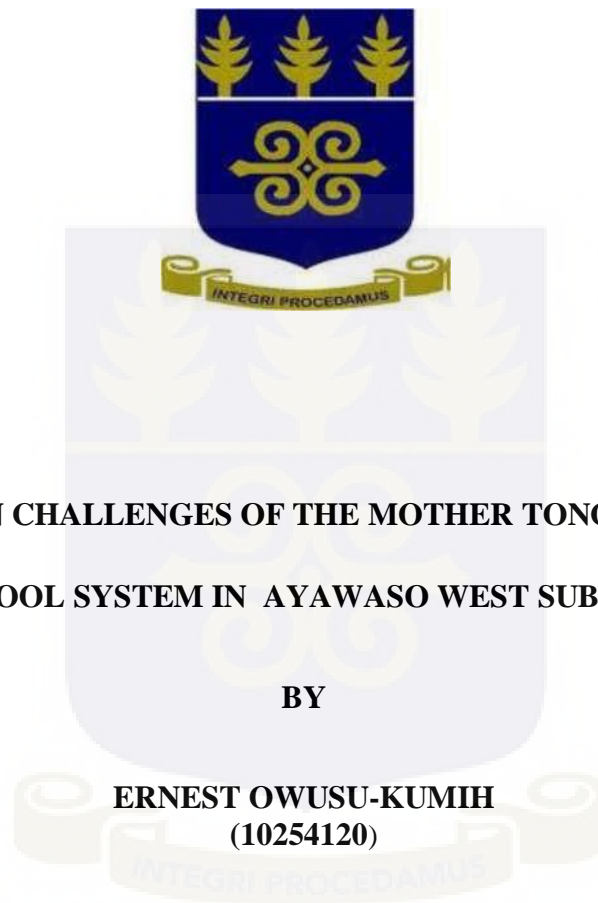


CENTRE FOR SOCIAL POLICY STUDIES

COLLEGE OF HUMANITIES

UNIVERSITY OF GHANA, LEGON



**IMPLEMENTATION CHALLENGES OF THE MOTHER TONGUE POLICY IN THE
PUBLIC BASIC SCHOOL SYSTEM IN AYAWASO WEST SUB-METRO ASSEMBLY**

BY

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DECLARATION

I, ERNEST OWUSU-KUMIH is the author of this dissertation and do hereby declare that except for references to other people's work which I have duly acknowledged, this dissertation is my handy work and was carried out at the Centre for Social Policy Studies, University of Ghana, Legon. It was supervised by Prof. Ellen Bortei-Doku Aryeetey and has not ever been presented either in part or in whole for another degree elsewhere.

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(Supervisor)

DEDICATION

I am very glad to dedicate this work to Almighty God who strengthened and gifted me with knowledge to be able to carry out this exercise successfully. I also dedicate it to my lovely family and friends.



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I am highly grateful to God for the strength and guidance throughout my entire academic journey. I am very grateful to Prof. Ellen Bortei-Doku Aryeetey for her overwhelming supervisory contributions that guided me to a successful conclusion of this work. Furthermore, I appreciate the intellectual contributions from course mates, family, friends and all participants. Finally, I acknowledge the Management, members and the entire Staff of Centre for Social Policy Studies, University of Ghana, Legon for a fruitful contribution to this work.



TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS	ix
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Problem Statement	3
1.3 Research Objectives	5
1.4 Research questions for the study.....	5
1.5 Relevance of the Study.....	5
1.6 Scope and Organization of the study.....	6
1.7 Operational Definition of Some Key Variables.....	6
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Theoretical Perspectives.....	8
2.3 Cultural Imperialism and the Language Issue	9
2.4 Empirical Literature	12
2.4.1 Policies on colonialists Languages in sub-Saharan Africa	12
2.4.2 Relevance of Language policy in Africa.....	13
2.5 Policy of Language for Education in West Africa.....	14
2.6 The Policy of Language in Education in Ghana: An overview	14
2.7 Modification in Policy of Language in Education.....	17
2.8 English or Mother Tongue as an appropriate Language Policy.....	19

