbers

Teachers recaps previous lesson by looking how to multiply five digit numbers by a digit number and four digit numbers by two digit number. Teacher asks students about the various methods used in executing these exercises.

Teacher: Which method do we use when multiplying five digit numbers by one digit.

Learner 1: The place value chart.

Teacher: which other method?

Learners (choral): Distributive property

Teacher: Which other method again did we use?

Learner 2: The short method

Teacher moves on to today's lesson which is dividing three digit number by one digit number.

Teacher: I want one of you to come and write the division symbol on the board for me.

Learner goes to the board and writes the correct symbol on the board.

Teacher: come to the board and write a different form of division symbol on the board. Some learners are called to the board but they get it wrong. Finally, one is able to get it right and the whole class applauds her.

Teacher: What have I written on the board?

Learner 3:  $432/3$

Teacher: this is a three digit number divided by one digit number.

Learners 4: everybody repeats after the teacher.

Teacher tells them to take particular notice of the spelling of digits and asks the class to spell it twice.

Grade 6 Math lesson

Topic: Profit and Loss

Teacher delivers the lesson in English.

Teacher: How is profit made?

Learner 1: It is when you subtract .....

Teacher: No, we did not subtract. We concluded on something.

Learner 2: Selling price minus cost price

Teacher: Yes, but we said we make profit when something happens

Learner 3: When you add some amount of money to the cost price.

Teacher: Ok, in other words

(Class remains silence)

Teacher: Profit is made when the selling price is more than the cost price

Teacher cites examples to explain the making of profit. All examples are cited in English

Teacher: With this concept, how do you think loss will be made.

Learner 1: When your cost price is more than your selling price.

Grade 2 Math lesson

Topic: Shape and Measurement

This is a Primary 2 classroom and as heard from the language-in-education policy, pupils in lower primary are to be taught in the mother tongue.

Teacher: We still talking about shape, space and measurement.

Teacher: Who was born on Sunday here? If you know you were born on Sunday just get up.

Teacher: How many?

(Class remains silence)

At this point, teacher switches to the L1 of the students. Teacher ask the same question in the L1. Finally four students who were born on Sunday stand up. He continues to the other days with students responding accordingly in their mother tongue (Ga-Adangme).

Grade 3 Science lesson

Topic: Levers

Teacher was very fluent in the mother tongue hence explained every concept in the children's local language. The only times the teacher used the English language was

when he was referring to a word that did not have its equivalent in the L1 e.g. Pulley, first class pulley and second class pulley.

It was observed that the teacher switches between languages from the L1 to the L2 a lot. Nonetheless, the L1 was dominant during the lesson.

#### Junior High School (JHS) social studies lesson

Teacher deliver the entire lesson in English. Examples were cited in the English language as well. Students contributed and answered questions in English.

#### JHS Math lesson

In the Math lesson, the Teacher delivered the whole lesson in English as stipulated in the policy. Students showed their understanding of the lesson by contributing and answering questions in the language (English) that was used as the medium of instruction.

