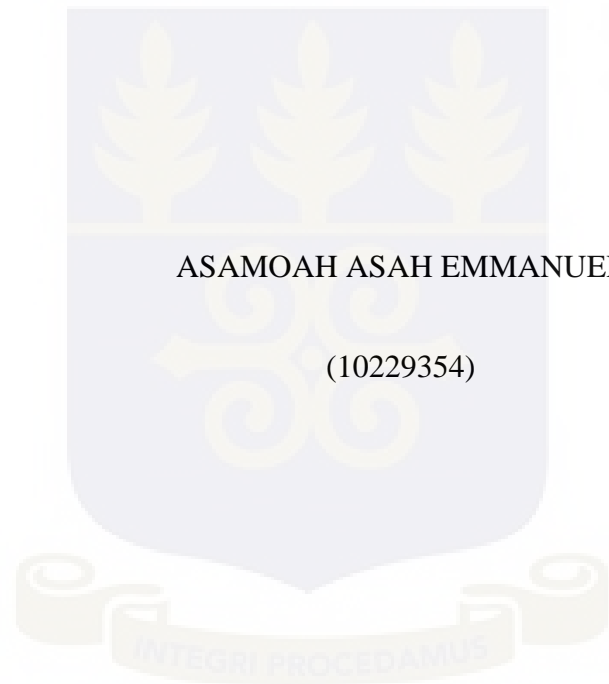


THE NATIONAL LANGUAGE QUESTION IN GHANA; PROSPECTS AND  
CHALLENGES

BY



A THESIS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON, IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF  
A DEGREE OF MASTER OF PHILOSOPHY IN LINGUISTICS

(JULY 2016)

DECLARATION

I declare that except for references to works which have been duly acknowledged, this dissertation, a result of my original research has neither in whole nor in part been submitted for another degree elsewhere.

CANDIDATE

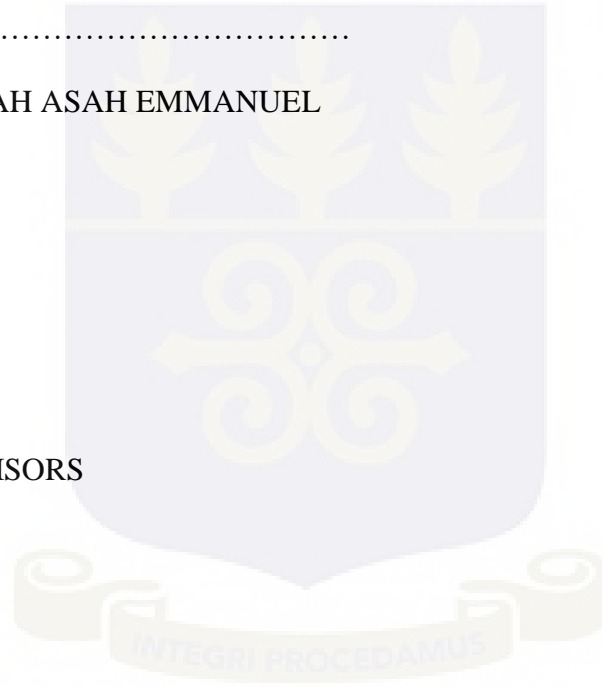
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## DEDICATION

This thesis is dedicated to my late parents,



Emmanuel Alex Asamoah and Comfort Yaa Sakyibea Asamoah

*Parents who sacrificed their dreams for their children even until death. Your  
good deeds shall forever be remembered.*

## ACKNOWLEDGEMENT

*Where would I be if you had not been by my side? How could I rise to meet the morning of the day? Your tender mercies always calling from behind; at times I could not see you even though you were close by. Don Moen*

My sincerest thanks go to the Almighty God for His guidance and strength He gave me . My gratitude also goes to my ever patient supervisors Dr P.K Agbedor and, Dr Seth Ofori for your pieces of advice, corrections and invaluable suggestions. Even at the point that I was lost and didn't even know what I was doing, you saw something good in me and gave me great encouragement. I say, may God show you favour, for without you, this work would not have been.

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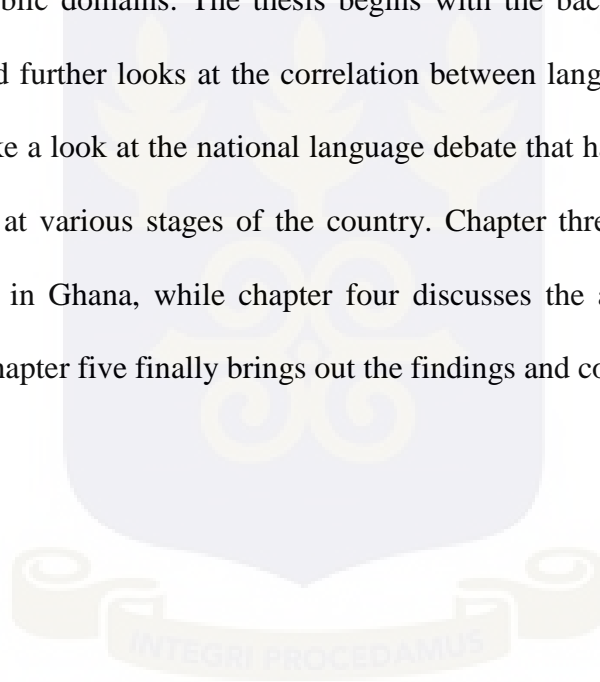
this project. I say may God guide your paths to life and make you more successful than you ever imagined.

Last but not least, I wish to thank my siblings Martha, Ataa, Tawiah, Naana and Jemima. I thank you so much for the numerous support you gave to me. Not forgetting my friend who was always there for me Abena Gyaawa Ofori, I thank you for being there.



## ABSTRACT

This thesis looks at the possibility of having a national language in Ghana. Development is said to have a direct correlation with language; therefore, if a nation wants to fast track its pace of development, there is a need to carefully plan the use of its languages. However, being a nation with about 50 languages brings its own challenges in choosing one of them to be the national language. Currently, 9 out of 50 have been sponsored by the government for development and use in certain public domains. The thesis begins with the background of languages in Ghana and further looks at the correlation between language and development. I further take a look at the national language debate that has taken place on various platforms at various stages of the country. Chapter three talks about the use of languages in Ghana, while chapter four discusses the attitudes to languages in Ghana. Chapter five finally brings out the findings and concludes the thesis.



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## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.0 Introduction

Ghana is noted for its linguistic heterogeneity. Out of the about 2000 estimated languages of Africa, Dakubu (1996) reports that about 50 languages can be found in Ghana. Like other African countries which are former colonies of European nations, Ghana has had the imperial language English as the dominant force in communication even after independence, and the local languages have been relegated to the background. English has been the official language through which government has communicated to the indigenes. Dakubu further reports that the major languages out of the fifty are Akan, Nzema, Ewe, Ga, Dagaare, and Dagbani. Akan, Ewe, and Ga are gaining importance as second languages to speakers of other Ghanaian languages. Akan, she continues (especially the Twi dialect is spoken by people across Ghana as a second language and used as a medium for cross-ethnic communication. Nzema, Dagaare, Dagbani, and a few others also possess considerably large numbers of speakers. There are other non-Ghanaian African languages like Hausa, which is spoken as a lingua franca among migrant populations and in parts of northern Ghana, and Arabic, which is learnt in Islamic schools across Ghana but mainly used for religious purposes, (Yankah, 2006).

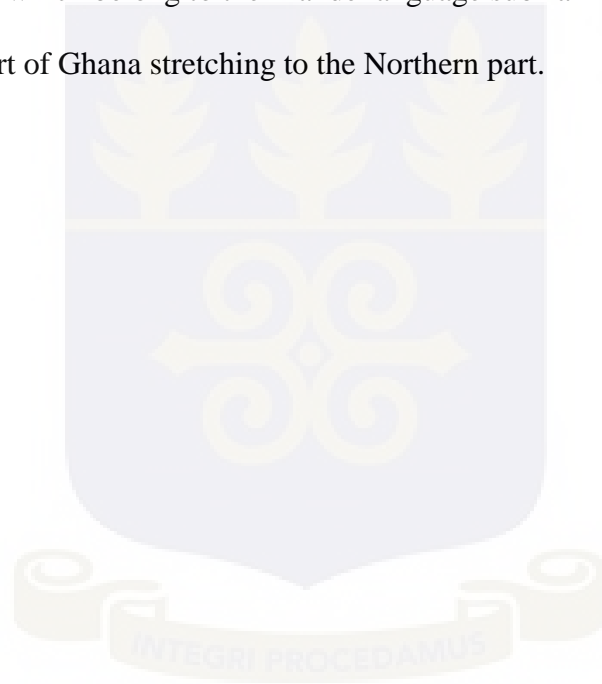
Like other former colonies of European countries, Ghana's local languages are accorded low status and the country lacks a language of national unity. This problem is found in most African countries. Bambgose (2011) outlines reasons such as colonial legacy, negative perception of multilingualism, language development status, and national integration, among others for the low status of African languages

### **1.1 The linguistic situation of Ghana**

Generally, languages in Ghana belong to the Kwa and Gur language families. Most of the languages found in Northern Ghana belong to the Gur language family, under the North Volta Congo and further, the Niger-Congo language family, covering the upper East, Upper West and Northern regions of Ghana. While the languages in the south generally belong to the Kwa language sub-group, under the south Volta-Congo and Niger Congo language family covering the Ashanti, Western, Eastern, Central, Brong Ahafo, Volta, and Greater Accra regions of Ghana. There are however some Kwa groups found in some parts of the Northern Region of Ghana.

Most of the Gur languages further fall into the central Gur and Senufo languages. Central Gur can further be broken down into the oti-volta and Grusi languages. Some of the prominent languages in the Oti –Volta languages include Moore, Gurma and Guerenne found in Burkina Faso and Dagbani and Dagaare found in Northern Ghana.

The Kwa languages can further be divided into two. The larger group (Nyo) which consists about 35 languages can be found in Ghana, Cote D'Ivoire and Togo with the Akan language having the most number of speakers. The Guang languages also fall under this group with Gonja having a considerable number of speakers in the Northern region of Ghana. The other group is the Gbe language group, with Ewe, having the largest number of speakers and found to the east of the Volta river in Ghana and Togo. There is also a considerable number of languages which belong to the Mande language sub-family which are found in the central part of Ghana stretching to the Northern part.



The language map of Ghana



figure 1. The language map of Ghana. Dakubu (1996)

Out of the about 50 languages reported by Dakubu, only nine (9) are sponsored by government. This is to say that these nine (9) languages are developed for use in the media and as media of instruction in education in their localities. These languages are Nzema, Akan, Ewe, Ga, Dangbe, Kasem, Dagaare, Dagbani and Gonja. Out of the nine (9), three (3) of them have gained widespread usage nationwide. Akan being the most dominant, followed closely by Ewe and Ga which is spoken in the capital city Accra. I hereby follow with a more comprehensive report on the nine (9) government sponsored languages in Ghana.

### **1.1.1 Akan**

Akan is the most widely spoken indigenous language in Ghana with about 11,321,568 native speakers out of the about 25 million Ghanaians as reported by the 2010 Population and Housing Census. This represents 47.5 of the entire population.. The language is widely spoken in the Ashanti, Eastern, Central and Western regions. It has quite a number of dialects and its major dialects are Twi (consisting of Asante, Akuapem, Kwahu and Akyem) and Fante. Because of the widespread nature of the language, it is spoken outside its domains and mostly used as second language by non-Akans throughout the country as a lingua franca. Among the Akan dialects, Akuapem, Fante and Asante have their own officially

recognized orthographies and a large number of publications as well. However, in the 1950s a committee was set up to unify the orthographies of the three dialects so as to reduce the burden of writing the same document in three different dialects.

### **1.1.2 Dagbani**

Dagbani is currently found in the Northern Region of Ghana with about 500,000 speakers according to Britanicca (2015). It is used by Hanga, Tampulma, Konkomba, some Gonjas and speakers of other languages who come to Tamale and Yendi for market and other businesses. Dakubu 1988 reports that the Kparba, just south of Tamale, though under the Gonja system of traditional rulers have so completely adopted Dagbani in that, their own language, Kparli has become extinct and it is not known what its linguistic relationships were. Similarly the Nanumba, though they have their own cultural identity and their own paramount chief have largely left speaking Nanun in favour of the closely related Dagbani and Mampruli which are also used as second languages in some Bolgatanga markets.

### **1.1.3 Ga**

According to the 2010 population and housing census, Ga together with Dangbe has about 1,766,287 out of the estimated 25 million people, and represents 7.4% of the entire population. Because of the fact that it is the indigenous language of the capital city of Ghana, Ga is also spoken beyond its boundaries as traders from

other ethnic groups who travel to the capital to trade use it for their business and communication purposes. For this fact, Dakubu reports that the language is gaining prominence as a second language to some Ghanaians. Ga is one of the very few languages in Ghana which are reported to have no dialects. It has its own officially recognised orthography and is used as the sole language of communication by some radio stations and churches in the Ga communities as well as schools. Apart from the radio stations which solely use Ga, some television stations specifically the Ghana Broadcasting Corporation hosts programs in the language. Ga is very prominent especially among the Dangbes and mostly serves as the second language to Dangbe speakers according to Dakubu (1988) possibly because they are closely related languages.

#### **1.1.4 Ewe**

Speakers of the Ewe language can be found in the South-Eastern part of the country with dialects scattered close to the Volta river as well as the Togo- Benin boarder. Its dialects include Danyi, Vli, Gbi, Fodome, Vɛ, Kpando, Aɲfɔɛ, Peki, Awudome, Ho, Tɔŋu, Avénɔ, Avédakpá and Anlɔ (Dakubu 1988). According to the 2010 Population and Housing Census, native speakers of Ewe number 3,323,072 out of the estimated 25 million people, representing 13.9% of the entire population. Ewe also has its own officially recognized orthography with quite a number of publications written in the language. It is the main language used with the English language in the media in the Volta region of Ghana as well as the dominant language used in churches and other unofficial gatherings. In schools, Ewe is used as the medium of instruction in schools at the lower primary level of

education and taught as a subject from upper primary till Junior high school in its local domain. In the national media, the official television of the state (Ghana Broadcasting Corporation) hosts some programs in the language even though not much. Outside its local domains, Ewe has quite a number of speakers in the major cities in the southern part of the country specifically Accra, Kumasi and Takoradi possibly because of trade and inter-tribal marriages.

### **1.1.5 Gonja**

Gonja is the second largest Guang language in terms of speakers, according to Dakubu (1988). It is spoken in towns such as Bole, Daboya and Kamabuie. Dakubu (1988) further reports that “the bulk of the Gonja speaking population appears to be in the south-eastern part of its area, in the vicinity of Salaga, between the white Volta, and Daka rivers”. Ethnologue (2017) reports an estimated population of about 310000 speakers of the Gonja language in Ghana. Among the Guan languages in Ghana, Gonja is the only language that has its own officially recognised orthography and is therefore one of the official languages in the Northern Regions of Ghana. It is used in schools in its locality as the medium of instruction for the first three years of primary education. It also has only a few articles written in the language. Gonja is widespread and used as a second language and lingua franca in the Vagla, Hanga and other Gur speaking areas.

### **1.1.6 Nzema**

Nzema is spoken mainly in the Western Region of Ghana. It is the second most widely spoken language in the Central-Comoe languages, following Akan Dakubu (1988). Nzema has dialects such as Sefwi, Ahanta, Anyi and Anufo. The language has a recognised orthography also with quite a number of publications. According to Ethnologue 2017, Nzema has about 299000 speakers in Ghana. It is used as medium of instruction in schools in the lower primary level of education. However, from the upper primary level to the Junior high school level it is only taught as a subject. Nzema is heavily contested in the Western Region by the Fante dialect of Akan as Fante is the dominant language of the capital of Western Region Sekondi-Takoradi. However, the Nzema language enjoys some media attention in its domain especially on the radio. Outside its local domains, it is only used in the media by the Ghana Broadcasting Corporation which hosts a limited number of programs in the language, specifically Adult Education in Nzema.

### **1.1.7 Dangbe**

Dangbe also spelt Dangme and sometimes called Adangme or Adangbe has a total population of about 1,020,000 (2013 UNSD). Speakers of the language can largely be found in the Eastern, Greater Accra and volta regions of Ghana in Eastern region, they can be found in such places as Asuogyaman, East Akim municipal, Fantekwa, Lower Manya Krobo, Upper Manya Krobo, New Juaben municipal, and Yilo Krobo municipal districts. In Greater Accra region they can

be found in areas such as Dangme East and West districts, southeast coast and inland and in the Volta regions, mainly in the North Tongu district. Dialects of the Dangbe language include Ada, Ningo, Osu, Shai, Gbugbla, and Krobo. Literacy rate of Dangbe speakers is estimated at 30%- 60%. Dangbe is closely related to the Ga language. It enjoys very little media attention as it is sometimes spoken on Obonu radio; a government radio station which broadcasts mainly in Ga. In Education, it is taught from primary one to three in districts where the language is spoken.

#### **1.1.8 Kasem**

The Kasem language is also known among its speakers as Kasena, Kasim, Kasseem and Kassena. It has an estimated population of 83,600 (2009 UNSD) in Ghana. Speakers of the language are predominantly found in the Upper East region of Ghana even though some speakers can be found in Burkina Faso. Some dialects of the language include East Kasem, West Kasem and East Kasem. Literacy rate of Kasem speakers is estimated at 12 %. The language is taught in the first three years of basic education. In the media, occasionally the national television broadcasts a program in the Kasem language.

### **1.1.9 Dagaare**

Dagaare is also known among its speakers as Dagaare, Dagara, Dagare, Dagari, Dagati, Degati, Dogaari, Southern Dagari. Its speakers are estimated at 924,000 (2013 UNSD) located in the north-west corner of the Upper West region. Dagaare is not known to have many dialects however the southern Dagaare and southern Birifor are known to be partially intelligible. The literacy rate of its speakers is estimated between 5%-10%. The language is not well known in the media.

However in education, it is used as a medium of instruction in the first three years of basic education.

Ghana is not the only African country that has such a complex linguistic background and this should therefore not be a hindrance for a language policy which will put an indigenous language at the forefront to take care of the communication needs of the country. There have been some countries that have national language policies from similar linguistic backgrounds. For example Tanzania, Botswana and Nigeria, have all chosen indigenous language as languages of national unity and harmony and Tanzania has gone ahead to make

Swahili and English the languages of government communication. South Africa has made 11 of its indigenous languages official languages and that means that having a national language is doable in Ghana.

### **1.2 Problem statement**

Ghana is at a stage where the use of the English language has dominated almost every aspect of our lives, including governance. Ethnologue (2015) indicates that Ghana has a literacy rate of about 61%. Meanwhile the pass rate of students who have taken the Basic Education Certificate Examination <sup>1</sup>is very low. Statistics indicate that for the past 5 years, nearly half of students who have participated in the said examination failed and for that matter, could not continue their education. This means that these students have to divert to informal jobs where communication is mostly done in the indigenous languages. With the English language being the main medium of communication from government to indigenes, it becomes difficult for about half of the citizens to understand government communication to even have any meaningful contribution to it.

There is evidence of the crave for the wide use of local languages in the daily lives of Ghanaians. Adika (2012) indicates that with the promotion of “phone –in” on radio by some local radio stations, some callers prefer to use the local languages as opposed to the English language. It is not surprising that radio stations which use the local languages are gaining more listeners than the radio stations which mostly use the English language. In fact, in government offices in

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<sup>1</sup>The Basic Education Certificate Examination is an examination conducted by the West African Examination council that determines student entry into senior high schools.

the capital, one would hear officials using one local language or another with the most notable ones being Ga, Akan and Ewe. In government schools, the insistence on the use of the English language on the school compound always championed by heads of schools and teachers, never seems to come to an end as students have consistently used their local languages for communication, no matter the cost. Even in the social media where the conventional medium of communication is the English language, people have always found several means to write in the local languages. In government, the President H.E. John Dramani Mahama in commissioning a water project recently in Teshie, used the Akan language to communicate to his subjects. Mention can also be made of the Ex-president Jerry John Rawlings using the Ga language to address a group of people who had paid an official visit to him. This clearly shows a trend in the use of the local languages even for official purposes in the country. There have also been growing concerns of a loss of language identity where people are at the crossroads of which language they belong to mostly between their native languages and the English language. With the ability to use the English language associated with intelligence and being seen as the elite, even illiterates and semi-literates try to have one or two phrases of English in their speeches. This has resulted in the fact that many Ghanaians who claim to be proficient in English but not in their local languages actually are not too good in either. Mention can be made of the Member of Parliament for Wa East Hon. Aminu Salifu who repeatedly fussed over the use of the English language when he said among other things “every community was virtually under school of tress”. This raises concerns over the language to be used at the legislature which obviously will be another topic for

discussion on another day. In a nutshell, if citizens are supposed to have any meaningful contribution to governance, it must be brought to their doorstep in a language that majority understand. This therefore calls for the need to have at least an indigenous language that will either play the roles the English language is currently playing or complement it. This calls for a huge investment in the language to be chosen for it to be developed very well in order to serve the purpose it is expected to serve. Government of Ghana is already sponsoring nine of the indigenous languages to be used in the media and as media of instruction in schools. There is therefore the need for a research into the sponsored languages to know which of them is in a good position for a national language.