2.9 Conceptual Framework	21
2.9.1 Successful Implementation of Local Language Policy for Education.....	21
2.9.2 Codified Local Languages	21
2.9.3 Politically representative Local Languages	22
2.9.4 Legislation on Language Policy	23
2.9.5 Teaching and Learning Aids in Local Languages	23
2.9.6 Transition Processes from Local Language to Second Language	25
2.9.7 Language policy in Ghana:What account for the success and failure.....	25
CHAPTER THREE	27
RESEARCH METHODOLOGY.....	27
3.1 Introduction	27
3.2 Research Design.....	27
3.3 Geographical study Area	27
3.4 Target Population.....	28
3.5 Sampling Size and Sampling Technique.....	29
3.6 Method of Data Collection	30
3.6.1 Focus Group Discussion	30
3.6.2 Structured Questionnaire.....	31
3.7 Validity and Reliability of the Instruments	31
3.8 Data Collection Procedures	31
3.9 Methods of Data Analysis	32
3.10 Ethical Considerations.....	33
3.10.1 Informed Consent	33
3.10.2 Assent.....	34
3.10.3 Privacy	34
CHAPTER FOUR.....	35
FINDINGS AND DISCUSSION	35
4.1 Introduction	35
4.2 Socio-Demographic Background of Teachers.....	35
4.2.1 Age of Respondents	35
4.2.2 Level of Teacher Training Education of Respondents	36
4.2.3 Marital Status of Respondents.....	37

4.3 Religious Affiliation of Respondents.....	38
4.4 Number of Years in Teaching Service	38
4.5 Implementation of Mother Tongue Policy	39
4.6 Changes identify during mother tongue usage in class	40
4.7 Implementation requirements and guiding principles of mother tongue policy in basic schools.....	42
4.8 Training of Teachers for Mother Tongue and who provides the Training.....	43
4.9 Availability of supporting materials and other challenges of mother tongue Policy.....	44
4.10 Stakeholders' views on teaching pupils in Mother Tongue at lower basic Level.	46
4.1 Factors that accounted for introduction of the mother tongue policy.....	48
4.11 Preference for Mother Tongue Policy among Pupils	49
4.12 Perceived successes and the failures of the policy implementation in Ghana.....	50
CHAPTER FIVE	55
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	55
5.1 Introduction	55
5.2 Summary of key Findings	55
5.3 Conclusion.....	56
5.4 Recommendations.....	59
REFERENCES.....	61
APPENDICES.....	67



LIST OF TABLES

Table 2.1 an illustrative representation of the policy from before colonial regime till date.....	16
Table 4.1 Age Distribution of Teachers	36
Table 4.2 mean, Range and Median Age.....	36
Table 4.3 Level of Education of Respondents	37
Table 4.4 Years in teaching service	39
Table 4.5 Implementation of mother tongue policy	40
Table 4.6 Changes identified during Mother Tongue Usage.....	41
Table 4.7 Teachers who have received training in handling Mother Tongue.....	44
Table 4.8 Authority in Charge of Teachers in Service Training	44
Table 4.9 Availability of supporting materials and other challenges of the policy.....	45
Table 4.10 stakeholders' views on teaching their children in mother tongue at the level	47
Table 4.11 Community regards mother tongue as sign of respect, right and identification	48
Table 4.12 Preference for Mother Tongue Policy among Pupils	49
Table 4.13 Recommendation for the adoption of the Mother Tongue Policy for all Primary classes 1 to 6.....	52
Table 4.14 Successful Implementation of the Policy	52

LIST OF FIGURES

Figure 4.1 Marital status of respondents	38
Figure 4.2 Religion of respondents	38
Figure 4.3 Changes identified when Mother Tongue is in use	42
Figure 4.4 Mother language used in schools	43



ABREVIATIONS

CPP	Convention Peoples Party
P1	Primary one
L1	First language
L2	Second language
FCUBE	Free Compulsory Universal Basic Education
GLP	Ghanaian Language policy
UNESCO	United Nations Educational, Scientific, and Cultural Organization
JHS	Junior High School
BECE	Basic Education Certificate Examination DA District Assembly
FGD	Focus group discussion
N1	National Highway 1
SPSS	Statistical Package for the Social Sciences
GES	Ghana Education Service
EFA	Education for All