### **1.3 Objectives of study**

There has been an observed trend where the president uses the local languages to communicate when he goes to the various communities to commission government sponsored projects. Former Presidents have of late used the same strategy to reach indigenes on delicate matters. Also politicians who seek the mandate of the people continually use indigenous languages to address their gatherings. This makes one wonder if the time has come to select one indigenous language to serve as a national/official language. This research will seek to find out:-

- University students' attitudes towards the use of indigenous languages in certain public domains
- Which languages are in the position of being a national language
- The factors that could hinder the choice of a national language in Ghana should there be the need to choose one.
- The prospects available to the nation in choosing a particular language as national language

#### **1.4 Research questions**

The following research questions will therefore guide the study.

- What are the attitudes of university students towards the use of indigenous Ghanaian languages in certain public domains?
- Will university students be willing to see any of our Ghanaian languages serve the role English is serving?
- What are the challenges associated with Ghana having a national language?
- What prospects, considering the linguistic background of the nation, are available that can be exploited by the nation?

### **1.5 Methodology and data collection**

The main source of data used in this work is from the primary source. A questionnaire was designed seeking the opinions of university students as to which of the nine (9) government sponsored languages are, can, and should be used in the media, education, business, administration, parliament, courts and government. The questionnaire was distributed to 90 university students (University of Ghana, Cape Coast University and University of Science and Technology), 10 each for all the nine (9) government sponsored languages.

The nature of the study would have required that more categories of people be interviewed including both literate and illiterate. However, time and space would permit me to interview only university students. This is because the university is a community where people from various cultural, religious and ethnic backgrounds have converged to share academic discourses. Therefore university students will have more understanding of the subject matter for this work. Future research works will involve other categories of people including literates and illiterates.

The questionnaire has been the most widely used instrument for data collection in the humanities and in language attitude studies amidst methods such as the matched guise technique and interviews which are also very powerful tools in data collection. The questionnaire here was chosen because of its simplicity and also for the fact that I believe it will serve the purposes of this study better than the other methods.

The questionnaire contains basically two types of questions. The open question items seek the opinion of respondent over issues with questions such as “what do

you think of...” or how would you react if...” seeming like interviews.

The closed question items have three dimensions; the focal point, dimension of appraisal and a set of rating scale from which respondent are required to choose from. A question is asked, which is the focal point, then a dimension of appraisal and a set of rating scale from which respondent are required to choose from are provided. The scores of the respondents are gathered and correlations are determined between the questions for analysis. One disadvantage of this method is that respondents may answer automatically and not attach the needed seriousness to it. However, if structured well, it is one of the best methods for measuring concepts. I therefore incorporated both the open question and closed question methods in my questionnaire to get the best from my respondents.

### **1.5 Relevance of the study**

The study is undertaken at a time that a member of parliament was severely mocked by his colleague parliamentarians and the general public for not being proficient enough in the imperial language. It is also the time that the president of the nation H.E John Dramani Mahama is encouraging indigenes to be African and for that matter Ghanaian enough by using made in Ghana products. I believe we can't be Ghanaian enough while we still use the imperial language for our communication needs. There have also been growing concerns of inter-ethnic tensions. In my opinion these tensions have arisen out of the lack of a unifier language. Also, since the debate on the floor of Parliament in 1971 various arguments on the topic have been on intuitions of opinion leaders without any

proper research into the debate. Last but not least, works done on language attitude studies in Ghana compare attitudes of speakers of indigenous languages towards the English language. This research will be the first to compare attitudes of speakers of one indigenous language towards other indigenous languages. This work will therefore serve as a foundation for future research.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter deals with definitions and a review of various works done by researchers in the area of language planning, the relationship between language and development, the national language debate in Ghana, the attitudes towards languages in Ghana, case studies of language policies of some selected African countries and a look into attitude studies and the framework for analysis.

Language has been defined by various scholars. Spencer et al for instance define language as a cognitive system which is part of any normal human being's mental or psychological structure. The Sapir-Whorf hypothesis explains that language provides a manifestation of how individuals and their various cultures perceive the world.

Language is a very integral part of culture. Every language can be found in a particular culture and it is with language that humans have communicated their emotions, ideas and religious rituals. The importance of language to every society can therefore never be over emphasized.

#### 2.1.1 Language planning and Language policy

Language planning “refers to activities that attempt to bring about changes in the structure (corpus) and functions (thus, status) of languages and/or language

varieties, using sociolinguistic concepts and information to make policy decisions and to implement them, in order to deal with linguistic and/or extra-linguistic problems at the national, international or community level” (Cooper, 1989, pp. 30–31)

Chris (1982) also defines language planning as the planning of deliberate changes in the form or use of a language (or a variety), or languages (or varieties). According to Kaplan (2013), language planning is an activity, most visibly undertaken by government (simply because it potentially involves such massive changes in a society), intended to promote systematic linguistic change in some community of speakers.

Rubin (1971) also thinks of language planning as comprising any decisions or actions that affect language use, e.g. the change in the corpus of a language, language shift, or the choice of an (inter)national language. All in all language planning is a deliberate attempt by governments to alter the use of language in the society to achieve specific goals. It sometimes involves making changes to the structure of the language (corpus planning) as well as prescribing the use of languages in a multilingual community which in turn becomes the policy of the particular society.

Language policy, according to Rubin (1971) is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system. Only when such policy exists can any sort of serious evaluation of planning occur. It is important to note that every language planning

and language policy in a sovereign nation. For that matter, is backed and enforced by law. According to Awedoba (2002) which is my working definition, a national language is “any indigenous language that a nation state has institutionalized as its official language. Such a language will be used for official communication i.e the conduct of official public business, for the dissemination of vital information etc”. In effect, this language becomes the most dominant language in the media as well as the medium of instruction in schools. It also becomes the “vehicle for national culture”.

Awedoba’s definition presents us with two very vital ingredients of a national language. First and foremost the language must be indigenous to the nation or country and next, it must be used for official communication in the sense that it is the language used for government business and government communication to the nationals. On the basis of what Awedoba defines as a national language, most African countries cannot be said to have national languages. Perhaps, Tanzania is one of the very few African countries which have successfully had national languages.

Before the pronouncement, Swahili, even though had been chosen as a national language, was used alongside the English language for official government communication. The closest most African countries have come with regards to national language policy is to make their dominant languages sort of regional languages while official government communication is still done in the language of the former colonial masters.

### **2.1.2 On language and development**

Most of the time, when development is mentioned, people tend to overlook the language factor and rather focus on economic indicators. However, the real underlying factor in the socio-economic development of every country is language. A classic case of the relationship between language and development can be found in the Holy Bible in the story of the tower of Babel. In the story, the sons and daughters of Noah decided to build a tall tower to the heavens in order to make a name for themselves. With one language and one accord, it was possible until God decided to confuse them with different languages. (Genesis 11:1-9). For this reason, scholars tend to think that the more languages a nation has, the less developed that nation will be, hence the thinking that monolingualism fosters development while multilingualism impedes development and this in effect accounts for the under-development of Africa, the continent with the most languages.

Aina (1993) observes that in most cases, development is couched in a western notion of modernization, GDPs, GNPs and other economic indicators. Development can however be seen as a significant transformation of the social, political, structural and economic lives of people. According to Bodo (1996), “development does not just involve the narrow-minded calculation of Gross Domestic Product (GDPs), Gross National Product (GNPs) and per-capita incomes but the complete transformation of the socio-cultural, political and economic belief system of a particular society to suit its present needs”. He further continues that if development, to a large extent, involves the

transformation of the social, political and cultural systems of society and language is the most effective tool for expressing such systems, then it is only logical to conclude that language undoubtedly becomes the tool with which the transformation can be achieved.

Among the arguments scholars advance in favour of national language policies is the need for a common medium of instruction in schools. Formal education has been perceived to be the driving force of development in the world, and for that matter, the future of every nation. However the right medium of instruction has been a bone of contention between scholars. Some scholars argue that the best medium of instruction is the mother tongue and therefore advocate for mother tongue education which is explicitly spelt in the UNESCO report 1953 on education, while some have taken the path of the contrary, with the argument that no thorough research has been able to firmly establish that assertion. However there is enough grounds to share in the view of the former. It is important to note that before the advent of formal education was informal education, where education was done in the mother tongue. With the introduction of formal education, African nations have adopted the former colonial languages as media of instruction. The closest African countries have come to is to use mother tongues in the first 3 years of education for the imperial languages to take over from there, with Tanzania being an exception. Ghana's education policy is to use the mother tongue as the medium of instruction for the first three years of education while the English language takes over from there to the tertiary level. Unfortunately, students have continued to perform poorly in the Basic Education Certificate Examination which some scholars blame on the medium of instruction.

Majority of students who fail in this exam resort to informal education which is spearheaded by the indigenous languages. The higher the academic level in Ghana, the fewer the students. A situation similar to the Ghanaian situation is in USA where it has been argued that the higher the academic level the fewer the blacks because the medium of instruction is the English language. (Little and MCarthy, 2006).

### **2.1.3 Language attitudes in Ghana**

The issue of language attitudes in Ghana has been explored by various scholars in Ghana including Saah (1986), Guereni (2007), Andoh Kumi (1997) and Bamgbose (1991). All of these works report a generally negative attitude towards Ghanaian languages. Generally, Ghanaians have a negative attitude towards the indigenous languages compared to the English language, with regard to official use. This is not to say that there is no language loyalty for the indigenous languages. One will realise that language loyalty is only seen when an indigenous language compares to another indigenous language. Guereni's (2007) study among students of the University of Ghana testifies to this assertion. Her study which was primarily among Akan speakers revealed that students see the language as only fit to be used in an informal face to face interaction but not in formal settings. Perhaps the following quotes by Saah (1986), Guereni (2007), Andoh Kumi (1997) and Bamgbose (1999) sums up the complete picture of the attitude towards languages in Ghana.

English [...] enjoys great prestige in the country as it is seen as a language of power and security. Competence in English gives one

the power to exercise authority; it is a key to one's advancement in society. It enhances one's chances of getting a good job. A person who wants to feel secure learns English as it is one of the requirements for employment in many areas. (Saah, 1986: 370)

In most Ghanaian universities, lecturers and professors teaching indigenous languages are looked down on by their own faculty members, who may even hint at them as "second-rate" colleagues, an attitude that inevitably affects students as well: Teachers of such languages [i.e. indigenous languages] are not much sought after and, quite often, students do not consider them as proficient academically as teachers of other subjects. In fact, teachers of African languages often try to "redeem" their image by making sure that they are able to teach some other subject as well. (Bangbose, 1991: 94)

[Pupils] have very high respect and admiration for teachers and other people who are able to express themselves fluently in English. Even teachers have great respect for their colleagues in the English departments and indeed all those who are very proficient in the use of English. [...] Some parents are disappointed when they learn that their children or wards are learning their own languages at school. It is common to hear such comments/questions as: 'why should we pay high school fees only for you to learn languages we already speak?'. (Andoh-Kumi,

1997: 49)

The English language is seen as the language of power and authority as compared to the indigenous languages. Being proficient in the English language in Ghana is enough to give one job security. Often times when job interviews are conducted, managers tend to consider the most proficient in the English language above the others. Perhaps it is only in the media houses which broadcast in the local languages that will be an exception to this. It is common to find people remark comfortably that they don't know their indigenous languages. However even illiterates find it difficult to admit that they don't know the English language for fear of being looked down on.

To me, the most surprising revelation of these works is the fact that such attitudes are also found in the academia. Some people see this attitude as a complete disrespect to Ghanaian languages and a symbol of neo-colonialism.

#### **2.1.4 The national language debate in Ghana.**

The national language debate in Ghana is not a recent issue. There are reports of some early 19th and 20th century intellectuals like J.B. Anaman, G.R. Acquah, Kobina Sekyi, C.A. Akrofi and E.A. Asamoah who all encouraged the development and adoption of a local language to be the driving force in official communication. (Saah and Badu 2011), reflecting the vital role they perceived language to be holding in building a national identity. The debate continued and became formal, when, for the first time, the issue was raised on the floor of Parliament by Hon. S.H Addae on the 31st of May 1971, when he suggested that

“In view of the importance of a national language as a factor for national unity in Ghana, this House requests the Government to set up a national committee of experts to promote and coordinate all efforts being made to evolve a common Ghanaian Language or lingua franca” (Kedem, 2014) The motion didn't go down well with the majority of parliamentarians. In response, one honourable member opposed the motion on the grounds that the language that will be chosen will also be foreign to speakers of other languages in the country. He further stressed that the adoption of one language as national language will elevate one ethnic group above the others.

In short, the issue was totally rejected by members of parliament. The debate seemed to have ended until 2010 when Mr Samuel Adjei the chairman of the Centre for National Culture in Kumasi, in an article published on myjoyonline.com indicated that “It is an open secret that Akan should be the official language. When you walk on the streets of Wa, you will hear more Akan than Dagaare. The same thing happens in Bolga and Tamale. So why are we not very ready to say Akan is our official language so that it will facilitate the development process”. According to him, the use of the imperial language over the use of any of our indigenous languages for our communication does not only show disrespect to our indigenous languages but also elevates the imperial language over all the indigenous languages in the country. Therefore there is the need for an indigenous language to take over the basic and official communication needs of the country.

This article seems to have reignited the debate on national language with people

like Kosi Kedem, Bright Yao Avornyo, Dominic Mensah among several others writing articles to express their views on the age old issue. Avornyo follows the argument that all languages have equal status and therefore there is no need to elevate one language and for that matter one ethnic group above others. He sees the call by Yeboah as a potential threat to the peace of the country and therefore the best way for the country to go is to give all languages equal opportunities to live on their own.

Mensah, (2012) laments the use of the English language in the Institute of Economic Affairs (IEA) presidential debates because he thinks not all Ghanaians are comfortable in the English language. He thinks that a debate which is intended to aid citizens choose a leader for the nation is often reduced to who speaks better English than the others. According to him, if Ghanaians are to make better judgments there will be the need to use an indigenous language for majority of citizens to clearly understand their policies and programs.

Kedem, (2014) believes that in as much as we don't have a national language now, we indeed do not need a national language. He believes having a national language will plunge the nation into confusion, disaster and a waste of time and resources. In his opinion, the nation will be better if we created an environment where we would learn each other's language. That, he believes, will foster national unity.

Onia, (2010) also thinks that the disadvantages of having a national language outweighs the advantages. According to him, having a national language will

mean that we change all of our official documents to that language including road signs and educational materials which he think is not a necessity. He thinks that the financial costs involved in this makes it not worth doing. He also thinks that having a national language may have serious political and international ramifications. He believes that the history of having been colonised has changed our destiny and we should accept as such. The imperial language should still be used and we must also encourage citizens to learn the indigenous languages.

### **2.1.5. Cases of countries which have undertaken national language policies**

#### *2.1.5.1 Case 1 Nigeria*

Nigeria is a West African nation which covers about 356,669 square miles, bordering the Gulf of Guinea. Nigeria is the most densely populated country in Africa with about 150 million people and about 450 languages which represents nearly a quarter of the languages in Africa. Danladi (2013) reports that the dominant languages in Nigeria are Hausa (29%), Yoruba (21%) and Ibo (18%) out of a total population of 150 million.

Against this background, Nigeria uses all these three languages as national languages with English being their official language. Nigeria has divided the nation into northern, western and eastern parts and made these languages a sort of regional languages.

English continues to enjoy much prominence in Nigeria as the language of government communication as well as language in Parliament. In education, the medium of instruction from nursery to the lower primary was the mother tongue, until 1991, when it was changed to be the language of wider community and not

the language of an ethnic identity. From lower primary, to the tertiary level the medium of instruction changes to the English language. (Danladi 2013)

#### *2.1.5.2 Case 2 Burkina Faso*

Burkina Faso is a West African country with a population of about 10 million. It has about 70 languages as reported by Ethnologue (1996, in Gadelii 1999), with its major languages as Moorle (4.5 million speakers, i.e. half of the population), Fulfulde (250,000) and Jula (Dioula, over 1 million). These languages have been promoted by government as national languages with French as the only official language. There are however some minority languages like Bisa, Bobo, Bwamu, Cerma, Dafin (Meekakan), Dagara, Kar, Kasim, Lobiri, Lyele, Nankana, Nuni, San, Senufo, Sisale (Sissala), Sonray, and Tamaashaq which have gained prominence especially in the media and Education. Kedrebeogo (1997) in Gadelii (1999) observes that about 20 minority languages are used on radio but only Fulfulde, Jula and Moorle are used on television.

In education, citizens rejected the use of local languages when the attempt was made and this has forced the government to use the local languages only in what they call école satellite and French in used in the mainstream education.

#### *2.1.5.3 Case 3 Tanzania*

Tanzania has a population of about 47 million and about 127 languages according to Ethnologue (2015). Swahili is the most widely spoken language in Tanzania with the National Kiswahili Council estimating that about 99 percent of Tanzanians use Swahili at least as a second language (Brock Utne 2005 in Sa (n.d)). The widespread use of Swahili in Tanzania makes it a straightforward candidate for a national language. English and Swahili enjoy the dual role of official languages of Tanzania. Government communication is done in these two languages and they are also the languages of parliament. In education, Swahili again is used alongside English from primary school to tertiary even though English is preferred at the university. However, very recently, in the middle of February 2015, the government of Tanzania has dropped the use of the English language in their schools and has therefore made Swahili the sole medium of communication. In the media, Gadelii (1999) reports that about 8 periodicals (UhuruMzalendo, Nipashe, Watu, Motomoto, Majira, Sani Burudani, Kiongozi and Meko) are printed in the Swahili language. Swahili also enjoys very wide radio and TV coverage as most programmes are held in this language. It is worth noting that Tanzania is the only country in Africa that has succeeded in promoting one of its indigenous languages to that level.

#### *2.1.5.4 Case 4 Kenya*

Kenya's population is estimated at about 42 million (Ethnologue 2015) with about 62% Swahili speakers against other languages such as Kikuyu (19.8%), Luo (13.8%), Luyia (13.1%) and the Kalimba (11.2%). Kenya has two official languages - English and Kiswahili. The language policy of Kenya makes English

the medium of instruction at schools from primary to the tertiary, while Kiswahili is learnt as a compulsory subject in primary and secondary education. However, the mother tongue is used at the lower primary levels where possible. Even though there is no clear policy on which language is officially accepted to be used in the media, the local languages have taken over the media and are used widely in the community based radio stations. Government communication comes in both English and Swahili.

## **2.2 Theoretical framework**

### **2.2.1 Language attitude studies**

The study of attitudes has been one of the most interesting areas explored by psychologists. The study has however found its way into the young field of sociolinguistics. Researchers who have concerned themselves with language attitude studies have often come from two perspectives namely mentalist and behaviourist.

According to Appel and Muysken (1987 p. 16): "Generally, two theoretical approaches are distinguished to the study of language attitudes. The first one is the behaviourist view, according to which attitudes must be studied by observing the responses to certain languages, i.e. their use in actual interactions. Behaviourists locate attitude in actual overt behaviour or responses and therefore attitudes have been defined in terms of observable data. Mentalists on the other hand, see attitudes as mental and neural state of readiness. This means that they are not directly observable but have to be inferred. Agheyisi and Fishman (1970). The mentalist view considers attitude as an internal, mental state, which may give

rise to certain forms of behaviour (Appel and Muysken 1987). Studying attitudes from the mentalist point of view poses methodological problems.

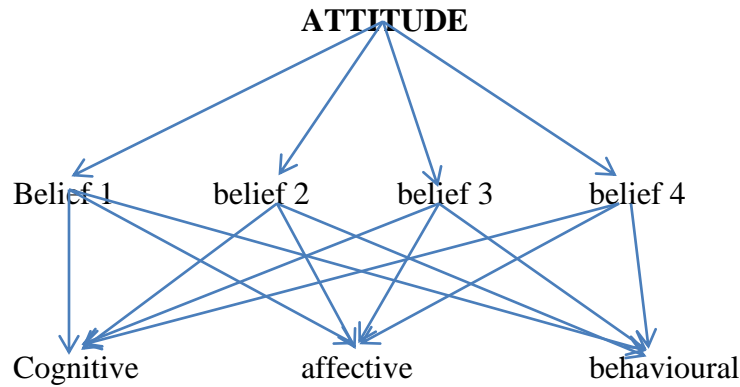
For instance it is difficult to know the kind of data from which the attitudes can be inferred. It is also difficult to measure in physical terms something which has no overt substance. (Agheyisi and Fishman, 1970)

### **2.2.2 The mentalist approach to attitude studies**

The mentalist approach to attitude studies view attitude as composing of three basic components:

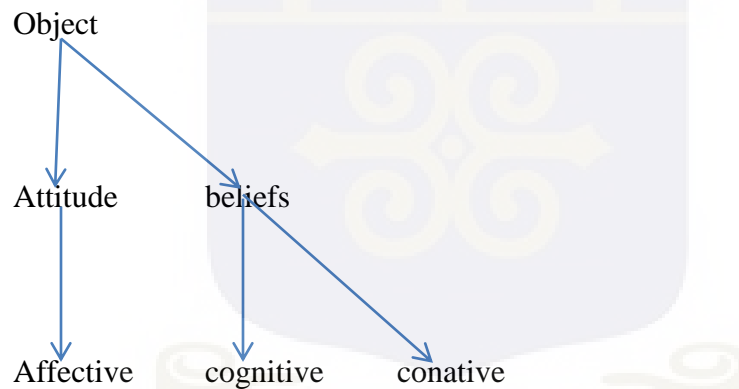
- Cognitive or knowledge
- Affective or evaluative
- Conative or action

In as much as scholars agree on the three components of attitude mentioned above, there are diverging views on how these components are related. For instance according to Rockeach 1968 in Agheyisi and Fishman (1970), attitude is composed of a system of beliefs. Each of these beliefs is then in turn composed of cognitive, affective and behavioural components. Represented in the diagram below.



(Rokeach 1968 in Agheyisi and Fishman 1970)

Fishbein (1966) also distinguishes between attitudes and beliefs. According to him, attitudes comprise only and affective component while beliefs contain cognitive and conative components. Illustrated in the diagram below.



(Fishbein 1966 in Agheyisi and Fishman 1970)

In as much as scholars have diverging views on the components of attitudes, it appears that most scholars agree that attitudes are learned from previous experiences. There is also a general consensus that attitudes “bear some positive relation to action or behavior either of being predisposition to behavior or as being a special aspect of behavior itself”. There is however the suggestion that

“not all components of an attitude imply behavior” Ehrlich:1969 in Agheyisi and Fishman 1970.

Studies on language attitude in sociolinguistics fall into three (3) main categories.

- Those dealing with language oriented or language-directed attitude
- Those dealing with community-wide stereotyped impressions towards particular language or language varieties (and some cases, their speakers, functions etc.
- Those concerned with the implementation of different types of language attitudes.

Studies in the first category report primarily on evaluations or ratings of language or language varieties such as ‘rich’, ‘poor’, ‘balanced’ or ‘reduced’, ‘beautiful’ or ‘ugly’, ‘smooth and sweet sounding’ or ‘harsh’ etc. Substantively, these studies fall into two topical subdivisions.

I. Classical/standard/official versus modern/non standard/vernacular

II. Creoles, pidgins and trade languages

Studies in the second category are generally concerned with the social significance of languages or language varieties. Attitudes towards speakers of situationally peculiar or appropriate languages varieties, attitudes towards speaking a different languages in multilingual settings etc.

The third and final category comprises studies dealing with all kinds of language behavior or behavior towards language resulting, at least in part, from specific attitudes or beliefs.

### **2.2.3 Measuring of attitudes**

According to the mentalist approach to attitude studies, attitudes cannot be seen, or touched. They are therefore not observable entities. However, methods of measuring attitudes have been developed by psychologist to determine people's attitude towards various objects. The first method which is employed by this work, is the use of the close-ended questionnaire where a question is asked, which is the focal point, then a dimension of appraisal and a set of rating scale from which respondent are required to choose from are provided. The scores of the respondents are gathered and correlations are determined between the questions for analysis.

The second method used is the open-ended questions where respondents are asked questions and spaces are provided to write their opinions on the questions. The types of attitudes can be determined from the open-ended questionnaires

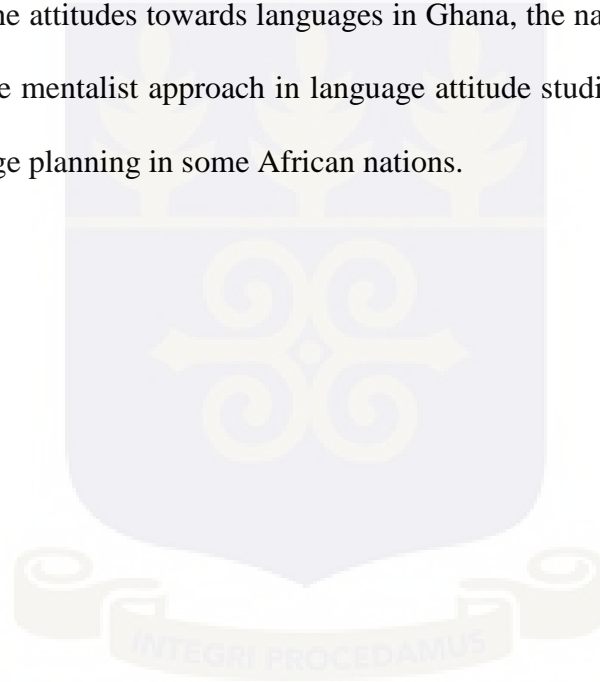
Language oriented attitudes are determined by use of adjectives to describe the various languages concerning their use. For instance one may favour a language to be used in a domain because he/she may think the language sounds sweet, beautiful, or easier to learn. Likewise, another person may disagree to the use of another language in a domain because it doesn't sound good enough to him/her or thinks the particular language is more difficult to learn.

Community-wide stereotyped impressions towards a particular language or language varieties (and some cases, their speakers, functions etc) are also

determined by a person's attitude formed towards a particular ethnic group and for that matter their language. In Ghana, such stereotyped impressions exists between ethnic groups which brings tension between their members. In such instances speakers of opposing ethnic groups will oppose favouring the language of the other ethnic group for a language policy.

### **2.3 Summary of chapter**

This chapter has discussed various literature concerning language planning in general, the attitudes towards languages in Ghana, the national language debate in Ghana, the mentalist approach in language attitude studies and some case studies of language planning in some African nations.



## CHAPTER 3

### LANGUAGE USE IN GHANA

#### 3.0 Introduction

Chapter three discusses the current use of language in Ghana. It also discusses the rate at which the nine government sponsored languages are used in some selected public domains. First, the chapter looks at the demography of respondents. This is followed by the use of language at home, school, in the community and in the market. The chapter will further look at the opinions of each group of respondents on the perception they hold on their language concerning the rate of use in some public domains and potential of it being considered for a national language.

#### 3.1 Language use in Ghana

**Table 3.1.1** shows the demography of respondents. The mean age of respondents was 25.79 years. Mean age of males (27.15 years) was higher than that of the females (23.92 years) but the difference was statistically insignificant. The commonest age group was 21-30 years with 61.54% (n = 32) of males and 68.42% of females (n = 26) belonging to this age group. The proportion of males and females respondents significantly varied with each ethnic group. The greatest proportion of respondents was from University of Ghana (UG), and this was followed by University of Cape Coast (UCC) and Kwame Nkrumah University of Science and Technology (KNUST). Proportion of male and female respondents does not significantly differ with respect to level of study.

**Table 3.1.1 Demography of Respondents**

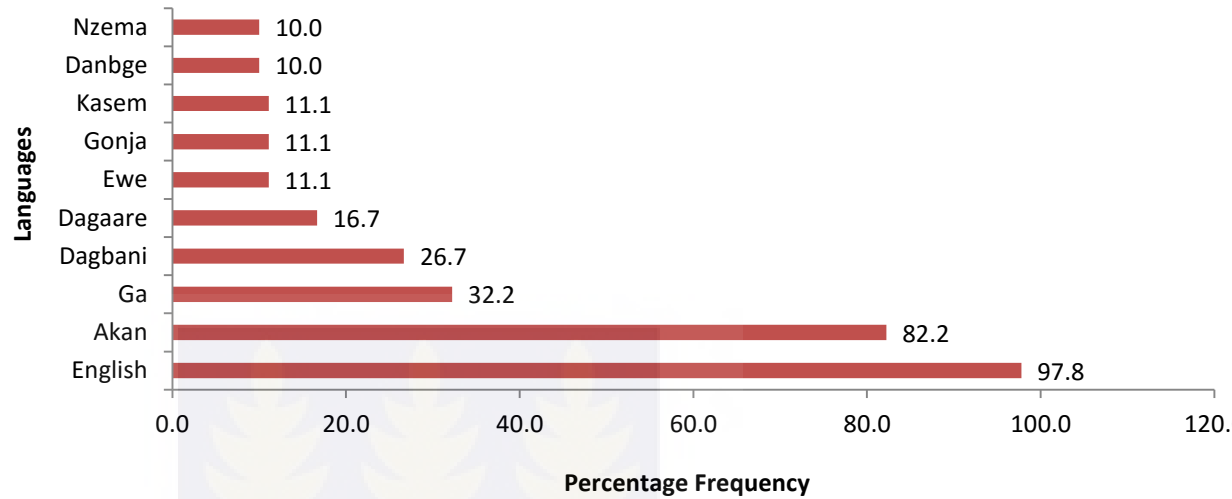
	Total	Males	Females	p-value
Parameters	(n=90)	(n=52)	(n=38)	
<b>Age (years)</b>	25.79	27.15	23.92	0.9982
<b>Age Group</b>				0.0991
15-20	18	8	10	
21-30	58	32	26	
31-40	11	9	2	
41-50	3	3	0	
<b>Local Lang.</b>				<b>0.00000323</b>
Akan	10	7	3	
Ga	10	5	5	
Dagbani	10	6	4	
Dagaare	10	9	1	
Ewe	10	5	5	
Gonja	10	6	4	
Kasem	10	3	7	
Dangme	10	6	4	
Nzema	10	5	5	
<b>University</b>				
KNUST	24	16	8	

UG	40	22	18
UCC	26	14	12
<b>Level of Study</b>			1.000
100	17	13	4
200	33	15	18
300	15	12	3
400	17	4	13
600	8	8	0

**Paired and Un-paired t-test was used to compare means (Males vs Females).  
p<0.05 was considered as statistically significant.**

**Figure 3.1.2** shows the proportion of respondents who write and speak the official language and the government sponsored languages. Data shows that the English language recorded the highest proportion of 97.8 %. The indigenous language with the highest proportion was Akan (82.2 %), followed by Ga (32.2 %), Dagbani (26.7 %) and Dagaare (16.7 %). The least popular language was Nzema and Dangbe which both recorded a percentage frequency of 10 %.

### Proportion of Respondents who Write and Speak the Official Language and Government Sponsored Languages



**Figure 3.1.2: Proportion of Respondents who Write and Speak the Official Language and Government Sponsored Languages**



**Table 3.1.3: Domains of Language Use**

Language	At Home	In the Community	At School for Class Discussion	At School with Colleagues Outside Class	In the Market or when transacting Business	Overall Mean Score
English	2.55	2.97	4.73	3.85	2.61	3.34
Akan	2.99	4.23	1.44	2.93	4.20	3.13
Dagbani	3.93	4.20	1.20	1.73	3.00	3.05
Dagaare	4.00	3.20	1.00	2.00	2.40	2.72
Gonja	4.30	3.10	1.40	1.70	2.60	2.62
Ga	2.95	3.23	1.23	2.32	3.14	2.57
Kasem	4.57	2.83	1.00	2.00	1.83	2.45
Dangme	3.89	2.00	1.22	1.33	2.78	2.24
Ewe	4.60	2.00	1.00	1.50	1.20	2.06
Nzema	2.78	1.60	1.60	2.80	1.50	2.06

1 = Not at all, 2 = Minimal, 3 = Sometimes, 4 = Often, 5 = Very often

**Table 3.1.3** shows the different domains in which language is used. In terms of language use *At home*, Ewe recorded the greatest mean score (**4.60**) than any of the sampled languages, whilst English registered the lowest mean score of **2.55**. *In the community*, Akan recorded the highest mean score (**4.23**) with regards to language use and the language with least mean score was found to be Nzema (**1.60**). *At school for class discussion*, the English language was by far the most dominant language used (**mean score = 4.73**), whilst the indigenous languages

were virtually not used at all. *At school with colleagues outside class*, English was used more than **(3.85)** any of the other sampled languages; this was followed by Akan **(2.93)**. However, Dangme was found to be the least preferred language used *at school with colleagues outside class*. With regards to what language was used *in the market or when transacting business*, Akan recorded the highest mean score **(4.20)**. This was followed by Ga (3.14) . Ewe was the least used in that domain (i.e. market or when transacting business).



**3.2 Opinions of each group of respondents on the rate of use of their respective languages and whether they can be used in some selected public domains**

**Table 3.2.1 Opinions of Ewe respondents only**

<b>Domains</b>	<b>Rate of use of Ewe</b>	<b>Ewe can be used</b>
Courts	4.5	4.5
Business	4.4	4.4
Government Offices	3.2	3.2
Media	3.1	3.1
Organization	2.9	2.9
Education	2.9	2.9
Government	2.7	<b>2.7</b>
Parliament	1.6	1.6
<b>Overall Mean Rating</b>	<b>3.16</b>	<b>3.16</b>

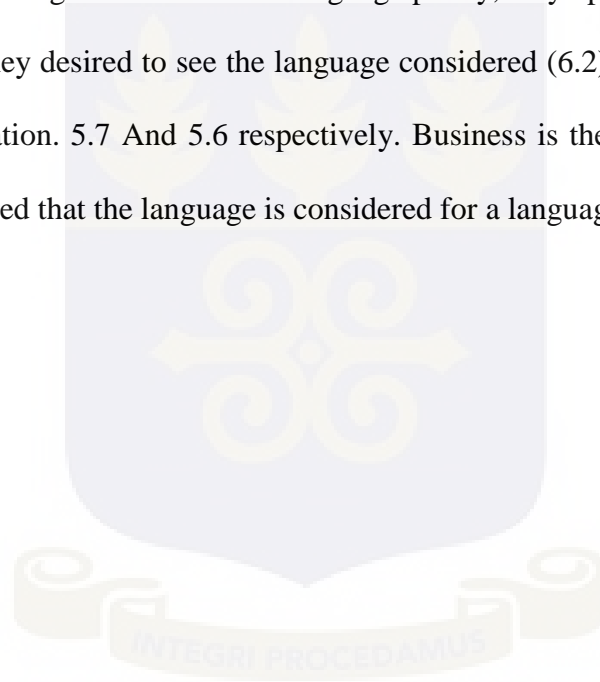
Table 3.2.1 above represents the views of Ewe respondents on the current place of the Ewe language with respect to the current rate of use in certain public domains as well as the potential of it being considered for a language policy in the public

domains. According to the respondents, the court is the domain in which the language is used most and also has the potential of being considered for a national language. This was indicated by an average rating of 4.4. This was followed by government offices with an average rating of 3.2 out of a possible 9. The domain in which the Ewe respondents considered the language was least used and therefore had the least potential of being used as a national language is parliament with an average rating of 1.6 each.

**Table 3.2.2 Opinions of Ga respondents only on the rate at which Ga is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Ga Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Ga</b>	<b>Ga can be used</b>
Media	6.1	6.2
Business	5.9	4.7
Education	5.6	5.6
Courts	4.8	4.9
Government Office	4.3	5.1
Organization	3.7	5.1
Parliament	3.5	5.7
Government	2.5	4.9
Overall Mean rating	<b>4.55</b>	<b>5.28</b>

Table 3.2.2 above looks at the opinion of Ga respondents on the rate of use of the Ga language in certain public domains as well as the potential of the language being considered for a language policy those domains. According to the table, the media is the domain the Ga respondents think the language is being used most (6.1). This is followed by business and education (5.9) and (5.6) respectively. According to the respondents, Government is the domain the language is least used with a rating of 2.5 out of a possible 9. With regard to the potential of the language being considered for a language policy, they opined that the media is the domain they desired to see the language considered (6.2), followed by parliament and education. 5.7 And 5.6 respectively. Business is the domain Ga respondents least desired that the language is considered for a language policy (4.7).



**Table 3.2.3 Opinions of Akan respondents only on the rate at which Akan is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Akan Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Akan</b>	<b>Akan can be used</b>
Media	8.3	7.7
Business	7.8	7.7
Education	6.4	7.4
Courts	4.7	7.6
Government	4.7	7.6
Organization	4.4	6.3
Government Offices	4.3	6.9
Parliament	3.3	6.9
Overall Mean rating	<b>5.49</b>	<b>7.26</b>

Table 3.2.3 above represents views of Akan respondents on the rate of use of the language in some public domains. Akan respondents were of the view that media is the domain the language is used most. This was indicated with an average rating of 8.3. This was followed by business and education with average ratings of 7.8 and 6.4 respectively. Parliament is the domain they thought the language is used least (3.3 out of a possible 9). With respect to the potential of the language being considered for a language policy, they opined that Akan can be considered for use in the media and business. Both domains ranked par with average ratings of 7.7 each. This was followed by courts and government also ranking par with

ratings of 7.6. Organization is the domain they least desired that Akan language to be used (6.3). Generally, Akan respondents rated above the average mark that the Akan language is used across all domains (5.49) and therefore indicated a very high potential of the language being considered for a national language. (7.26)

**Table 3.2.4 Opinions of Dagbani respondents only on the rate at which Dagbani is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Dagbani Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Dagbani</b>	<b>Dagbani can be used</b>
Media	5.7	8.6
Education	4.8	8.2
Business	5.2	8.2
Parliament	4.4	5.1
Organization	4.6	6.2
Government office	4.7	6.5
Courts	3.5	5.4
Government	4.1	5
<b>Overall Mean rating</b>	<b>4.63</b>	<b>6.65</b>

Table 3.2.4 above indicates opinions of Dagbani respondents with regard to the rate of use of the Dagbani language and the potential of it being considered for a language policy. According to the table, the domain the Dagbani language is used most is the media (5.7). This is followed by business (5.2). Courts is the domain

the language is least used, indicated by an average rating of (3.5 out of a possible 9). With respect to the potential of the language being considered for a language policy, they opined that media is the domain they expect the language to be considered (8.6). This is followed by business and education being at par with average ratings of 8.2 each. The domain they least wanted the language to be considered was government (5). On the whole, Dagbani respondents rated their language a little above the average mark on the rate the language is used (4.63). with respect to the potential of it being used, the Dagbani was rated 6.65 indicating a good will of promoting the language for a national language.

**Table 3.2.5 Opinions of Kasem respondents only on the rate at which Kasem is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Kasem Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Kasem</b>	<b>Kasem can be used</b>
Education	2.9	2.9
Media	2.5	2.7
Courts	2.4	2.4
Government	2.3	2.3
Business	2.1	2.1
Organization	2	2
Parliament	1.5	1.5
Government Office	1.5	1.5
Overall Mean rating	<b>2.15</b>	<b>2.15</b>

Table 3.2.5 above represents views of Kasem respondents on the current rate of use of the kasem language as well as the potential of the language to be considered for a language policy. The Kasem respondents opined that the education is the domain the language is currently used most (2.9) this was followed by media and courts with average ratings of 2.5 and 2.4 respectively. Parliament and government office are the domains the Kasem language is least used (1.5 each). The ratings for the potential of it being used follows the rate of use of the language in the domains. Education is the domain respondents desired the language to be considered for a language policy (2.9), with media and courts following with 2.5 and 2.4 average ratings respectively. They again opined that parliament and government offices are the domains they least expected that language to be considered for a language policy. In general, they indicated a low perception regarding current use of the language and the potential of it being considered for a national language, giving an overall rating of 2.15 for each which is below the mean mark of 4.5.



**Table 3.2.6 Opinions of Dagaare respondents only on the rate at which Dagaare is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Dagaare Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Dagaare</b>	<b>Dagaare can be used</b>
Business	2.4	2.4
Parliament	2.3	2.3
Media	2.1	2.1
Education	2	1.5
Organization	1.6	1.6
Courts	1.6	1.6
Government	1.6	1.6
Government office	1.5	1.5
<b>Overall Mean rating</b>	<b>1.89</b>	<b>1.83</b>

Table 3.2.6 above indicates the current state of dagaare on the rate of use of the language in certain public domains as well as potential of it being considered for a language policy. According to Dagaare respondents, the domain they think the language is being used most is the media. Followed by parliament with average ratings of 2.4 and 2.3 respectively. The domain the least see the language being used is government offices (1.5). In the same light, they desired that the language is considered for a language policy in business and parliament with average ratings corresponding to the rate of language use. In general they indicated a low perception on the current use of the language; giving an average rating of 1.89.

with respect to the potential of the language being used for a national language policy, they rated it 1.83, indicating a poor attitude towards the potential use of the language.