MA Municipal Assembly

GWM GA West Municipality



ABSTRACT

It has been established through research and practice that children learn better and do well in school when instructed in their mother tongue (MT). The main objective of the study is to examine the extent to which public basic schools in Ayawaso West Metropolitan Assembly, as well as some parts of Ga West Municipality in Ghana have been able to implement the Mother Tongue Language Policy. The study also explores implementation challenges of the Policy. The study espoused qualitative and quantitative study tools to achieve the defined objectives. A purposive sampling technique was used to sample 24 teachers from four different schools for questionnaire administration. In addition, a focus group discussion was conducted with eighteen pupils selected from Bawaleshie Presbyterian Basic School and Amasaman DA 2 Basic School and five education officials, including head teachers who took part in indepth and open ended interview. The qualitative data was subjected to thematic analysis and content analysis to stem codes that were used to get the basic, organizing, and global themes and to map the thematic network systems. Also, descriptive analyses using SPSS to analyse the primary quantitative data was employed. Findings revealed that a delay in supplying materials as well as inadequate supplies, coupled with insufficient teacher recruitment are major challenges of the Mother Tongue Policy implementation in public basic schools in AWMA. The study concluded that despite the challenges implementation of mother tongue policy is in full force in public basic schools in the Ayawaso Metropolis and some parts of GWM. Based on the conclusions it is recommended that Mother Tongue Policy must be given adequate attention from all stakeholders including religious groups and agencies in order to derive full benefit of it.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Most countries in Africa if not all are multilingual as a result of its multi ethnic make-up and this to a large extent creates a complex linguistic situation (Ouadraogo, 2000, p.89). Ouadraogo (ibid) notes that schooling and language related subjects are quite cumbersome in most parts of Africa owing to the situation of multiple ethnicity and multi-lingual circumstances. The most difficult educational challenge in multilingual African countries is the selection of the language for teaching in schools. In the situation where there is no ethnically nonaligned lingua franca, a particular choice made will be seen to favour certain ethno-linguistic groups at the expense of all others. In the view of Alidou, (2004), this was a minor challenge in the lead up to colonization and the accompanying formal education that was introduced. Before then children were educated based on community language and culture. Colonialism brought with it internationalization of communication, which necessitated the introduction of the colonialists language. According to Kamwangamalu, (2000, p. 50), internationalization of communication refers to the adoption of a not-native language as an official language as is the case with English and French and other European colonial languages. It is feared that some indigenous languages are at risk of extinction due to competition from English and French which is now widely spoken in Africa.

Countries such as Benin, Senegal, Gambia, Guinea-Bissau, Mali, Mauritania, Sierra Leone, Liberia, Ivory Coast, Ghana, Togo, Nigeria, Cameroon, Niger and Burkina Faso have at least three main types of languages. These form part of the exoglossic languages enforced by

European supremacies; endoglossic which are spoken by the diverse indigenous people and exoendoglossic which is pidgin and have fundamentally advanced owing to the level of contact between the first two language types that have been identified by Adebija, (2009). After the independence regime, several African states continue to go by their colonial masters' languages (exoglossic) in their official businesses and duties, as well as sanctioned languages for their schools.

Ghana has about sixty (60) local languages (Amonoo, 1986) and English serves as Educational, Government and Business language. Government of Ghana through Ministry of Education has introduced two language policies over the years. Mother tongue policy; where the mode of teaching for the first three years in school is the major local language of the community, whereas the Only-English policy is where the approved language for the first three years is English language.

In Ghana, the English language is widely used in formal national discourse and official communication. It is also the preferred language for teaching in schools, compared to Ghanaian languages. . This is in contrast with what happens in European countries such as Denmark and Finland and many parts of Asia including Japan where indigenous languages remain dominant. In these places English is taught mainly as an overseas language or in advanced classes (Twum Barima, 1985). It is fair to say that besides colonial links English has become a global language currently being used by countries not just in Africa but also in Asia.

With regards to language development activity in West Africa, it appears that language policy and planning are not considered critical and as a result such policies are left to their fate. Rubin (1983) has argued that just because there is a language policy in place is no guarantee that language planning with clearly spelt out goals has taken place. (see also Cooper, 1989, p.90).