**Table 3.2.7 Opinions of Gonja respondents only on the rate at which Gonja is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Gonja Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Gonja</b>	<b>Gonja can be used</b>
Media	5.9	2.8
Education	5.8	2.3
Business	5.7	2.2
Parliament	5.1	2.1
Organization	5	1.9
Government Offices	4.9	1.9
Government	4.8	1.8
Courts	4.2	1.8
Overall mean rating	<b>5.18</b>	<b>2.10</b>

Table 3.2.7 above represents views of Gonja respondents on the perception they hold concerning the current rate of use of the Gonja language in public domains. They perceived that the domain in which the language is most used is the media domain (5.9) this is closely followed by education with average rating of 5.8. The courts is the domain they least perceived the language being used (4.2). with the

potential of the language being considered for a language policy, they opined that media is the domain they most desired that the language be considered for a language policy while courts and government offices recorded the least rating of 1.8 each indicating that they are the least desired for consideration for a language policy. On the whole, they rated the “rate of use” higher than the mean mark (4.5) with 5.8. With respect to the potential of the language being used, it was rated 2.10. This indicates a poor attitude towards the language in that regard



**Table 3.2.8 Opinions of Dangbe respondents only on the rate at which Dangbe is used and whether the language can be used as a national language in some public domains.**

<b>Ratings by Dangbe Respondents only</b>		
<b>Domains</b>	<b>Rate of use of Dangbe</b>	<b>Dangbe can be used</b>
Business	6.8	6.5
Courts	4.5	4.6
Government	4.3	4.2
Government Offices	4.1	3.8
Media	3.9	4.3
Organization	3.7	3.3
Education	2.4	4.4
Parliament	1.9	2.2
Overall Mean rating	<b>3.95</b>	<b>4.16</b>

Table 3.2.8 above represents view of Dangbe respondents on the rate at which the Dangbe language is being used and the potential of it being considered for a national language in some public domains. According to the rating, they perceived that business is the domain they most see their language being used (6.8). This is followed by courts and government offices with an average rating of 4.5 and 4.3 respectively. The domain they least see their language being used is parliament (1.9). With the potential of the language being considered for a language policy, they opined that the domain they desired their language to be

considered most is business (6.5) followed by courts (4.6). Parliament is the domain they least desired that the language be considered for a language policy. In all, they rated both the “rate of use” and “can be used” below average, with mean ratings of 3.95 and 4.16 respectively

### **3.3 Opinions of each ethnic group on the rate of use of all languages in certain public domains**

#### **3.3.1 Media**

##### **Av. Mean scores\_1-9**

The mass media is in no doubt one of the greatest communication tools in Ghana. It is the means through which government communicates to indigenes. Currently in the mass media, even though there is no policy that projects a particular language, the national broadcasting corporation, has a policy of broadcasting certain programs in all the nine government sponsored languages. Apart from this, there are radio stations in all regions which broadcast in the nine Government sponsored languages. However, over the past few years, there has been a great upspring of private radio and television stations with majority of the radio stations broadcasting in the Akan language with a few doing so in the English language. In as much as majority of these new media stations are in the capital of Ghana, there are also quite a number in other regions. However no print media or newspapers or periodicals are published in indigenous languages.

**Table 3.3.1 Opinions of each ethnic group on the rate of use of all languages in the media**

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	3.1	3.9	8.2	1.8	1.2	1.1	1.1	1	1.1
Ga	2.4	6.1	8	1.1	1.2	1.2	1.2	1.2	2.1
Akan	2.3	2.3	8.3	1.9	1.3	1.3	1.3	1.4	2.5
Nzema	2.7	5.6	8.4	4	1.7	2.4	3	3	3.2
Dagbani	1.2	1.3	7.6	1.4	5.7	1.3	1.5	3	1.4
Kasem	1.2	4	8.2	2.7	2.5	2.5	1.7	1.7	1.7
Dagaare	4	1.4	7.9	1.1	5.7	1.1	2.1	3	1.5
Gonja	4.5	3.7	7.3	3.2	1.4	2.9	3.6	5.9	2.7
Dangbe	1.8	3.9	8.2	1.4	1.2	1.4	2.1	2.1	3.9
Overall Mean Ratings	2.6	3.6	8.0	2.1	2.4	1.7	2.0	2.5	2.2

Table 3.3.1 indicates the opinions of the respondents of each ethnic group concerning which language is most used in the media. With the background to the media given above it is no surprise that all the respondents agree to the fact that the Akan language is the most used language in the media with an overall total average of 8.0. Nzema respondents gave the highest rating to the Akan language (8.4). This was followed by Akans giving an average rating of 8.3 to their language. Gonja respondents gave the least rating to the Akan language with an average rating of 7.3 out of a possible 9.0. All in all, there is a general consensus

from all the ethnic groups that the Akan language is the most used indigenous language in the media.

### **3.3.2 Education**

The current language policy in Education indicates that for the first three years of primary education, the child is taught in the government sponsored language prevalent to the community while the English language is taught as a subject. However, from primary 4 to the university level, the English language takes over while the indigenous language is taught as a subject. This poses some challenges. First and foremost, the policy doesn't state whether the prevalent language in the community should be a government sponsored one. If the prevalent language is not a sponsored one, then there is no guarantee that the language is developed enough to be used as a medium of instruction or be taught as a subject. If the language is a government sponsored one, there is no guarantee that teachers in the various schools have adequate knowledge in the language since teachers are posted to schools without considering their language backgrounds. With Akan being the most common language in the country, it becomes obvious that it is the most used language in education.

**Table 3.3.2 Opinions of each ethnic group on the rate of use of all languages in education**

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	2.9	2.4	7.6	1.4	2.2	1.4	1.4	1.4	2
Ga	2.3	5.6	8.7	1.3	1.2	1.2	1.2	1.2	1.5
Akan	2.5	2.5	6.4	1.4	1.8	2	2	2	2.9
Nzema	2.9	3.2	7.3	4	2.6	2.4	3	3	3.2
Dagbani	1.3	1.4	7.9	1.5	4.8	1.5	1.6	2.1	1.2
Kasem	1.2	4	7.6	2.9	2.9	2.9	2.6	2.6	2.6
Dagaare	4	2	7.9	2	4.8	1.4	2	2.1	1.6
Gonja	4.1	4.2	5.9	3.1	1.5	3.1	3.6	5.8	2.8
Dangbe	1.4	2.4	7.6	1.5	1.2	1.5	1.5	1.5	2.4
<b>Overall Mean Ratings</b>	<b>2.5</b>	<b>3.1</b>	<b>7.4</b>	<b>2.1</b>	<b>2.6</b>	<b>1.9</b>	<b>2.1</b>	<b>2.4</b>	<b>2.2</b>

It is not surprising to see that respondents have a general view that the Akan language is the most used language in education with an average rating of (7.4). the highest rating on the use of Akan in education was given by Ga respondents (8.7) followed by Dagbani and Dagaare respondents with an equal average rating of 7.9 out of a possible 9.0. The language which received the least rating was Kasem which got an overall average rating of 1.9.

**3.3.3 Business**

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	4.4	6.8	6.3	1.9	2	1.9	1.9	1.9	2.6
Ga	3.7	5.9	8.9	1.3	1.2	1.2	1.2	1.2	2.4
Akan	2.4	2.4	7.8	2.1	1.5	1.7	1.5	2.1	2.1
Nzema	3	2.8	7.6	4.1	1.3	2.4	3	2.6	3.4
Dagbani	1.2	1.3	7.8	1.3	5.2	1.3	1.4	1.9	1.4
Kasem	1.2	4.1	6.3	3	4.1	2.1	1.3	1.3	1.3
Dagaare	4.1	2.1	7.8	2.6	5.2	1.9	2.4	1.9	1.4
Gonja	3.5	3.4	6.1	2.9	4.8	2.9	3.8	5.7	2.6
Dangbe	1.9	6.8	6.3	1.3	1.2	1.3	2.4	2.4	6.8
<b>Overall Mean Ratings</b>	<b>2.8</b>	<b>4.0</b>	<b>7.2</b>	<b>2.3</b>	<b>2.9</b>	<b>1.9</b>	<b>2.1</b>	<b>2.3</b>	<b>2.7</b>

Business in Ghana can be categorized into two. With a lot of foreigners involved in business, the obvious language prevalent in the formal business sector is the English language. However, concentrating on informal business brings to the fore the Akan language which has gained much acceptance throughout the country as it is the language chosen by most market men and women. In terms of use, the Akan language received the highest overall average rating of 7.2. With Accra being the capital and being the center of business in Ghana, it is not surprising to see the Ga language following after the Akan language with a rating of 4.0. Ga

respondents gave the Akan language the highest rating of 8.9 out of a possible 9.0. This indicates a complete acceptance of the fact that the Akan language is widely used in the country for business even though Accra is the central business district in the country.

### 3.3.4.Parliament

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	1.6	1.9	7.8	1.3	1.4	1.3	1.3	1.3	1.3
Ga	1.7	3.5	7.1	2.2	1.2	1.3	1.2	1.2	2.3
Akan	1.4	1.4	<b>8</b>	1.4	1.5	1.6	1.8	1.5	1.5
Nzema	2.4	2.4	6.9	2.7	1.3	2.2	2.9	2.7	3.1
Dagbani	1.1	1.2	7.7	1.2	4.4	1.1	1.1	1.7	1.1
Kasem	1.3	2.7	7.8	2.4	1.5	1.5	1.3	1.3	1.3
Dagaare	2.7	1.5	7.7	1.3	4.4	1.3	2.3	1.7	1.1
Gonja	3.1	2.9	6.1	2.7	1.2	2.7	3.5	5.1	2.6
Dangbe	1.3	1.9	7.8	1.2	1.2	1.2	2.3	2.3	1.9
<b>Overall Mean Ratings</b>	<b>1.8</b>	<b>2.2</b>	<b>7.4</b>	<b>1.8</b>	<b>2.0</b>	<b>1.6</b>	<b>2.0</b>	<b>2.1</b>	<b>1.8</b>

The official language used in the parliament of Ghana is the English language. However, out of the 275 constituencies in Ghana, 132 can be found in Akan speaking regions. It is not surprising to see the Akan language receiving the highest rating in terms of use in Ghana’s legislature. That is not to say that the language is actually spoken in the house. However, occasionally some members of parliament find themselves using a phrase or two of the Akan language in the

parliament house. The Akan language therefore received the highest overall rating of 7.4 out of a possible 9. The respondents who rated Akan most was Akan respondents themselves with a rating of 8. This was followed by Ewe, Kasem and Dangbe respondents all giving a rating of 7.8. respondents opined that Kasem is the least language used in parliament with a rating of 1.6.

### 3.3.5 Organizations

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	2.9	3.7	7.6	1.6	1.7	1.6	1.6	1.6	1.6
Ga	1.5	3.7	7.2	1.5	1.2	1.3	1.2	1.2	1.6
Akan	1.9	1.9	<b>8.1</b>	1.5	1.6	1.7	1.6	1.7	2
Nzema	2	2.4	4.9	2.1	1.4	1.7	2.8	2.6	3.1
Dagbani	1.1	1.1	7.4	1.1	4.6	1.1	1.2	1.7	1.1
Kasem	1.3	2.1	7.6	2	2	2	1.4	1.4	1.4
Dagaare	2.1	1.7	7.4	1.6	4.6	1.6	1.6	1.7	1.2
Gonja	3.1	3	5.3	2.0	1.1	1.8	3.4	5	2.6
Dangbe	1.6	3.7	7.6	1.1	1.2	1.1	1.6	1.6	3.7
<b>OverallMean Ratings</b>	<b>1.9</b>	<b>2.6</b>	<b>7.0</b>	<b>1.6</b>	<b>2.2</b>	<b>1.5</b>	<b>1.8</b>	<b>2.1</b>	<b>2.0</b>

It is of no doubt that the official language English is the most widely used language in the corporate world. However, it is possible that individuals will use one indigenous language or the other to complement the English language. It may

not be for official purposes but rather for casual interaction with colleagues. In this regard, the Akan language was rated above all the other languages with an overall rating of 7.0; followed by Ga (2.6). Kasem with an average rating of 1.5.

### 3.3.6. Government Office

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	3.2	4.1	7.5	1.5	1.6	1.5	1.5	1.5	1.5
Ga	1.6	4.3	7.2	1.5	1.2	1.3	1.3	1.3	1.5
Akan	1.6	1.6	<b>7.9</b>	1.3	1.7	1.8	1.5	1.3	1.5
Nzema	2.9	2.8	6	2.7	1.2	2.4	2.4	2.5	3.2
Dagbani	1.1	1.1	7.4	1.1	4.7	1.1	1.2	1.8	1.1
Kasem	1.3	2.7	7.5	2.9	1.5	1.5	1.2	1.2	1.2
Dagaare	2.7	1.3	7.4	1.5	4.7	1.5	1.5	1.8	1.2
Gonja	3	2.8	5.6	2.7	1.1	2.7	3.1	4.9	2.6
Dangbe	1.5	4.1	7.5	1.1	1.2	1.1	1.5	1.5	4.1
<b>Overall Mean Ratings</b>	<b>2.1</b>	<b>2.8</b>	<b>7.1</b>	<b>1.8</b>	<b>2.1</b>	<b>1.7</b>	<b>1.7</b>	<b>2.0</b>	<b>2.0</b>

Just as the previous official domains, the official language expected in government offices is the English language. But as expected workers find themselves using one indigenous language or another not for official communication but rather personal communication with colleagues. According to respondents, the Akan language is the most used in this particular domain with an

overall rating of 7.1. The next language used in this domain is Ga (2.8) It is no surprise since Ga is the next most spoken in the country. This could be as a result of the fact the Ga is the language of the capital Accra and most government offices are found in Accra. Kasem and Dagaare are the least known to be spoken in this domain recording average ratings of 1.7 each.

### 3.3.7 Courts

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	4.5	4.5	7.2	2.1	2.2	2.1	2.1	2.1	2.1
Ga	2.8	4.8	7.4	1.4	1.2	1.4	1.3	1.3	1.6
Akan	2.1	2.1	<b>8.3</b>	1.5	2.8	2.1	2.1	2.1	2.4
Nzema	3.2	2.6	5.7	2.6	1.2	2.2	2.2	2.5	2.4
Dagbani	1.3	1.4	8.1	1.3	3.5	1.4	1.5	2	1.4
Kasem	1.4	2.6	7.2	3.2	2.4	2.4	1.2	1.2	1.2
Dagaare	2.6	2.1	8.1	2.1	3.5	2.1	1.6	2	1.5
Gonja	2.7	2.8	5.4	3	1.3	3	2.9	4.2	2.9
Dangbe	2.1	4.5	7.2	1.3	1.2	1.3	1.6	1.6	4.5
<b>Overall Mean Ratings</b>	<b>2.5</b>	<b>3.0</b>	<b>7.2</b>	<b>2.1</b>	<b>2.1</b>	<b>2.0</b>	<b>1.8</b>	<b>2.1</b>	<b>2.2</b>

In the judiciary, the official language to be used for court proceedings is English language. However, according to the current language policy, provision should be made for any individual who would like to use any of the nine government sponsored languages by the use of an interpreter. From the ratings provided by respondents, Akan still leads as the most used language in the courts with an

overall average rating of 7.2. This is followed by Ga (3.0). Dagaare is perceived to be the least used language in court according to the respondents with a rating of 1.8.

### 3.3.9

#### Government

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	2.7	4.3	7.6	1.8	1.9	1.8	1.8	1.8	1.2
Ga	2.3	2.5	7.1	1.4	1.2	1.2	1.2	1.2	1.6
Akan	1.7	1.7	<b>8.1</b>	2.5	1.7	1.7	1.7	1.7	2.3
Nzema	2.8	1.6	6.4	2.2	1.2	2.2	2.2	2.3	2.4
Dagbani	1.1	1	6.9	1	4.1	1.2	1.2	1.8	1.1
Kasem	1.2	2.2	7.6	2.8	2.3	2.3	1.2	1.2	1.2
Dagaare	2.2	1.7	6.9	1.8	4.1	1.8	1.6	1.8	1.2
Gonja	2.8	2.8	5.8	2.7	1	2.8	2.9	4.8	2.6
Dangbe	1.8	4.3	7.6	1	1.2	1.1	1.6	1.6	4.3
<b>Overall Mean Ratings</b>	<b>2.1</b>	<b>2.5</b>	<b>7.1</b>	<b>1.9</b>	<b>2.1</b>	<b>1.8</b>	<b>1.7</b>	<b>2.0</b>	<b>2.0</b>

Just like other official domains, the official language for government communication is the English language. However, there are countless times where presidents and government communicators have had to use one local language or another to address the public whether on official duties or not. In seeking the

opinions of respondents on which of the nine local languages is used most in government, respondents opined that the Akan language is the most used as compared to the other nine government sponsored languages. Akan received an overall rating of 7.1 and was followed by Ga with a rating of 2.5. The language with the least rating in government is Dagaare receiving an overall rating of 1.7

**3.4 Opinions of each ethnic group on which language is in the position of being considered for a language policy in certain public domains**

**3.4.1 Media**

**Opinions of each ethnic group**

Av. Mean scores<sub>1-9</sub>

Can be Used

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	3.1	3.9	7	1.8	1.2	1.1	1.1	1.1	1.1
Ga	3.9	6.2	7.1	3.3	3.3	2.5	1.2	2.2	4.5
Akan	2.6	3.3	7.7	2.4	2.3	2.2	2.3	2.2	2.5
Nzema	2.8	5	8.2	4.1	1.7	2.9	3.1	3.2	3.7
Dagbani	<b>2.1</b>	2.5	6.6	1.8	8.6	2	2.3	2.9	1.8
Kasem	1.2	4	8.2	2.5	2.5	2.7	1.7	1.7	1.7
Dagaare	1.5	2.4	7.9	1.1	3.3	1.1	2.1	2.3	1.5
Gonja	4.5	3.7	7.3	3.2	1.4	2.9	3.6	5.9	2.7
Dangbe	3	4.7	8.1	1.4	2	2.1	2.2	2.1	4.3
<b>Overall Mean rating</b>	<b>2.7</b>	<b>4.0</b>	<b>7.6</b>	<b>2.4</b>	<b>2.9</b>	<b>2.1</b>	<b>2.2</b>	<b>2.6</b>	<b>2.6</b>

With regard to the most preferred indigenous language to be used in the media should a new language policy be made, Dagbani respondents were the only group which rated their language above the Akan language. Respondents from the other groups rated the Akan language as the language is fit to be used officially in the mass media. Akan respondents as expected also rated their language above the other languages as the language fit for official recognition in the mass media. The overall average ratings by respondents saw Akan leading with an overall average rating of 7.6. Ga follows with 4.0 and Kasem has an overall average rating of 2.1 which makes it the language respondents least seen as fit to be given the official recognition as language in the media.

### 3.4.2 Education

#### Opinions of each ethnic group

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	2.9	2.4	6	1.4	2.2	1.4	1.4	1.4	2
Ga	3.7	5.6	6.4	2.8	2.8	1.4	1.2	1.9	2.7
Akan	3.6	3.2	7.4	2.7	2.6	2.5	2.6	2.5	2.7
Nzema	3	4.9	6.7	4.3	2.6	3.1	3.3	3.4	3.8
Dagbani	<b>1.5</b>	4.3	6	2.2	8.2	3.3	4.1	4.5	3.4
Kasem	1.2	4	7.6	2.9	2.9	2.9	2.6	2.6	2.6
Dagaare	1.5	2	7.9	1.5	3.2	1.1	1.5	1.5	1.6
Gonja	4.1	4.2	5.9	3.1	1.5	3.1	3.6	5.8	2.8
Dangbe	2.8	4.7	8.1	1.5	2.2	2.4	2.5	2.4	4.4
<b>Overall Mean rating</b>	<b>2.7</b>	<b>3.9</b>	<b>6.9</b>	<b>2.5<sup>6</sup></b>	<b>3.1</b>	<b>2.4</b>	<b>2.5</b>	<b>2.9</b>	<b>2.9</b>

Table 3.4.2 above indicates the opinions of each groups of respondents on which indigenous language is fit to be officially recognized as the language in education. As expected, the Akan language leads in the overall average ratings of 6.9. This was followed by Ga with 3.9. Kasem recorded the least rating with 2.4. It can be observed that apart from Dagbani respondents who rated the Dagbani language higher than the Akan language, the remaining groups of respondents rated the Akan language higher than their own languages. In some cases, the next option to Akan is their own languages. This can be seen in the ratings of Ewe, Ga, and Gonja, respondents. In the other instance, Nzema, Dagaare, Kasem and Dangbe respondents chose the Ga language as their next option to Akan. Dangbe respondents choosing the Ga language over their own language after akan is no surprise because of the mutual intelligibility between the Dangbe and Ga language, and also the fact that they consider themselves as a minority group to Ga. For Nzema, Dagaare and Kasem respondents it could be a simple admission of the fact that the Ga language is the next dominant language after Akan in education since it is also the language in the capital.