Language policies for education exist in most countries like Ghana but no specific direction comes with their implementation.

1.2 Problem Statement

Ghana is a multilingual nation just like many other African states. A number of studies have revealed between forty five (45) and sixty (60) indigenous languages (Amonoo, 1986) do exist. This considerable number of indigenous languages presents an ethnic and linguistic diversity which can complicate national communication and integration. Considering the enormous challenges this problem can pose Ghanaian governments have relied on English as the medium of teaching and other communication to build in order to ensure an all-inclusive language culture. In Albaugh's (2007) in his "Language Choice in Education: A Politics of Persuasion" analyses of language policies in African education, he noted that, "Ghanaian language policy before independence era encouraged the English language through the 139 mission schools instituted by the church. Matriculation of these schools was around 5000 pupils."

Despite the challenges associated with multilingualism in teaching the Educational Decree of 1925 placed an accent on the obligatory practice and adoption of a Ghanaian Language as an approved language for schools in the minor Primary (PI-3) and also as one of the subjects taught in the Upper Primary (P4-6). After the Convention Peoples Party (CPP) had won the 1951 Legislative Assembly election announced the "Accelerated Development Plan", which again reverberated the 1925 Education Decree's locus that Ghanaian Languages must be made an approved language for teaching in the Lower Primary as well as a subject of study in the Upper Primary (McWilliams & Kwamena-Poh, 1975).

Ansa, (2014), Agbedor, (1994) and Charles Owu-Ewie, (2006) among others have written extensively about the fluctuations in language in education policy in Ghana. They provide a chronology and transitory calendar revealing the inconsistencies of language policies in basic education of Ghana. As of 1925 and 1951, Language of Ghana was made as a sanctioned language for teaching in the first three years. As of 1951 and 1956, it was used only for the first year. Then, around 1957 and 1966 language of Ghana was not requested to be used at all. Furthermore, from 1967 to 1969 Ghana language was to become a teachable language only for the first year and from 1970 to 1974 language of the country was used for the first three years and where conceivable further than class six which is the end of primary education. From 1974 to 2002 pupils of Ghanaian lower primary schools were taught in a dominant Ghanaian language of the community. Then from 2002 to 2006 there was another reversal to the Only-English Policy in the lower primary. These inconsistencies existed due to several challenges which stalled the implementation of the policy.

Then again, from 2007 to date Ghana has gone back to the Mother Tongue Policy. At present, the policy states that a language of local Ghanaian community in which the school is located is to be used as the sanctioned language for teaching from primary one to three, with the English language considered as a course to be studied. The government in August, 2007 sanctioned the use of the policy and approved its implementation in September 2007. Political ideological differences on the part of governments, coupled with low commitment level from authorities were some of the challenges of the policy implementation.

In light of the catalogue of these inconsistencies it has become necessary to investigate and analyse the implementation challenges of mother tongue in public basic schools that have over the years undermined the successful implementation of a mother tongue policy in basic school.

1.3 Research Objectives

The key objective of the study is to identify implementation challenges of the Mother Tongue Language Policy in the public basic schools in the Ayawaso West Sub Metro, Accra.

1. The study examines the extent to which public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures.
2. The study explores stakeholders views on the mother tongue policy and issues associated with its implementation.

1.4 Research questions for the study

1. What are the implementation requirements and challenges of mother tongue language policy in the public basic schools in the Ayawaso West Sub Metro, Accra?
2. What are the factors that have influenced the implementation of mother tongue language policies in the basic schools?
3. What are the historical and philosophical foundations already influencing policies of language in Ghana at the lower school system?

1.5 Relevance of the Study

The study is geared towards providing insights into issues associated with the successes and failures of the implementation of the L1 (mother tongue) policy as a mode of communication in education in public basic schools.

Fundamentally, this study will expand the discourse around the appropriateness of mother tongue as the approved language for teaching in basic schools in Ghana with its' multi-cultural languages. It has been established though that some theories regarding cultural imperialism and globalization are considered to have imposed exoglossic language regimes on former colonies, especially English and French languages in education (Weber, 2014), mother tongue policies in

highly multi-lingual societies risk imposing endoglossic language regimes on minorities whose languages have not been written up.