## 3.4.3

**Business**

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	4.4	6.8	6.3	1.9	2	1.9	1.9	1.9	2.6
Ga	3.7	4.7	6.3	2.9	3.3	1.8	2.5	2.1	4
Akan	2.9	3.3	7.7	2.7	2.6	2.5	2.6	2.5	3.4
Nzema	3.2	3.9	7.6	4.3	1.3	3.1	3.3	3.1	4
Dagbani	<b>2.4</b>	2.3	6	2.9	<b>8.2</b>	2	2.6	<b>4</b>	2.2
Kasem	1.2	4.1	6.3	3	<b>2.1</b>	2.1	1.3	1.3	1.3
Dagaare	1.5	2.1	7.8	1.6	3.7	1.1	2.4	1.3	1.4
Gonja	3.5	3.4	6.1	<b>2.9</b>	1.3	2.9	3.8	5.7	2.6
Dangbe	3.5	7.5	7.8	1.3	2.1	2.1	2.5	2.5	6.5
<b>Overall Mean rating</b>	<b>2.9</b>	<b>4.2</b>	<b>6.9</b>	<b>2.6</b>	<b>3.0</b>	<b>2.2</b>	<b>2.5</b>	<b>2.7</b>	<b>3.1</b>

Table 3.4.3 above shows the opinions of respondents of each ethnic group on which of the nine indigenous languages is fit to be officially recognized as the language to be used in business. The responses indicate that Akan is the language fit to be used in transacting business in the country receiving an overall average rating of 6.9. This is closely followed by Ga which recorded 4.2. This follows the fact that respondents rated the Ga language as the next most used language in the business field as the Ga language is quite dominant in the central business district of Ghana. The next language after Ga is Dagbani which received an overall rating of 3.0. This is also expected considering the fact that Tamale which has the

biggest market in the northern sector of the country is the home of the Dagbani language. Again the Kasem language is rated the least most preferred language for consideration to be used for official communication in business.

### 3.4.5

#### Parliament

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	1.6	1.9	7.8	1.3	1.4	1.3	1.3	1.3	1.3
Ga	3.1	5.7	3.7	2.5	2.6	1.4	1.3	1.5	3.3
Akan	1.6	1.7	6.9	1.5	1.4	2.2	1.4	1.3	2.3
Nzema	3.1	4	6	3.4	1.3	2.9	3.1	3.2	3.7
Dagbani	2.3	2.1	4	1.9	5.1	1.9	2.3	<b>2.8</b>	1.5
Kasem	1.3	2.7	7.8	2.4	1.5	1.5	1.3	1.3	1.3
Dagaare	1.4	2	7.7	1.4	3	1.1	2.3	1.1	1.1
Gonja	3.1	2.9	6.1	<b>2.7</b>	1.2	2.7	3.5	5.1	2.6
Dangbe	1.6	2.8	7.4	1.2	1.5	1.4	1.9	1.9	2.2
<b>Overall Mean rating</b>	<b>2.1</b>	<b>2.9</b>	<b>6.4</b>	<b>2.0</b>	<b>2.1</b>	<b>1.8</b>	<b>2.0</b>	<b>2.2</b>	<b>2.1</b>

Table 3.4.5 above is the result of opinions expressed by respondents from various groups concerning which of the nine indigenous government sponsored language could be considered for use officially for Ghana's legislature. Akan received the highest ranking with an overall average rating of 6.4. the remaining languages recorded ratings below 3 out of a possible 9.0.

Table 3.4.6 above shows the opinions of respondent of each ethnic group on

### 3.4.6 Organization

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	2.9	3.7	7.6	1.6	1.7	1.6	1.6	1.6	1.6
Ga	3	5.1	4.5	2.6	3.3	1.3	1.2	1.4	2.6
Akan	<b>2.5</b>	3.2	6.3	2.5	2.3	2.1	2.3	2.2	2.5
Nzema	2.8	3.2	6.2	3.3	1.4	2.7	3	2.9	3.6
Dagbani	1.6	2.2	5	1.8	<b>6.2</b>	2.1	2.5	<b>2.7</b>	1.6
Kasem	1.3	2.1	7.6	2	2	2	1.4	1.4	1.4
Dagaare	1.3	1.6	7.4	1.3	2.9	1.1	1.6	1.1	1.2
Gonja	3.1	3	5.3	2.7	1.1	2.7	3.4	5	2.6
Dangbe	1.9	4.1	8	1.1	1.4	1.3	1.9	1.8	3.3
<b>Overall Mean rating</b>	<b>2.3</b>	<b>3.1</b>	<b>6.4</b>	<b>2.1</b>	<b>2.5</b>	<b>1.9</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>

which language has the potential of receiving official recognition as the language to be used for official communication in organizations. Results still indicates that the Akan language leads with an overall rating of 6.4. Ga as usual follows with 3.1. the remaining language recorded ratings below 3.0 with Kasem recording as low as 1.9 out of a possible 9.0

**3.4.7 Government****Office**

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	3.2	4.1	7.5	1.5	1.6	1.5	1.5	1.5	1.5
Ga	3.1	5.1	4.7	3.2	3.2	1.5	2	2.2	2.7
Akan	2.4	2.7	6.9	2.3	2.2	2.9	2.2	2.1	2.3
Nzema	3e	3.1	6.6	3.4	1.2	2.9	2.8	2.8	3.7
Dagbani	1.5	3.4	6.5	1.8	4.5	2	2.5	3.5	1.7
Kasem	1.3	2.7	7.5	2.9	1.5	1.5	1.2	1.2	1.2
Dagaare	1.5	1.3	7.4	1.3	2.9	1.1	1.5	1.1	1.2
Gonja	3	2.8	5.6	2.7	1.1	2.7	3.1	4.9	2.6
Dangbe	1.8	4.8	7.8	1.1	1.3	1.6	1.7	2	3.8
<b>Overall Mean rating</b>	<b>2.3</b>	<b>3.3</b>	<b>6.7</b>	<b>2.2</b>	<b>2.2</b>	<b>2.0</b>	<b>2.1</b>	<b>2.4</b>	<b>2.3</b>

Table 3.4.7 above indicates the opinions of respondents of each ethnic group on which indigenous language has the potential of receiving national recognition as the language to be spoken in government office whether for official or casual use. As usual, Akan leads with 6.5, followed by Ga (3.0). The remaining languages recorded below 3.0 with Kasem receiving the least rating of 2.0

**3.4.8 Courts**

	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	4.5	4.5	7.2	2.1	2.2	2.1	2.1	2.1	2.1
Ga	3.2	4.9	4.8	3	4	2.7	2.1	2.8	3.2
Akan	3.3	3.5	7.6	3.1	3	1.9	2.4	2.3	3.1
Nzema	3.2	2.7	6.5	3.3	1.2	2.7	2.7	2.7	2.9
Dagbani	1.6	3.1	3.8	1.7	5.4	2.2	2.4	3	1.8
Kasem	1.4	2.6	7.2	2.4	2.4	3.2	1.2	1.2	1.2
Dagaare	1.5	1.6	8.1	1.5	3.3	1.3	2.3	1.4	1.5
Gonja	2.7	2.8	5.4	3	1.3	3	2.9	4.2	2.9
Dangbe	3.4	5.3	7.5	1.3	1.8	1.9	2.2	2.2	4.6
Overall Mean rating	2.8	3.4	6.5	2.5	2.7	2.3	2.3	2.4	2.6

Currently in the judiciary, the constitution permits that an interpreter is provided for anyone who can neither speak nor understand the English language. The interpretation can however be provided in any of the nine government sponsored language which is convenient.

Respondents have the general opinion that the language fit enough to be used as a national language with respect to courts is Akan. (6.5) this is followed by Ga (3.4) and Ewe (2.8) This indicates a high endorsement for the language to be used in courts so far as a national language policy is concerned.

**3.4.9 Government**

	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	<b>2.7</b>	4.3	7.6	1.8	1.9	1.8	1.8	1.8	1.8
Ga	3.7	4.9	6.1	3.5	3.2	2.7	2.4	2.1	3.9
Akan	2.3	2.7	7.6	2.1	2	2.9	2	1.9	2.9
Nzema	2.7	2.6	<b>6.1</b>	<b>3</b>	1.2	2.7	2.7	2.7	2.9
Dagbani	1.6	2.3	3.6	1.7	5	2	2.5	2.9	1.5
Kasem	1.2	2.2	7.6	2.8	2.4	2.3	1.2	1.2	1.2
Dagaare	1.4	1.7	6.9	1.3	2.8	1.1	1.6	1.1	1.2
Gonja	2.8	2.8	5.8	2.7	<b>1</b>	2.8	2.9	4.8	2.6
Dangbe	2.8	4.8	8.1	1	1.7	1.4	2.2	2	4.2
<b>Overall Mean rating</b>	<b>2.4</b>	<b>3.1</b>	<b>6.6</b>	<b>2.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.1</b>	<b>2.3</b>	<b>2.5</b>

With respect to which indigenous language is most fit to be used in government, respondents opined that the Akan language is the language most appropriate to be used for government communications. This was indicated with a mean rating of 6.6. The next language to Akan in that regard is Ga (3.1). This indicates a high endorsement for the language to be considered for a national language.

### **3.5 chapter summary**

Chapter three sought to look at the current language situation in the domains chosen. It is obvious that the Akan language is the most used language throughout the nation and in all public domains. It is also the language that has the most potential to be used as a national language for the country.



## CHAPTER 4

### ATTITUDES TOWARDS LANGUAGES IN GHANA

#### 4.0 Introduction

Chapter four discusses the attitudes of the various groups of respondents concerning the choice of a national language in Ghana. The chapter begins with a discussion on attitudes. A look at the attitudes of the respondents towards choosing their respective languages for a national language will follow and later, I look at the attitudes of the various groups of respondents towards choosing other languages. The chapter ends with a summary of the findings of the chapter.

#### 4.1 Attitudes

##### 4.1.1 Definitions

Attitudes have been given due attention in the area of social psychology and has been defined by various scholars. Prominent among them is Gordon Allport. Allport (1935) in Schwarz and Bohner (2001) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and which it is related". This definition of attitude was seen by Schwarz and Bohner (2001) as broad, as it "encompassed cognitive, affective, motivational, and behavioral components". Krech and Crutchfield (1948) in Schwarz and Bohner (2001) also define attitude as "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world".

More simplistic definitions are given by Daryl Bem (1970) in Schwarz and Bohner (2001) and Eagly and Chaiken (1993) in Schwarz and Bohner (2001) the

former defines attitude in as simple terms as “likes and dislikes” while the latter defines attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". This definition is chosen as my working definition since I find it simple and more related to the choice of a national language in Ghana.

#### **4.1.2 Measuring attitudes**

Among the various ways of measuring attitude, the open ended questionnaire is used in this work; where a question (focal point) is asked with a set of rating provided for respondents to choose from.

#### **4.1.3 Types of attitudes**

According to Agheyisi and Fishman (1970), the types of attitude that can be determined from the open-ended questionnaires include.

Language oriented attitudes particular language or language varieties (and some cases, their speakers, functions etc.

Language oriented attitudes are determined by use of adjectives to describe the various languages concerning their use. For instance one may favour language to be used in a domain because he/she may think the language sounds sweet, beautiful, or easier to learn. Likewise another person may disagree to the use of another language in a domain because it doesn't sound good enough to him/her or thinks the particular language is more difficult to learn.

Community-wide stereotyped impressions towards particular language or language varieties (and some cases, their speakers, functions etc) are also determined by a person’s attitude formed towards a particular ethnic group and for that matter their language. In Ghana, such stereotyped impressions exists between ethnic groups which brings tension between their members. In such instances speakers of opposing ethnic groups will oppose favouring the language of the other ethnic group for a language policy.

**4.2 Opinions of each group of respondents on whether their respective languages should be used as a national language in some public domains**

**Table 4.2.1 Opinions of Ewe respondents only**

<b>Domains</b>	<b>Ewe should be used</b>
Courts	3.3
Business	4.7
Government Offices	3.2
Media	4.8
Organization	3.5
Education	3.6
Government	3.3
Parliament	4.6
<b>Overall Mean Rating</b>	<b>3.88</b>

**Table 4.2.1** above shows the perspectives of Ewes only on Ewe as a National Language, with respect to whether it should be used at all in the various domains

as national language. In this regard, the domain in which ewe respondents most desired that the Ewe language should be used is the media, giving a mean rating of 4.8. This was followed by business (4.7) and Parliament (4.6). Government received the least rating of 3.2. The general perception given by ewe respondents on whether it should serve as a national language is shown by the mean rating of 3.88 out of a possible 9.

**Table 4.2.2 : Perspectives of Gas only**

<b>Domains</b>	<b>Ga should be used</b>
Media	2.8
Business	3
Education	2.8
Courts	2.2
Government Office	2.3
Organization	2.8
Parliament	2.6
Government	2.6
<b>Overall Mean rating</b>	<b>2.6</b>

The domain in which the respondents desired that the Ga language should serve as a national language is business with a mean rating of 3. This is followed by education, organizations and media, recording 2.8 each. The domain in which they least desired to see the language as a national language is courts, recording a

mean rating of 2.2. Generally, the Ga language was given a mean rating of 2.6 out of a possible 9 with respect to it serving as a national language.

**Table 4.2.3: Perspectives of Akans only**

<b>Domains</b>	<b>Akan should be used</b>
Media	4.8
Business	4.4
Education	4.9
Courts	4.8
Government	4.6
Organization	4.6
Government Offices	4.1
Parliament	4.8
<b>Overall Mean rating</b>	<b>4.63</b>

The domain in which the Akan respondents most desired to see the language as a national language is education, recording a mean rating of 4.9. This was followed by media, courts and parliament, all recording mean ratings of 4.8. The domain in which respondents least desired to see the language as a national language is government offices which recorded a mean rating of 4.1. Akan respondents gave an overall mean rating with respect to seeing Akan as a national language as 4.63 out of 9.

**Table 4.2.4: Perspectives of Dagbani's only only**

<b>Domains</b>	<b>Dagbani should be used</b>
Media	3.8
Education	3.5
Business	3.1
Parliament	2
Organization	2
Government office	2.1
Courts	2.6
Government	2.4
<b>Overall Mean rating</b>	<b>2.69</b>

According to Dagbani respondents, the domain in which they most desired to see the language serve as a national language is in the media (3.8). This is followed by education (3.5) and business (3.1). Parliament and organization received the least ratings of 2 each. Generally with respect to the language serving as a national language in all domains they gave a mean rating of 2.69 out of a possible 9.0.

**Table 4.2.5 : Perspectives of Kasem Respondents only**

<b>Domains</b>	<b>Kasem should be used</b>
Education	2.3
Media	1.9
Courts	2.4
Government	2.3
Business	2.1
Organization	2
Parliament	1.5
Government Office	1.5
Overall Mean rating	<b>2</b>

Kasem respondents opined that the domain in which they would like most to see their language serve as a national language in the courts; indicated with a mean rating of 2.4. This was followed by education and governments with both recording mean ratings of 2.3 each. They least desired their language serve as a national language in parliament and government offices, with both recording mean ratings of 1.5 each. On the whole they gave a rating of 2 out of 9 when asked whether their language should be used as a national language.

**Table 4.2.6: Perspectives of Dagaare respondents only**

<b>Domains</b>	<b>Dagaare should be used</b>
Business	2.2
Parliament	1.9
Media	2.2
Education	2.2
Organization	1.6
Courts	2.2
Government	1.6
Governmentoffice	1.6
Overall Mean rating	<b>1.94</b>

Dagaare respondents gave mean ratings of 2.2 each to business, media, education and courts as domain they most desired to see their language serve as a national language. They further gave ratings of 1.6 each to organization, government and government offices as domains they least wanted their language to serve as a national language. The overall mean rating of 1.94 out of 9 represents their views of whether their language should be used as a national language.

**Table 4.2.7: Perspectives of Gonja respondents only**

<b>Domains</b>	<b>Gonja should be used</b>
Media	2.8
Education	2.3
Business	2.2
Parliament	2.1
Organization	1.9
Government Offices	1.9
Government	1.8
Courts	1.8
Overall mean rating	<b>2.10</b>

According to Gonja respondents, the domain in which they desire most to see their language serve as a national language is media, giving a mean rating of 2.8. This is followed by education, recording a mean rating of 2.3. The domain they least desired their language to be used as a national language in government and courts, each recording mean ratings of 1.8. The overall mean rating of 2.10 represents their general view on whether their language should be used as a national language.

**Table 4.2.8** : Perspectives of Dangbe respondents only on

<b>Ratings by Dangbe Respondents only</b>	
<b>Dangbe should be</b>	
<b>Domains</b>	<b>used</b>
Business	3.7
Courts	3.1
Government	2.8
Government Offices	2.9
Media	3.4
Organization	2.7
Education	3.5
Parliament	2.1
<b>Overall Mean rating</b>	<b>3.0</b>

Dangbe respondents opined that the domain in which they would want to see their language serve as a national language most is business (3.7). This is followed by education, (3.5) and media (3.4). The domain in which they least desired to see their language used as a national language is parliament, (2.1). An overall mean rating of 3.0 out of 9 represents their view on whether the language should be used to serve as a national language.

It appears that the domains which respondents feel most comfortable in seeing their languages as national languages are media, education, business and occasionally courts. However, they least desired to see their languages in such formal domains as government offices, government and parliament.

**4.3: Opinions of each Ethnic group on which indigenous language should be used as a national language in selected public domains**

**4.3.1 Media**

Respondent Ethnicities									
	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	4.8	2.6	2.6	1.4	1.7	1.3	1.4	1.2	1.4
Ga	3.5	4.5	4.2	2.9	1.5	2.4	1.5	1.8	3.5
Akan	1.8	2.1	4.8	1.6	1.7	1.5	1.5	1.5	1.5
Nzema	1.8	3	4.2	3.3	1.7	2.9	2.5	2.3	2.3
Dagbani	1	1	3.1	1.1	3.8	1.1	1	1.3	1
Kasem	1.2	2.3	2.8	2.3	3.1	1.9	1.7	2.5	1.7
Dagaare	1.3	1.6	2.6	1.1	3.3	1.1	2.2	2.3	1.3
Gonja	2.8	2.6	3.2	2.3	1.4	2.1	2.5	3.1	2.3
Dangbe	3	4.7	4.5	2.3	2.4	2.2	2.3	2.6	3.4
<b>Overall Mean rating</b>	<b>2.4</b>	<b>2.6</b>	<b>3.6</b>	<b>2.0</b>	<b>2.3</b>	<b>1.8</b>	<b>1.8</b>	<b>2.1</b>	<b>2.0</b>

Table 4.3.1 above represents the view of each group of respondents on which language should be used as a national language so far as the media is concerned. It is observed that respondents of languages with majority speakers chose their languages as the preferred choice for a national language in the media. This can be seen in the ratings given by Ewe respondents giving a mean rating of 4.8 to Ewe which is the highest they gave to any language. Ga respondents also gave a mean rating of 4.5 to their language. Mention can also be made of Dagbani respondents who also gave a mean rating of 3.8 to Dagbani representing their choice for a national language in the media. This is against the backdrop that the majority languages indicated in the previous chapter that the Akan language is the most used in the media domain. On the contrary when asked which language they would choose the national language in the media, they are seen choosing their respective languages.

We further see the respondents of languages with minority speakers either choosing the main language Akan, or the majority language that is closer to it in terms of geographical location or a language that is mutually intelligible to it. In this regard, mention can be made of Nzema respondents who rated their language 3.3 and chose Akan as the language their desired language in the media. This could either be because of the fact that in terms of geographical location the Nzema language is very close to the Fante dialect of Akan and for that matter it will be easier for them to learn, adopt to and use the language in their media or an admission of the fact that the Akan language is the most widely used in the media domain and should therefore be given the nod as the national language so far as the media domain is concerned. In the case of Kasem, respondents, they rated

their language a mean rating of 1.9 while they chose Dagbani as their preferred language so far as the media domain is concerned. This can be attributed to the fact that the Dagbani language is the closest majority language to Kasem and for that matter should there be a national language in the media they would want a language that is close to them which they are already having interactions with. It was expected that they would choose the language they admitted is the most used in the media which is the Akan language as the language to be used in the media. They turning round to choose Dagbani means that proximity to the target language is very important to them, therefore choosing Dagbani.

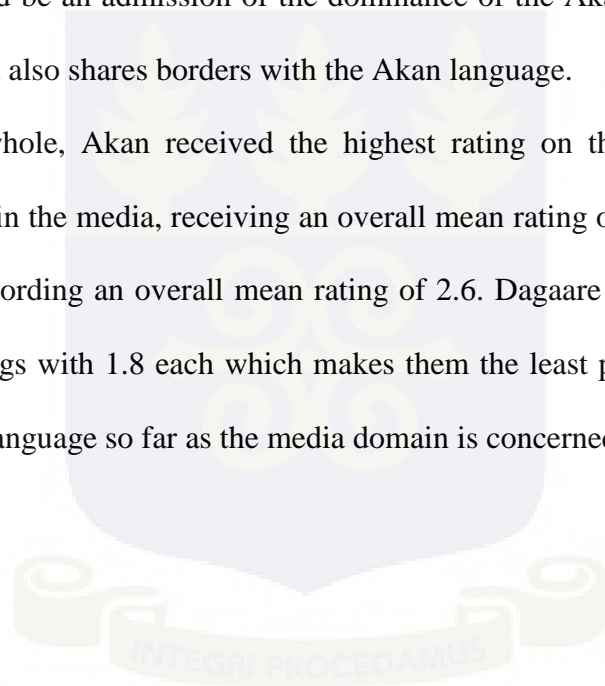
The case of Dagaare respondents can be compared to that of Kasem. Just like Kasem respondents, Dagaare respondents chose Dagbani as their preferred language in the media, giving a mean rating of 3.3 while they rated their own language 2.2. It was also expected that they would choose the language they chose as the most dominant language in the media as their preferred language. However, they chose Dagbani which is close to them in terms of geographical location which they also have interaction with.

The case of Gonja is quite different from Kasem and Dagaare. As expected, Gonja respondents chose the Akan language as their preferred choice for a national language in the media, giving a mean rating of (3.2) as against their own language (3.1), since they also indicated Akan as the most used language in the media.

Dangbe respondents chose the Ga language as their preferred language in the media so far as a national language is concerned, giving a mean rating of 4.7 to Ga and 3.5 to the Dangbe language. Two reasons could account for this. First and

foremost is the mutual intelligibility between these two languages. Being a minority language, they would want to see a language that is similar to theirs that they can easily learn and adopt to as the language in the media. Secondly is the fact that geographically, the Dangbe language is very close to the Ga language and there is already constant interaction between these two languages. Very significant also is the fact that they rated the Akan language above their language even though it is not their preferred choice for a national language in the media. That could be an admission of the dominance of the Akan language and also the fact that it also shares borders with the Akan language.

On the whole, Akan received the highest rating on the choice for a national language in the media, receiving an overall mean rating of 3.6. This was followed by Ga recording an overall mean rating of 2.6. Dagaare and Kasem received the least ratings with 1.8 each which makes them the least preferred languages for a national language so far as the media domain is concerned.



**Table 4.3.2:** Education

<b>Respondent</b>									
<b>Ethnicities</b>	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	3.6	3.6	3.1	1.5	1.9	1.5	1.6	1.5	1.4
Ga	3.2	4.8	3.2	2.3	2.3	2.2	2.2	2.3	3.6
Akan	2.1	2.2	4.9	1.9	2	1.8	1.8	1.8	1.8
Nzema	1.7	2.7	4.1	3.2	2.6	3.1	2.5	2.3	2.3
Dagbani	1.2	1.4	2.5	1.3	3.5	1.3	1	1.6	1.3
Kasem	1.2	2.3	2.5	1.7	1.8	2.3	2.4	2.3	2.4
Dagaare	1.4	1.3	2.3	1.1	3.2	1.1	2.2	1.5	1.3
Gonja	2.5	2.3	4	1.7	1.5	1.7	2.3	2.3	1.8
Dangbe	2.8	4.7	4.1	2.6	2.6	2.4	2.4	2.6	3.5
<b>Overall</b>									
<b>Mean rating</b>	<b>2.2</b>	<b>2.8</b>	<b>3.4</b>	<b>1.9</b>	<b>2.4</b>	<b>1.9</b>	<b>2.0</b>	<b>2.0</b>	<b>2.2</b>

Table 4.3.2 represents the views of each group of respondents on the choice of a national language so far as the education domain is concerned. As expected, we see the majority language choosing their own languages as the preferred languages while the minority languages choose the language which is close to them in terms of geographical location or in terms of mutual intelligibility. Apart from these, it is also expected that some minority languages will choose the main language Akan if they also indicated it as the most used in education.

We see the majority languages Ewe, Akan, Ga and Dagbani, ranking their respective languages above every other language, with ratings of 3.6, 4.9, 4.8 and 3.5 respectively, even though they admit the fact that the Akan language is the most used language in education. This could be seen as being loyal to their respective languages.

It is observed from the table that Nzema, Kasem and Gonja respondents chose the Akan language as their preferred choice of language in education so far as a national language for education is concerned; giving ratings of 4.1, 2.5 and 4 respectively to Akan and 3.2, 2.4 and 2.3 respectively to their respective languages. In the case of Nzema, it could be as a result of the fact that the language is close to the Akan language in terms of geographical location. For that matter, when chosen as the national language for education, it will be easier for them to establish contact with the language in order to adapt to and use as well. Same cannot be mentioned in the case of Kasem and Gonja. In terms of geographical location, the kasem and Gonja languages are nowhere close to the Akan language. Choosing the Akan language could therefore be attributed to the fact that respondents think that since it is the majority language and used more than any other language in the country, it could be chosen as the national language as far as the education domain is concerned.

We see Dagaare respondents choosing Dagbani as their preferred language in education possibly because of proximity while Dangbe respondents chose Ga as their preferred choice for a national language in education, possibly because of closeness both in terms of geographical location and mutual intelligibility to the

language. It would therefore be easier for them to learn and adapt to the Ga language if it is chosen as the language for education.

On the whole, Akan received the highest overall mean rating of 3.4 while Nzema is the least preferred language in education with an overall mean rating of 1.8.

**Table 4.3.3:** Business

<b>Respondent Ethnicities</b>									
	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	4.7	2.6	3.1	1.5	2	1.5	1.5	1.4	1.4
Ga	3	4.6	3.7	2.8	2.8	3.1	2.8	2.8	3.5
Akan	1.8	2.4	4.4	1.7	1.8	1.6	1.6	1.6	1.6
Nzema	2	2.1	4.2	3.1	1.3	3.1	2.5	1.9	2.3
Dagbani	1.2	1.4	2.9	1	3.1	1.2	1	1.6	1.3
Kasem	1.2	1.9	2.0	1.5	2.2	2.1	1.3	1.9	1.3
Dagaare	1.4	1	2.5	1.1	3.7	1.1	2.2	1.3	1.3
Gonja	1.9	1.8	3.9	1.5	3.9	1.5	1.9	2.2	1.6
Dangbe	3.5	4.1	3.7	2.3	2.5	2.3	2.5	2.5	3.7
<b>Overall Mean rating</b>	<b>2.3</b>	<b>2.8</b>	<b>3.4</b>	<b>1.8</b>	<b>2.6</b>	<b>1.9</b>	<b>1.9</b>	<b>1.9</b>	<b>2.0</b>

Table 4.3.3 represents opinions of each ethnic group on their preferred choice of language in business so far as a national language is concerned. It is observed that respondents of the majority languages chose their respective languages as their preferred choices for a language in business, even though they admitted earlier

that the Akan language is the most used language in business. We see Ewe, Ga, Akan and Dagbani respondents choosing their own languages with ratings of 4.7, 4.6, 4.4 and 3.1 respectively to their own languages. The rating given by Akan respondents is quite understandable since all respondents indicated it as the most used language in business. The fact that Ewe, Ga, and Dagbani respondents admit the wide use of akan in the media but choose their respective languages could be attributed to language loyalty or tribal sentiments and therefore an attempt to neutralize the impact of the Akan language in the business domain. With respect to Dagbani, that could not be solely the case. This is because the Dagbani language is the home of the biggest market center in the northern part of the country. For that matter, the choice of it as a preferred choice for a national language by Dagbani respondents is quite understandable.

The fact that Dagbani is the home of the biggest market center in the northern part of the country makes the choice of Dagbani by Kasem(2.2), Dagaare(3.7) and Gonja(3.9) respondents as national language in the business domain understandable.

The choice of Ga by Dangbe respondents is also quite understandable because of the fact that the languages are mutually intelligible and close in terms of geographical location. On the part of Nzema, they indicated that the Akan language is the most used and therefore choosing it as the language to be used in business is not surprising. Mention can also be made of the closeness to the language in terms of geographical location.

**Table 4.3.4:** Parliament

<b>Respondent</b>									
<b>Ethnicities</b>	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	4.6	2	2.5	1.2	1.6	1.2	1.3	1.1	1.1
Ga	2.7	3.9	4.8	1.6	1.7	1.6	1.6	1.7	2.2
Akan	1.8	1.8	4.8	1.5	1.6	1.4	1.4	1.4	1.4
Nzema	1.8	2.1	3.8	2.7	1.3	2.9	2.3	1.9	2.2
Dagbani	1	1	3	1	2	1	1	1	1
Kasem	1.3	1.7	2.1	1.3	1.6	1.5	1.3	1.8	1.3
Dagaare	1.4	1	1.9	1.1	3	1.1	1.7	1.1	1.3
Gonja	1.7	1.5	3.1	1.3	1.2	1.3	1.8	2.1	1.6
Dangbe	1.6	2.8	3.7	1.5	1.4	1.4	1.7	2	2.2
Overall Mean	<b>2.0</b>	<b>2.0</b>	<b>3.3</b>	<b>1.5</b>	<b>1.7</b>	<b>1.5</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>
rating									

Table 4.3.4 above represents the views of each ethnic group on their preferred choice for a national language to be used in parliament. There seems to be a general consensus on the choice of a national language in parliament with all the groups opting for the Akan language with the exception of Ewe respondents who chose their language over the Akan language. Even though Ewe respondents earlier indicated Akan as the most used in parliament, they would rather see their language as the language used in parliament so far as the choice of a national language in that domain is concerned. This could either be attributed to language

loyalty or tribal sentiments. If the latter is the case, it could militate against a national language policy.

**Table 4.3.5: Organizations**

<b>Respondent</b>									
<b>Ethnicities</b>	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	3.5	2.7	2.7	1.4	1.8	1.4	1.5	1.3	1.3
Ga	2.7	4	2.7	1.7	1.8	1.7	1.7	1.8	2.9
Akan	1.7	2.3	4.6	1.6	1.7	1.5	1.5	1.5	1.5
Nzema	1.7	2.2	4.1	2.7	1.4	2.7	2.4	1.8	2.3
Dagbani	1	1	2.6	1	2	1.2	1	1	1
Kasem	1.3	1.7	2.0	1.3	1.6	1.9	1.4	1.9	1.4
Dagaare	1.3	1	2.9	1.1	1.7	1.1	1.6	1.1	1.4
Gonja	1.7	1.6	3	1.3	1.1	1.3	1.9	1.9	1.6
Dangbe	1.9	4	4	1.4	1.4	1.3	1.6	1.9	3.3
<b>Overall</b>	<b>1.9</b>	<b>2.3</b>	<b>3.2</b>	<b>1.5</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.6</b>	<b>1.9</b>
Mean rating									

Table 4.3.5 above indicates the views of each ethnic group on their choice for language in organizations so far as a national language is concerned. According to the table, Ewe, Ga and Akan respondents chose their languages as their preferred choices for a national language in organizations with ratings of 3.5, 4 and 4.6

respectively. The rating of Akan by Akans is quite understandable since it is the main language and also the language chosen by most respondents. The choice of Ga by Ga respondents could be attributed to the fact that the language is the language of the capital city of the country and for that matter most organizations can be found there. For that matter they would want to see their language as the language in organizations. What is quite not understandable is the rating given by Ewe respondents because they indicated previously that Akan is the most widely used in organizations and further indicated a potential of it being used as a national language in the domain. One would have therefore expected that the Akan language is chosen by Ewe respondents as the language to be used in organizations. Again, two things come in mind. It could either be as a result of language loyalty or as tribal sentiments. In both cases, it could militate against choosing a national language.

The Akan language was the choice of the remaining groups. This was expected because they also indicated that the Akan language is the most used in organizations.

**Table 4.3.6:**Government Offices

<b>Respondent</b>									
<b>Ethnicities</b>	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	3.2	2.8	2.7	1.4	1.8	1.4	1.5	1.3	1.3
Ga	3	4.8	3.1	2.3	2.9	2.2	3.2	2.2	3.5
Akan	1.6	2.1	4.1	1.4	1.5	1.3	1.3	1.3	1.3
Nzema	2	2	3.7	2.8	1.2	2.9	2.2	1.9	2.3
Dagbani	1	1	2.7	1	2.1	1.1	1	1	1
Kasem	1.3	1.6	1.9	1.3	1.6	1.5	1.2	1.6	1.2
Dagaare	1.3	1	2.9	1.1	1.6	1.1	1.6	1.1	1.4
Gonja	1.6	1.4	2.9	1.3	1.1	1.3	1.6	1.9	1.6
Dangbe	1.8	4.8	3.9	1.8	1.5	1.4	1.8	2.2	3.8
<b>Overall mean rating</b>	<b>1.9</b>	<b>2.4</b>	<b>3.1</b>	<b>1.6</b>	<b>1.7</b>	<b>1.6</b>	<b>1.7</b>	<b>1.6</b>	<b>1.9</b>

Table 4.3.6 above represents opinions of the various groups of respondents on their choices for a national language in government offices. According to the table, Nzema, Dagbani, kasem, Dagaare and Gonja respondents rated the Akan language above even their own languages (3.7, 2.7, 1.9, 2.9, and 2.9 respectively). This was expected because they also indicated previously that the Akan language is the most used in government offices and further indicated that the language had the potential of being used as the national language in the domain.

In the case of Dangbe, respondents chose Akan as the most dominant language in government offices and further chose it as the language with the potential of it being used as a national language. However, when it comes to choosing it as a national language, they opt for Ga. This quite does not make a lot of meaning because one would have expected that they go on to choose the Akan language as the language to be used as a national language. Even though they preferred the Akan language to their own language in this particular regard, they rather prefer to see the Ga language in that domain. This could be attributed to language solidarity with the Ga language since they are mutually intelligible and also that they are close geographically. However, the former makes more sense because the language also shares boundaries with the Akan language.

On the other hand, it was expected that Ga and Akan respondents would choose their respective languages as their preferred languages as national languages so far as government offices are concerned. For the former, the language is the language of the Capital city where most government offices are located. They therefore would want to see their language take charge over affairs in that particular domain. For the latter, it is the dominant language. Moreover, respondents have already indicated earlier that it is the most dominant language in the domain. What does not quite make meaning it the fact that Ewe respondents chose Akan as the most dominant language in the domain, went further to choose it as the language which has potential of being used as a national language but when it comes to their choice of a national language, chose their language. Like the previous indication, it could either be attributed to language loyalty or tribal sentiments.

**Table 4.3.7: Courts**

<b>Respondent</b>	<b>Ratings on whether it should be used</b>								
<b>Ethnicities</b>	Ewe	Ga	Akan	Nzema	Dagbani	Kasem	Dagaare	Gonja	Dangbe
Ewe	3.3	3.3	2.8	1.7	1.9	1.5	1.6	1.4	1.4
Ga	3.1	3.1	3.2	2	2.3	2.5	2.7	2.2	3.4
Akan	1.9	2	4.8	1.7	1.8	1.6	1.6	1.6	1.6
Nzema	1.9	1.8	3.9	2.9	1.2	2.7	2.1	2	2.2
Dagbani	1	1	3	1	2.6	1.1	1	1.3	1
Kasem	1.4	1.3	1.8	1.9	1.9	2.4	1.2	1.6	1.2
Dagaare	1.5	1.3	1.9	1.3	3.3	1.3	2.2	1.4	1.4
Gonja	1.3	1.4	2.8	1.9	1.3	1.6	1.6	1.8	1.9
Dangbe	3.4	3.1	3.8	2.1	1.9	2	2.2	2.9	4.6
Overall mean rating	<b>2.1</b>	<b>2.0</b>	<b>3.1</b>	<b>1.8</b>	<b>2.0</b>	<b>1.9</b>	<b>1.8</b>	<b>1.8</b>	<b>2.1</b>

Table 4.3.7 above represents opinions of each ethnic group on their preferred language to be used in courts. The table indicates that the most preferred language in the judiciary as expected is the Akan language because it was also chosen as the most used in the domain as well as the language with most potential of being used in the courts. The ratings also indicated the fact that most of the languages chose the Akan language over their own languages as the preferred choice of language in the courts. However, groups like Ewe, Kasem, Dagaare and Dangbe didn't choose Akan as their preferred choice in the judiciary. In the case of Ewe,

respondents rated their language at par with the Ga language (3.3 each) as their preferred languages, which was then followed by the Akan language. Again, it is quite not clear why respondents after admitting that the Akan language is the most used in the domain and also has the greatest potential among all the languages of being used as a national language so far as the courts is concerned would then turn round to choose the Ewe and Ga languages as their preferred choices in the particular domain. This could be as a result of language loyalty in their choice of Ewe but it is not clear what could account for that in the choice of Ga. However, there is obviously an attempt to neutralize the impact of the Akan language.

On the other hand, Kasem respondents after choosing Akan as the most used in the domain as well as the language with the greatest potential of serving the purpose of a national language in the judiciary, they indicated that the language they would like to use in the courts is the Kasem language, giving a mean rating of 1.8 and 2.4 to Akan and Kasem respectively. Same attitude can be seen with the Dangbe respondents when after admitting that high rate of impact Akan language has in the courts and the potential of it being used as a national language, turn back to choose the Dangbe language as their preferred language in the courts domain. Both instances can be attributed either to language loyalty or tribal sentiments. If the latter is the case, then it could hamper the attempt of choosing a single language to be used in that domain.

With respect to Dagaare, respondents chose the Dagbani language over their language giving mean ratings of 2.2, 3.3 and 1.9 to Dagaare, Dagbani and Akan respectively. Again it was expected that once respondents agree that a particular language is the most used in a domain and at the same time has the greatest

potential of being used for a national language in that particular domain, they would opt for that language when choosing a language to be backed by law in the respective domain. However this is not the case. Dagaare respondents rather chose a language that they already have interactions with and could possibly be having some knowledge in speaking it.

**Table 4.3.8:** Government

<b>Respondent</b>									
<b>Ethnicities</b>	<b>Ewe</b>	<b>Ga</b>	<b>Akan</b>	<b>Nzema</b>	<b>Dagbani</b>	<b>Kasem</b>	<b>Dagaare</b>	<b>Gonja</b>	<b>Dangbe</b>
Ewe	3.3	2.7	3.2	1.5	1.9	1.5	1.6	1.4	1.4
Ga	3	4.8	2.7	2.8	3	2.3	2.9	2.2	3
Akan	2	2.1	4.6	1.8	1.9	1.7	1.7	1.7	1.7
Nzema	1.8	1.8	3.8	2.6	1.2	2.7	2.1	1.9	2.3
Dagbani	1	1	2.9	1	2.4	1.1	1	1.3	1
Kasem	1.2	1.4	1.8	1.3	1.6	2.3	1.2	1.5	1.2
Dagaare	1.3	1	1.9	1.1	2.8	1.1	1.6	1.1	1.4
Gonja	1.4	1.4	3.1	1.3	1	1.4	1.5	1.8	1.6
Dangbe	2.8	4.8	4.1	1.6	1.8	1.6	2	2.6	4.2
<b>Overall</b>	2.0	2.3	3.1	1.7	2.0	1.7	1.7	1.7	2.0
<b>mean rating</b>									

Table 4.3.8 above indicates the opinions of the various ethnic groups on their language choice for a national language in government. Choosing a language in government would mean that it will be the official language for government

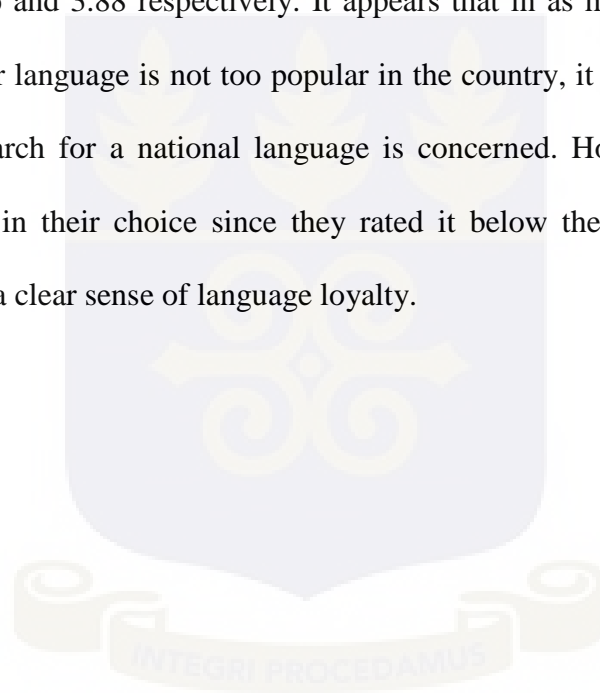
communication. In this regard, we see majority languages such as Ewe and Ga respondents choosing their respective languages giving mean ratings of 3.3 and 4.8 respectively. The expectation was that they would either choose their respective languages or the main language. This is therefore not a surprise considering the kind of power the choice of a language in government comes with.