1.6 Scope and Organization of the study

The dissertation is divided into five foremost chapters. Chapter one introduces the entire research work, focusing on background of the study, problem statement, questions of the research, objectives of the research, relevance and scope and organization of study. Chapter two presents the literature review including the theoretical perspectives, empirical literature and conceptual framework while Chapter three focuses on the method for this study. In chapter four the results of findings of the study are presented and discussed. Finally, chapter five consists of the summary of findings, conclusion and recommendations of the study. That is how the entire dissertation has been organized.

1.7 Operational Definition of Some Key Variables

Mother tongue:	Spoken language or dialect of one's locality
First language:	The first acquired language
Second language:	The next language(s) acquired after the first language
Medium of instruction:	Language of official education
Native language:	Language or dialect of a locality
Indigenous language:	Communal language
Policy:	What government chooses to do or not to do (Thomas Dye, 2008)
Multilingual:	More than two languages
Lingua franca:	A national language of a country
Primary school:	Early education of between six (6) and twelve (12) years in Ghana
Communication:	Ways of expressing of ideas

Predominant:	Very common
Instruction:	Teaching
Endoglossic:	Language which are spoken by diverse indigenous people
Exoglossic:	Languages enforced by European supremacies
Exoendoglossic:	Pidgin language which has fundamentally advanced



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Ghana is faced with complex multilingual situation like most African countries. There are an estimated 45 to 60 indigenous languages in the country (Amonoo, 1986). With such a vast array of multilingual situation, Government of Ghana has tried to come up with a concrete policy direction that should create an effective national communication, as well as internationally acceptable language. The literature review examines language policies across Africa. It also delves into policies in teaching in the basic schools in the Ayawaso West Sub metropolis and Ghana at large.

2.2 Theoretical Perspectives

The literature review introduces and explains in detail the concepts of cultural empire-building also known as imperialism and globalization and the extent to which these models impact policy and planning of language in less developed countries .It focuses on the links between planning and policy of language. It additionally examines some of the criticisms against the relationship between language planning and policy. Some of literature on policies of Ghanaian language teaching and education are also reviewed, taking into consideration how language policy is perceived by numerous stakeholders of education. Finally, this segment examines literature on the rationale behind Ghana's policies about language which are relegated to the background and are not vigorously implemented in schools.

2.3 Cultural Imperialism and the Language Issue

The meaning of cultural imperialism as defined United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1951) global framework for scrutinizing the construction of a new information and communication order, with regards to dissemination of information among common nations is as follows;

“The process whereby the ownership, structure, distribution or content of the media in any country are singly or together subject to substantial external pressures from the media interests of another country or countries without proportionate reciprocation of influence by country so affected.” [Boyd-Barret, 1977 in Ankrah, (2015)].

Cultural imperialism is common in most African countries that experienced conquest and subsequent colonialism by a foreign power. In the view of Schiller, (1976) multinational corporations in advanced countries influence less developed countries by controlling and exploiting of their resources which according to him subsequently overpower their cultural values including their languages.

Phillipson, (1975) labels as linguistic imperialism the position where language policies in former colonies have advantaged English as the key language to the disadvantage of home grown languages (mother tongues). During the colonial era, the culture of the colonisers and the use of their language were made attractive which promoted their tenets and structures (Schiller, 1976) under the semblance that the society was being brought into modernization. Some other means and the ways of ethnic colonization in the context of media have generally been talked about as “structural imperialism” by Galton, (1979) or cultural “dependency and domination” as Mohammadi, (1995) puts it.

The truth was that, little attempt was made to use languages of Africa as dominant official

means of communication (Alexander, 2006).

In the context of education, it is criticized that when there is the usage of expatriate language as a medium of teaching in school, children are confronted with a language which they are not familiar with, and also the educational materials that are used as teaching and learning materials are not familiar to them (Day R, Bamford, J., 1998).