**4.4: Perspectives of each group of respondents on their respective languages as a National Language, with respect to its rate of use, potential of it being used and whether it should be used in the various domains as a national language**

**4.4.1 Perspective of Ewe respondents**

Domains	Ratings by Ewe Respondents only		
	Rate of use of Ewe	Ewe can be used	Ewe should be used
Courts	4.5	4.5	3.3
Business	4.4	4.4	4.7
Government Offices	3.2	3.2	3.2
Media	3.1	3.1	4.8
Organization	2.9	2.9	3.5
Education	2.9	2.9	3.6
Government	2.7	<b>2.7</b>	3.3
Parliament	1.6	1.6	4.6
<b>Overall Mean Rating</b>	<b>3.16</b>	<b>3.16</b>	<b>3.88</b>

**Table 4.4.1** shows the perspectives of Ewes only on Ewe as a National Language, with respect to its rate of use, potential of it being used and whether it should be used at all in the various domains as national language. With reference to the Ewe language only, Ewe respondents opined that amongst the different domains, the domain in which the language is most often used are the courts followed by business and government offices; but it was considered least used in parliament. The overall mean ratings for “rate of use”, “can be used” and “should be used” is 3.16, 3.16 and 3.88 respectively. It appears that in as much as Ewe respondents think their language is not too popular in the country, it is still their choice so far as the search for a national language is concerned. However, they are not too emphatic in their choice since they rated it below the average mark 4.5. This indicates a clear sense of language loyalty.



**Table 4.4.2: Perspective of Ga respondents only**

<b>Domains</b>	<b>Rate of use of Ga</b>	<b>Ga can be used</b>	<b>Ga should be used</b>
Media	6.1	6.2	3.5
Business	5.9	4.7	4.6
Education	5.6	5.6	4.8
Courts	4.8	4.9	5.3
Government	4.3	5.1	4.8
Office	4.3	5.1	4.8
Organization	3.7	5.1	4
Parliament	3.5	5.7	3.9
Government	2.5	4.9	4.8
Overall Mean rating	<b>4.55</b>	<b>5.28</b>	<b>4.7</b>

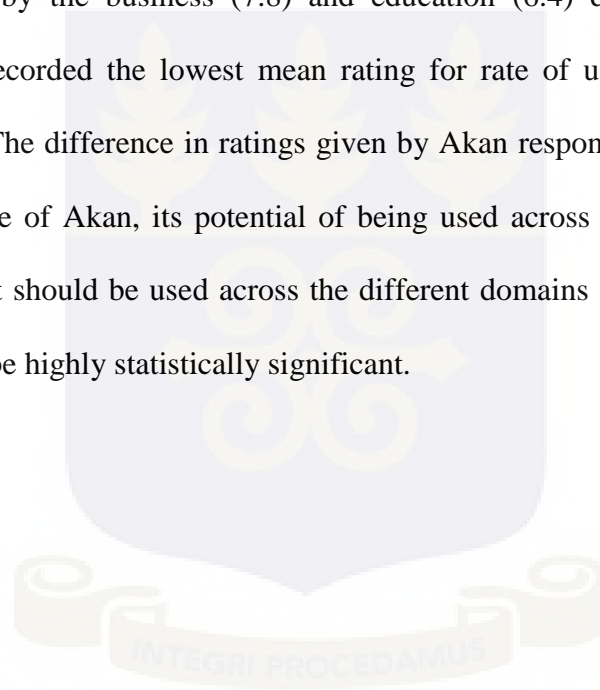
**Table 4.4.2** shows the perspectives of Gas only on Ga as a National Language, with respect to its rate of use, potential of it being used and whether it should be used at all in the various domains as national language. On the whole, the Ga respondents rated the rate of use of the Ga language across the different domains as above average (i.e. above half of maximum rating score of 9 [ $9/2 = 4.5$ ] as evidenced by mean rating of 4.55). Following this, the Ga respondents were of the view that the potential of Ga being used as national language was above average

(Mean rating = 5.28) and were generally of the view that it should be used as national language even though their choice of Ga to the national language is not very emphatic. The language was rated just a little above the average mark (4.7. average mark =4.5). With reference to Ga language only, Ga respondents held that amongst the different domains, the domain in which the Ga language only is most often used are the media followed by business and education; but it was considered least used in the government domain. Courts is the domain Ga respondents most desired that the language should become a national language (Mean Rating = 5.3).

**Table 4.4.3: Perspective of Akan respondents only**

<b>Ratings by Akan Respondents only</b>			
<b>Domains</b>	<b>Rate of use of Akan</b>	<b>Akan can be used</b>	<b>Akan should be used</b>
Media	8.3	7.7	4.8
Business	7.8	7.7	4.4
Education	6.4	7.4	4.9
Courts	4.7	7.6	4.8
Government	4.7	7.6	4.6
Organization	4.4	6.3	4.6
Government Offices	4.3	6.9	4.1
Parliament	3.3	6.9	4.8
<b>Overall Mean rating</b>	<b>5.49</b>	<b>7.26</b>	<b>4.63</b>

**Table 4.4.3** shows the perspective of Akans only on Akan as a National Language, with respect to its rate of use, potential of it being used and whether it should be used at all in the various domains as national language. The overall mean ratings for the three variables, rate of use of Akan (5.49), potential of Akan being used as national language (7.26) and whether Akan should be used as national language (4.63), all recorded above average ratings. The domain that registered the highest mean rating for rate of usage of Akan was media (8.3), followed by the business (7.8) and education (6.4) domains. The parliament domain recorded the lowest mean rating for rate of use of Akan (3.3) in that domain. The difference in ratings given by Akan respondents with regards to the rate of use of Akan, its potential of being used across the various domains and whether it should be used across the different domains as national language was found to be highly statistically significant.



**Table 4.4.4: Perspective of Dagbani respondents only**

Domains	Ratings by Dagbani Respondents only		
	Rate of use of Dagbani	Dagbani can be used	Dagbani should be used
Media	5.7	8.6	3.8
Education	4.8	8.2	3.5
Business	5.2	8.2	3.1
Parliament	4.4	5.1	2
Organization	4.6	6.2	2
Government office	4.7	6.5	2.1
Courts	3.5	5.4	2.6
Government	4.1	5	2.4
Overall Mean rating	<b>4.63</b>	<b>6.65</b>	<b>2.69</b>

**Table 4.4.4** shows the perspective of Dagbani's only on Dagbani as a National Language, with respect to its rate of use, potential of it being used and whether it should be used across various domains as a national language. The "rate of use of Dagbani" in the domains under investigation was above average (Overall mean rating = 4.63) and so was the rating for the potential of Dagbani acting as a national language (Overall mean rating = 6.65). When asked as to whether Dagbani should be used as national language, responses of the Dagbanis indicate a rating above average (Overall mean rating = 2.69 > 2.5). Media was the domain that recorded the highest rate of use of Dagbani, followed by education and

business. These were also the domains that the Dagbani respondents strongly felt that Dagbani should be used as national language: media, education and business. The Government domain recorded the least rate of use according to the Dagbani respondents.

**Table 4.4.5: Perspective of Kasem respondents only**

Domains	Ratings by Kasem Respondents only		
	Rate of use of Kasem	Kasem can be used	Kasem should be used
Education	2.9	2.9	2.3
Media	2.5	2.5	1.9
Courts	2.4	2.4	2.4
Government	2.3	2.3	2.3
Business	2.1	2.1	2.1
Organization	2	2	2
Parliament	1.5	1.5	1.5
Government Office	1.5	1.5	1.5
Overall Mean rating	<b>2.15</b>	<b>2.15</b>	<b>2</b>

**Table 4.4.5** shows the Perspective of Kasem Respondents only on Kasem as a National Language, with respect to its rate of use, potential of it being used and whether it should be used across various domains as a national language. The overall mean ratings for all the three variables (i.e. "rate of use of Kasem",

"Kasem can be used", and "Kasem should be used") were below the average rating of 4.5. Education was the domain that recorded the highest "rate of use of Kasem", followed by media and courts. Courts were the domain in which Kasem respondents most strongly felt that Kasem should be used as national language. The Government offices domain recorded the least rate of use according to the Kasem respondents. Ratings assigned to the three variables (i.e. "rate of use of Kasem", "Kasem can be used", "Kasem should be used") by the Kasem respondents only was found to be highly significantly different.

**Table 4.4.6: Perspective of Dagaare respondents only**

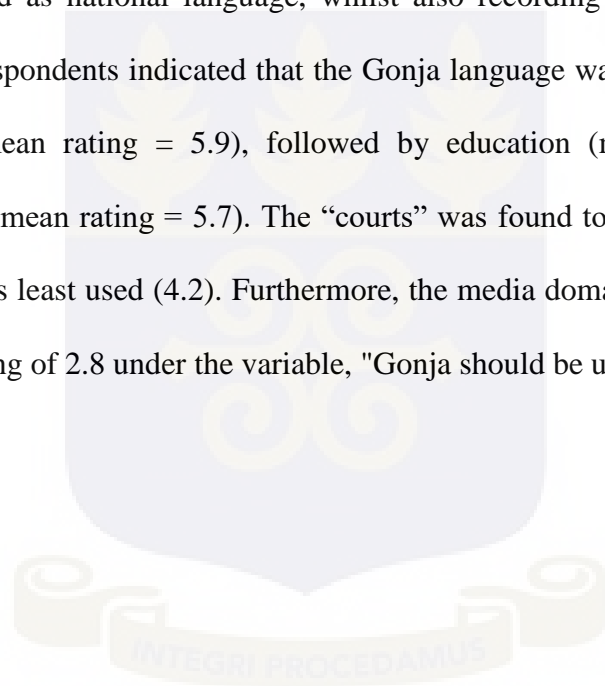
<b>Ratings by Dagaare Respondents only</b>			
<b>Domains</b>	<b>Rate of use of Dagaare</b>	<b>Dagaare can be used</b>	<b>Dagaare should be used</b>
Business	2.4	2.4	2.2
Parliament	2.3	2.3	1.9
Media	2.1	2.1	2.2
Education	2	1.5	2.2
Organization	1.6	1.6	1.6
Courts	1.6	1.6	2.2
Government	1.6	1.6	1.6
Government office	1.5	1.5	1.6
Overall Mean rating	<b>1.89</b>	<b>1.83</b>	<b>1.94</b>

**Table 4.4.6** shows the perspective of Dagaare respondents only on Dagaare as a national language, with respect to its rate of use, potential of it being used and whether it should be used across various domains as a national language. The overall mean ratings for the three variables (i.e. "rate of use of Dagaare", "Dagaare can be used", and "Dagaare should be used") were all below the average rating of 4.5. Business was the domain that recorded the highest "rate of use of Dagaare", followed by parliament and media. "Government offices" was the domain in which Dagaare respondents most strongly felt that Dagaare should be used as national language. The Government offices domain recorded the least rate of use of the language according to the Dagaare respondents

**Table 4.4.7: Perspective of Gonja respondents only**

<b>Ratings by Gonja Respondents only</b>			
<b>Domains</b>	<b>Rate of use of Gonja</b>	<b>Gonja can be used</b>	<b>Gonja should be used</b>
Media	5.9	2.8	2.8
Education	5.8	2.3	2.3
Business	5.7	2.2	2.2
Parliament	5.1	2.1	2.1
Organization	5	1.9	1.9
Government Offices	4.9	1.9	1.9
Government	4.8	1.8	1.8
Courts	4.2	1.8	1.8
<b>Overall mean rating</b>	<b>5.18</b>	<b>2.10</b>	<b>2.10</b>

**Table 4.4.7** shows the perspectives of Gonja respondents only on Gonja as a national language, with respect to its rate of use, potential of it being used and whether it should be used across various domains as a national language. Only the variable, "rate of use of Gonja" (5.17) registered a value above the average rating of 4.5, although, the variables, "Gonja should be used" (overall mean rating = 2.1) and "Gonja should be used" (overall mean rating = 2.1) registered below average rating. The Media domain recorded the highest rating in terms of wanting Gonja to be used as national language, whilst also recording the highest rate of use. Again, respondents indicated that the Gonja language was more often used in the media (mean rating = 5.9), followed by education (mean rating = 5.8) and business (mean rating = 5.7). The "courts" was found to be the domain in which Gonja was least used (4.2). Furthermore, the media domain registered the highest mean rating of 2.8 under the variable, "Gonja should be used."



**Table 4.4.8: Perspectives of Dangbe respondents only**

Domains	Ratings by Dangbe Respondents only		
	Rate of use of Dangbe	Dangbe can be used	Dangbe should be used
Business	6.8	6.5	4.1
Courts	4.5	4.6	3.1
Government	4.3	4.2	2.8
Government Offices	4.1	3.8	2.9
Media	3.9	4.3	3.4
Organization	3.7	3.3	2.7
Education	2.4	4.4	3.5
Parliament	1.9	2.2	2.1
Overall Mean rating	<b>3.95</b>	<b>4.16</b>	<b>3.08</b>

**Table 4.4.8** shows the perspectives of Dangbe respondents only on Dangbe as a national language, with respect to its rate of use, potential of it being used and whether it should be used across various domains as a national language. The dimensions "rate of use of Dangbe" (5.17), "Dangbe can be used" (4.16) and "Dangbe should be used" all registered values above the average rating of 4.5. Moreover, in all three dimensions, the business domain received the highest rating followed by the courts, whilst parliament as a domain received the lowest ratings in all three dimensions

#### **4.5 Summary of chapter**

The chapter discussed the opinions of each of the ethnic groups regarding which language should be the national for the country in some public domains. It also sought to bring out attitudes of some ethnic groups towards certain languages.

On the whole it is apparent that in general respondents of the different ethnic groups feel that the Akan language has the greatest rate of use and can be used as national language for all the different domains; but when asked whether it should be used there was observed a drastic drop in the mean score, although significantly higher than that for the other ethnic groups. A case in point is the media domain (Tables 3.3.1,3.4.1 and 4.3.1), the overall mean score for Akan per its rate of use in media was 8.1; potential for usage in that domain was 7.7; and when it came to rating whether it should be used, the overall mean score dropped to 4.3. Education was the same: rate of use – 7.4; can be used – 7.1; should be used – 4.2. Clearly, some ethnic groups do have some reservations about the possible candidacy of the Akan language as national language. The reasons seem to be more “tribalistic” than rational. This is understandable, considering the fact that different groupings of people strongly associates their mother tongue with their identity, and so respondents of the other ethnic groups were willing to agree with the obvious, but when the “should be used” question was broached, their guards went up for the very reason that it touched on their respective identities.

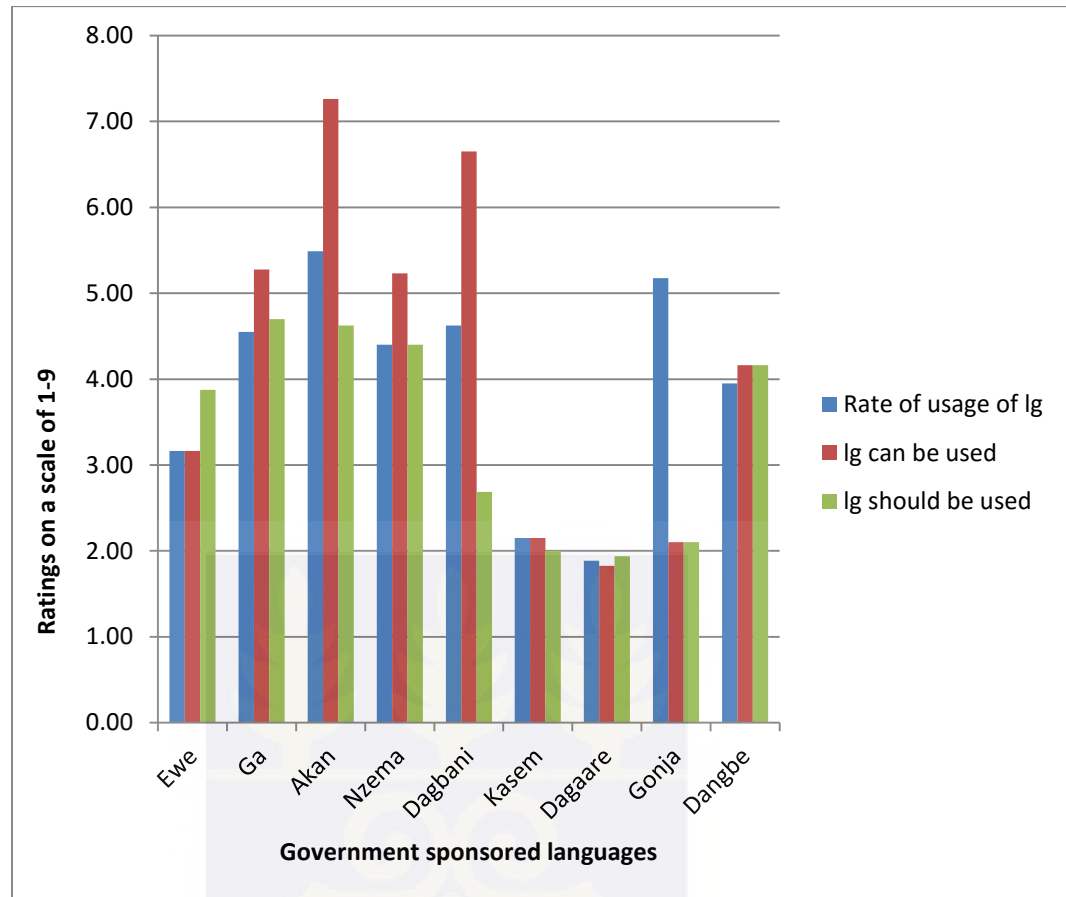


Figure 4.1 Perspectives of Respondents of each particular ethnic group on rate of use of respective language, potential of it being used and whether it should be used in the various domains as national language

## CHAPTER 5

### SUMMARY AND CONCLUSION

#### 5.0 Introduction

Chapter 5 concludes this thesis. It does this, bringing a background to the study from chapters one and two and finally brings findings from chapters 3 and 4.

#### 5.1 Background to the study

As reported in chapter one, Ghana is reported by Dakubu (1996) to possess about 50 languages. A few of these languages have gained widespread usage throughout the country and therefore have been sponsored by government to be developed and used in some public domains. These languages are Ewe, Ga, Akan, Nzema, Dagbani, Kasem, Dagaare, Gonja and Dangbe. Out of these nine (9) languages sponsored by government, five of them namely Ewe, Ga, Akan, Nzema and Dangbe can be found in the southern part of the country while the remaining are found in various parts of the northern sector. These languages serve as media of instructions in schools in various parts of the country in the first three years of primary education according to the proximity of an individual to any of these languages.

With Akan being the language with most speakers in Ghana with 11,321,568 native speakers out of the about 25 million Ghanaians as reported by the 2010 Population and Housing Census, representing 47.5% of the population, there have been suggestions that it is chosen to be the national language of the country since it is reported that about 58% (more than half of the population) use the language for their daily communication needs. Wikipedia (2016).

The imperial language, English, has over the years been the driving force of formal communication in Ghana since independence. However there have been calls for choosing an indigenous language (specifically the Akan language) as the national language for the country since it has the most speakers and also cuts across the length and breadth of the country. Reasons given for this call includes the fact that it serves more of a utilitarian purpose than the imperial language which has been chosen in that regard.

The call for a national language has been vehemently rejected by some for reasons that it might spark ethnic tensions which could disturb the peace of the country, especially considering the fact that some ethnic groups are strongly associated to opposing political parties. This has caused the topic to be swept under the carpet as no one would want to be seen as the one causing a stir in the peace of the country.

On the other hand, it has been observed by scholars that there is a huge correlation between language and development. Aina (1993) observes that development, to a large extent, involves the transformation of the social, political and cultural systems of society, and language is the most effective tool for expressing such systems. Language, undoubtedly therefore, becomes the tool with which the transformation can be achieved. This means that if the country wants to fast-track its development, there is the need to carefully utilize language in a way that will foster a faster pace in development.

The country is therefore torn between a slower rate of development against potential inter-ethnic tensions, rivalry and possible conflict. With such a sensitive matter under discussion, the researcher chose university students to look at the

possibility of choosing a national language because he thinks they would understand the topic under discussion in a holistic way.

The researcher generally sought answers to the following questions

- What are the attitudes of university students towards the use of indigenous Ghanaian languages in certain public domains?
- Will university students be willing to see any of our Ghanaian languages serve the role English is serving?
- What are the challenges associated with Ghana having a national language?
- What prospects, considering the linguistic background of the nation, are available that can be exploited by the nation.

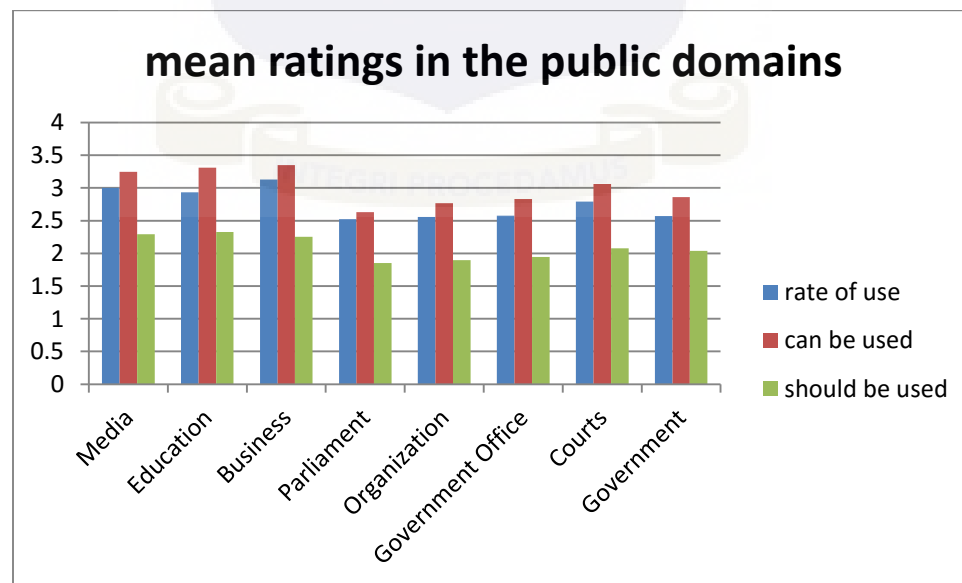
To do this, a questionnaire was given out to respondents carefully chosen from ethnic backgrounds of the nine (9) government sponsored languages from 3 public universities in Ghana. The respondents were basically asked 3 questions as follows:

- Which of the nine (9) government sponsored languages do you see as the most used in Ghana?
- Which of the nine (9) government sponsored languages has the potential to be used as a national language in Ghana
- Which of the nine (9) government sponsored language should be used as a national language in Ghana.

## 5.2 Findings

Following observations by Saah (1986), Guereni (2007), Andoh Kumi (1997) and Bamgbose (1999), it is observed that Ghanaians have a negative attitude towards the use of indigenous languages so far as university students and this research is concerned. In response to rating the languages, as to which language “should be used” for a national language in the public domains, it is observed that ratings were generally low and below the mean mark of 4.5. In choosing a language as the national language, there should be a strong acceptance of the language in all public domains. So far as this thesis is concerned no indigenous language currently has that level of acceptance to be chosen as a national language. Even though the Akan language was generally selected as the language with most usage in the country, the level of acceptability is not anything to write home about as mean ratings for the language across domains is less than the average mark of 4.5.

See figure 5



To add to the negative attitude towards languages, it appears from figure 5.1 that respondents agree that indigenous languages are somewhat fit enough to be used as national languages. However when the question of whether it “should be used” is put forward, there is a significant drop in response. Again, respondents see the indigenous languages as only fit to be used in informal domains as Media, business and Education domains receive the highest ratings with regards to the rate of use of the languages, potential of them being used and whether they should be used.

There is also an observation of the fact that respondents to a very large extent are very loyal to their languages. Language loyalty in itself is not a bad thing but the fact that it leads people to tribal sentiments will not auger well for the country if a national language is to be chosen.

### **5.3 Conclusion**

Amidst all the challenges, I believe that the fact that respondents are of a general consensus that the Akan language is the most used and the language with the greatest potential of being a national language is a step in the right direction towards choosing a national language at least so far as university students are concerned. My projection is that if Ghanaians continue to use the Akan language the way it is being used now, it will gain a level of acceptance as the optimal choice for a national language.

## **5.4 Recommendations**

### **5.4.1 Language development**

The main challenge to fully using any indigenous language as a medium of instruction in school is that the indigenous languages are not much developed to capture certain terminologies in school, most notably in the area of science. A few individuals have started developing terminologies for these areas. Mention can be made of Prof. Kofi Agyekum of the Linguistics Department of the University of Ghana, who has compiled a dictionary of chemistry in the Akan language. Such practices must be encouraged by the government by providing funds for more research in the local languages.

#### **5.4.1 Promoting indigenous languages**

As Ghanaians our language loyalty should not only be limited to English languages but rather to indigenous languages. Therefore the practice of punishing students for speaking their indigenous languages must be discouraged. Apart from this, more students must be encouraged to take further studies in indigenous languages. This will encourage interest into the development of the languages and further research into them.

The Ghana Education Service also has to consider the language backgrounds of teachers before posting them to various parts of the country to teach.

In the media, the fact that only a few programs are held in some indigenous languages especially by the national television should be encouraged since it will enhance the status of these languages as governments sponsored languages, rather than being seen as serving parochial interests on single medium media houses. All in all there must be a careful and deliberate attempt by government to promote the

use of indigenous languages in all domains. I strongly believe that government official communication coming in all nine government sponsored languages will go a long way raise the statuses of the languages.

#### **5.4.1 Research**

Last but not least, since this research is limited to university students, and therefore does not reflect the entire nation, there is the need for a broader research that will encompass the entire country in order to get the true picture of the situation.



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## APPENDIX 1

### Questionnaire

This questionnaire seeks your views on the current situation of the nine government-sponsored languages in Ghana. Currently, the nine government-sponsored languages are: Ewe, Ga, Akan, Nzema, Dagbani, Kasem, Dagaare, Gonja, and Dangbe. Your candid opinion on the current situation of each of the nine languages in this country will therefore be very much appreciated. To do this, kindly answer the following questions.

1. Name of the university you attend: .....

2. Indicate your current level of study at this university.....

3. Sex:            Male [  ]            Female [  ]

4. Age:

15 – 20 [  ]

21 – 30 [  ]

31 – 40 [  ]

41 – 50 [  ]

51 – 60 [ ]

61 – 70 [ ]

Above 70 [ ]

5. Indicate your ethnicity: .....



6. List all the languages you know, how you came to know them; where you learnt them; and how long you have been using them.

Name of the language	How you came to know the language	Where you learnt the language	How long you have been using the language

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7. Use the scale in (7a) to indicate in (7b) how best you can speak, or write the languages you have listed in (6).

(7a) **Scale:** 1 (Bad); 2 (slightly bad); 3 (Average); 4 (Good); 5 (Very good)

(7b) How best you can speak, or write each of your languages in (6) using the scale in (7a):

Mention a language	How best you can <u>speak</u> it	How best you can <u>write</u> it

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8. Use the scale in (8a) to indicate the rate at which you use the languages listed in the domains in (8b).

(8a) **Scale:** 1 (Not at all); 2 (minimal); 3 (sometimes); 4 (often); 5 (very often)

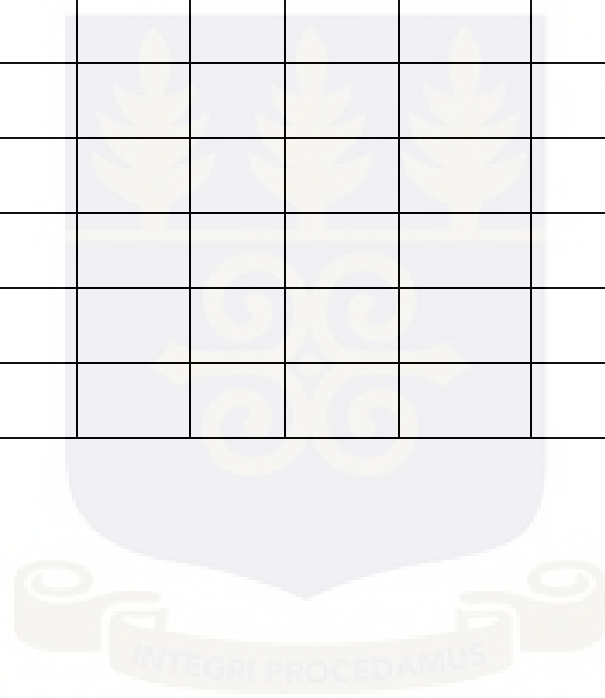
(8b) Domains of language use

Language	At home	In the community	At school for class discussion	At school with colleagues outside class	In the market or when transacting business

9. On a scale of 1 to 9, 1 being the lowest, and 9, the highest, indicate the rate at which the nine government-sponsored languages are used in the domains below.

Domains of language use:

	(a) Media	(b) Educa tion	(c) Busi ness	(d) Parlia ment	(e) Organi zation	(f) Governme nt Office	(g) Courts	(h) By the Government
Ewe								
Ga								
Akan								
Nzema								
Dagbani								
Kasem								
Dagaare								
Gonja								
Dangbe								



**Explain your rankings in (9a), (9b), (9c), (9d), (9e), (9f), (9g) and (9h):**

(9a).....  
 .....  
 .....

(9b).....

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(9c).....

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(9d).....

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(9e).....

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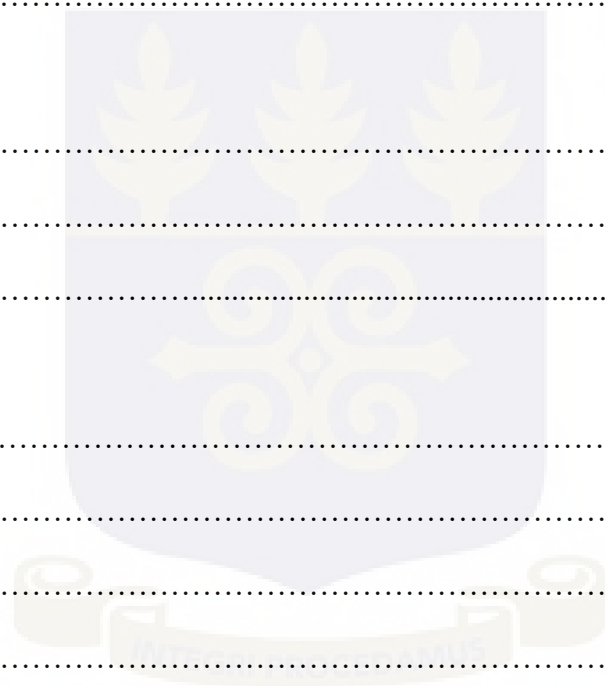
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(9f).....

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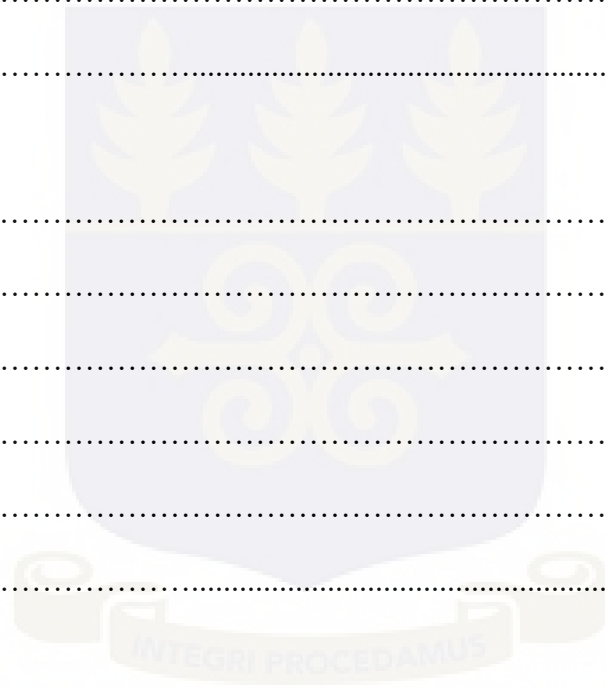
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(9g).....  
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(9h).....  
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10. Using a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate the level at which the nine government sponsored languages can be used in the domains in 10b

Domains of language use

	(a) Media	(b) Educa tion	(c) Busin ess	(d) Parlia ment	(e) organiz ations	(f) Governme nt offices	(g) courts	(h) By the government
Ewe								
Ga								
Akan								
Nzema								
Dagbani								
Kasem								
Dagaare								
Gonja								
Dangbe								

**Explain your rankings in (10a), (10b), (10c), (10d), (10e), (10f), (10g) and (10h)**

below:

(10a).....

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(10b).....

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(10c).....

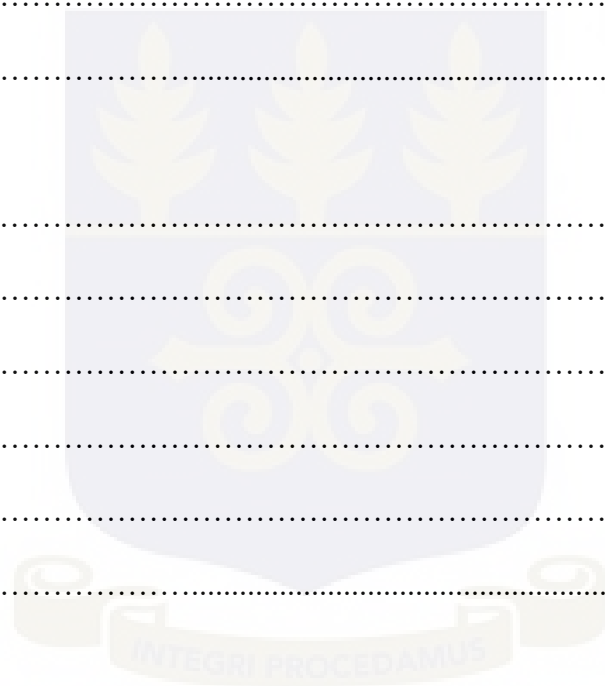
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(10d).....

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(10e).....

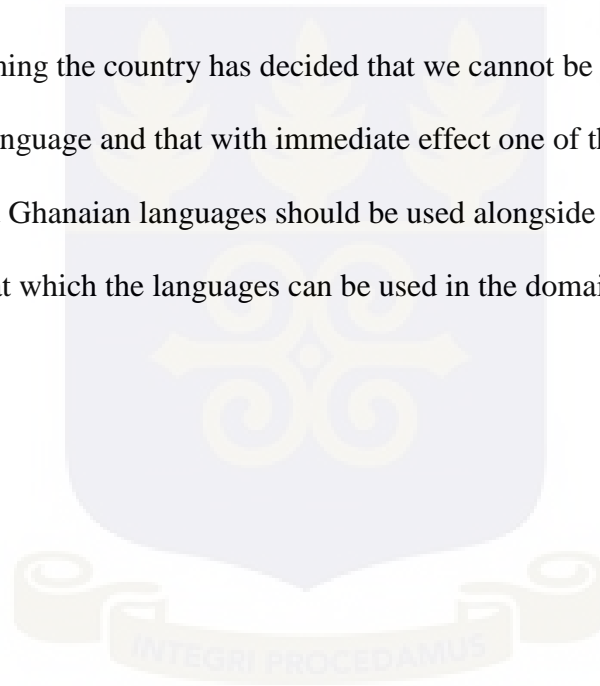
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(10f).....



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(10g).....

(10h).....  
 .....  
 .....  
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 .....  
 .....

11. Assuming the country has decided that we cannot be overly dependent on English language and that with immediate effect one of the 9 government sponsored Ghanaian languages should be used alongside English language, rank the level at which the languages can be used in the domains below, on a scale of 1-9



The nine government-sponsored languages and their proposed domains of use

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
--	-----	-----	-----	-----	-----	-----	-----	-----

	Media	Educa tion	Busi ness	Parlia ment	organiz ations	Governme nt offices	courts	By the government
Ewe								
Ga								
Akan								
Nzema								
Dagbani								
Kasem								
Dagaare								
Gonja								
Dangbe								

**Explain your rankings in (11a), (11b), (11c), (11d), (11e), (11f), (11g) and (11h)**

below:

(11a).....  
 .....  
 .....  
 .....  
 .....  
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(11b).....  
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(11c).....

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(11d).....

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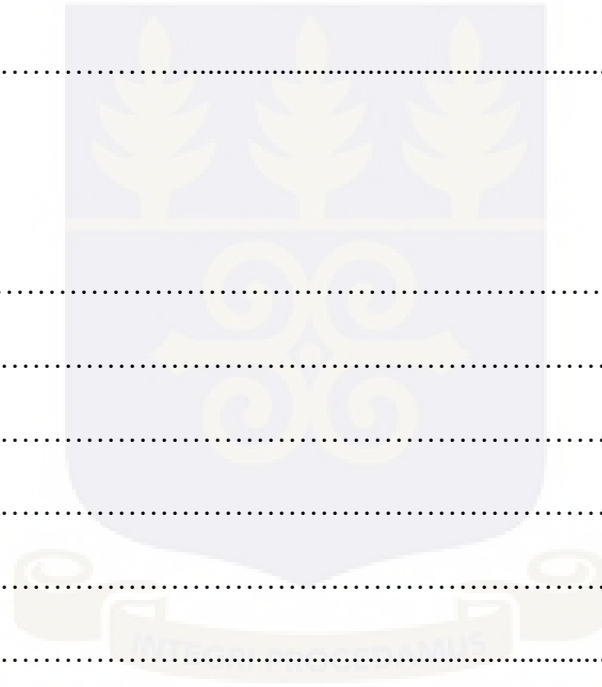
(11e).....

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(11f).....

(11g).....

(11h).....



12. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians would identify with, or would want to be identified with.

**Languages and their ranking**

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	
(e)Dagbani	
(f)Kasem	
(g)Dagaare	
(h)Gonja	
(i)Dangbe	

**Explain your ranking as given above.**

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13. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians would choose to represent Ghana internationally.

**Languages and their ranking:**

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	
(e)Dagbani	
(f)Kasem	
(g)Dagaare	
(h)Gonja	
(i)Dangbe	

**(13b) Explain your ranking as given above.**

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14. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians would choose to complement English as official languages of Ghana.

**Languages and their ranking**

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	
(e)Dagbani	
(f)Kasem	
(g)Dagaare	

(h)Gonja	
(i)Dangbe	

**Explain your ranking as given above.**

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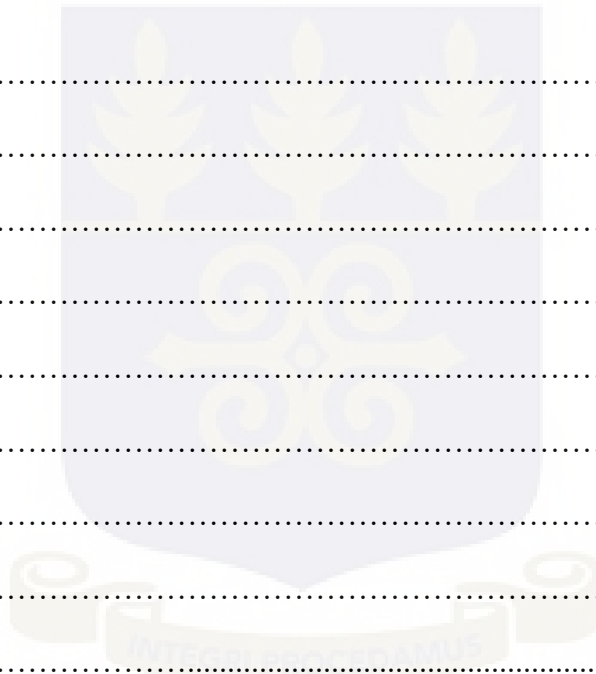
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15. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians would choose to serve as the national language of this country.

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	

(e)Dagbani	
(f)Kasem	
(g)Dagaare	
(h)Gonja	
(i)Dangbe	

**Explain your ranking as given above**



A large, faint watermark of the University of Ghana crest is centered on the page. The crest features a shield with three golden stalks of grain at the top, a central emblem with a book and a lamp, and a banner at the bottom with the motto 'INTEGRITAS AMIS'. Below the crest, there are ten horizontal dotted lines for writing.

16. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians are likely to choose to serve as the language of Ghanaian culture.

**Languages and their ranking.**

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	
(e)Dagbani	
(f)Kasem	
(g)Dagaare	
(h)Gonja	
(i)Dangbe	

**Explain your ranking as given above**

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17. On a scale of 1 to 9, 1 being the lowest and 9 being the highest, indicate which of the nine government-sponsored languages the majority of Ghanaians would choose to serve as the language of national unity, or common identity in Ghana.

**Languages and their ranking.**

Language	Ranking
(a)Ewe	
(b)Ga	
(c)Akan	
(d)Nzema	
(e)Dagbani	
(f)Kasem	

(g)Dagaare	
(h)Gonja	
(i)Dangbe	

**Explain your ranking as give above.**

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