But contrary to this, the same cannot be said of urban areas where English language is spoken in many homes, according to Dominic Mensa in his article, 17th July, 2013, "When Our Children Only Speak English at Home!" lifted from 1953 UNESCO publication. Even in homes where both parents supposedly do not have any form of formal education, after school teachers are employed to teach children not only English but other subject areas with English used as the medium of instruction. However, the child's learning is disadvantaged by poor linguistic tutoring since the languages used are neither well understood nor properly used by both the teachers and the children and to a large extent parents who may also not have a clear understanding of the English Language .

It is feared that the use of these external languages as the approved language of teaching in schools may be undermining educational outcomes and overall development, because both teachers and students do not have a good command of the foreign language. Drawing on the example from Tanzania, Brock-Utne, (2005) notes that school children are taught substandard English because teachers prefer using Kiswahili, which is a local language, as a medium of teaching. Therefore, school children are in one way or the other limited by the use of a foreign language, which becomes a pure hindrance to better knowledge acquisition.

On the other hand, however, use of native languages as the sanctioned language of teaching in academic schools according to Brock-Utne, (2005) has assisted students and pupils alike in Tanzania to perform better and achieve good results. However, the spread, adoption and

usage of English for instance are duly vindicated as normal and constructive to globalization. Consequently, it is believed that approximately close to 60 nations around the globe in general use it. For example, greater number of publications are in the English language. In addition, close to three quarters of the world's communication via all forms of internet are written in English (Ankrah, 2015). As Crane, (2004) observes, none of these would happen without a language which is regarded as imperative in the global agenda.

The proliferation and use of the English language has come to be accepted as an essential part of the globalization process. Globalization is a two-edged phenomenon because it influences the use, knowledge, and safe-guarding of languages while at the same time it has the probability to rejuvenate other languages and cultivate their usefulness in society owing to the fact that globalization has the potency to connect institutions of the world and promote access to information.

In Ghana, like most colonized countries, the colonial managers introduced western formal education (Ankrah, 2015). Accordingly, skills, attitudes and values imparted were grounded on these foreign cultures (Fafunwa, 1967). As this official imperial English-based schooling model was propagated, Ghanaian languages and cultures were estranged (Ankrah, 2015).

According to Myers-Scotton, (1993) and Ankrah, (2015), both cultural colonization and globalization are responsible for the damage of the African continent in all ways of living including loss of vitality of African languages. In his argument Ankrah, (2015) is of the view that even if international pressures have made Africans side-lined local languages, they African countries must take some of the blame for failing to implement fitting policies for the improvement of the local languages after independence from colonial rule (Bamgbose, 2000).

Interestingly, some researchers are of the opinion that the politically aware class throughout the

1960s-1980s failed to start up any good policies but rather continued to support colonial languages with the excuse that it promoted unity (Bokamba, E. G., & Tlou, J. S., 1977).

2.4 Empirical Literature

2.4.1 Policies on colonialists Languages in sub-Saharan Africa

It is believed that the first European contacts with Africa were mercantilists who only restricted their activities to the coastal areas for almost four centuries after the Portuguese landed in Cape Verde in 1445 and they were quite ignorant and confused over the multilingual composition of Africa. As Spencer, (1974) puts it, the extremely multilingual composition of Africa was only dimly apprehended prior to the nineteenth century, when European missionaries began seriously to investigate African languages. During this period as missionary and European political control began to infiltrate the continent, the language problem was indeed appreciated and the need for practical solutions became apparent.

The Church Missionary Society in Liberia, for instance, in 1816 began drawing the attention of West African mission in Freetown to the advantage and indeed the necessity of teaching the children to read their own language in order to be useful to their parents and other countrymen, by reading the scripture and religious tracts. The problem however was that, the missionaries at the time rarely knew the local languages and the parents also demanded that children should learn English (Spencer, 1974). This probably slowed down language planning in most African countries. The first school in Senegal opened in 1817 after the Napoleonic wars experimented with teaching through Wolof as well as French (Spencer, 1974). But in 1829, the Governor-General issued instructions that teaching must concentrate exclusively on the use of French. There were two major distinctions of language policies between the diverse regal powers in Africa, that is, either total denunciation of local languages in official administration

and education, or, alternatively a compromise solution in the form of limited encouragement for the use of local languages in schools and local administration (Spencer, 1974).

Therefore, it was obvious in the interest of all the colonial powers to produce Africans, educated via metropolitan language (exoglossic) to assist as minor functionaries and interpreters.

Some post-colonial governments in Africa responded to the language imperialism dilemma by consciously supporting the adoption of local mediums of communication. A good example is the evolution and progress of Kiswahili in Tanzania under Nyerere's Education for Self-Reliance campaign. Today in Tanzania, Kiswahili is regarded the official language and the principal means of expression amongst diverse traditional groups in Tanzania and inside the top management of the country. Kiswahili now has the status of a national and community language. This accomplishment was attained due to the different policies that overtly or covertly expedited the growth of Kiswahili by government subsidized structures. In Guinea also some form compulsion in the adoption of bilingual schooling under the political ideology of Touré (Benson, 2004).

2.4.2 Relevance of Language policy in Africa.

Concerns of a suitable policy for language has attracted considerable interest among professional multilingual persons and educational experts across Africa, Europe, Asia, Latin America, North America and Australia (Dzameshie, 1988). They all understand that a people's uniqueness, as well as countrywide harmony and cohesion is tied up in their forms of communication and nurtured by a pragmatic policy of language (Owu-Ewie, 2006; Gnamba, 1981)).

2.5 Policy of Language for Education in West Africa

Qorro, (2009) and Prah, (2003) have established that the syllabus of many of African nations are incompatible or do not replicate standard ways in teaching due to some form continuous colonisation. However, Qorro, (2009) observes that parental decision regarding linguistic stance and education are grounded on the assumptions which suggest that using English as the L I will progress student's knowledge, aptitudes as well as the kind of prospects they will enjoy in life. Generally in Ghana, most parents think the ability of their children to speak and express themselves in the English language indicates that they have high intelligence and a bright future.

2.6 The Policy of Language in Education in Ghana: An overview

In Ghana there have been controversies surrounding the choice of language for teaching in the basic schools, especially at the lower elementary level. Language of teaching at this level usually raises great concerns among instructors and scholastic architects (Owu-Ewie, 2006) due to socio-cultural interpretations that are attached to the selected language. Ghana, like many sub-Saharan Africa countries with high multilingual language landscapes unfortunately is locked up in this bracket. The situation becomes very dire as invariably, political expediency is seen to be a factor in the selection of local languages for schools (Owu-Ewie, 2006). Sixty years after independence, Ghana has had a checker history of a proper language policy and is still wrestling with the exact language of usage as the standard of instruction in the lower school level, that's classes (P1-3).

In 2002, cabinet approved the use of English as the language to use in class for teaching in the public basic schools in Ghana, particularly the first three years of primary education. Owu-Ewie, (2006) traces the debate regarding what kind of languages should be selected for use in Ghanaian schools especially from primary 1-3 to Castle and Missionary Schools era. Spring, (1998)

indicates that traditional forms of education that relied on instruction in local languages were abandoned with the introduction of western missionary schooling based on English as the standard of teaching. (Bamgbose, 2000). Owu-Ewie, (2006), argues that during the period 1529-1925 (Pre-colonial to early colonial period) Portuguese, Dutch, Danish, and English relied on their own languages as the medium of tuition whenever these nations were in power in the Gold Coast. This trend however, changed with the arrival of the Basel and Bremen missions who chalked successes by developing the use of local language in their educational and proselytizing missions (Owu-Ewie, 2006). Indeed some scholars (Graham, 1971) emphasize that the missions adopted different approaches, the Basel and Bremen missionaries equally succeeded as the Wesleyans (Andoh-Kumi, 1994).

From 1529 to 1925, the use of Ghanaian language or mother tongue had been established to an extent where the British colonial administration after taking over the reins of the country was unable to reverse the trend (Bamgbose, 2000). The first legislation concerning the adoption and usage of a language of the Ghanaian people in education had been promulgated prior to independence and so Ghanaian language was approved and made the language for teaching at primary level. But after independence in 1957, the policy was reversed (Owu-Ewie, 2006).

Table 2.1 an illustrative representation of the policy from before colonial regime till date.

PERIOD	1 ST YEAR	2 ND YEAR	3 RD YEAR	4 TH YEAR
1529-1925				
2 Castle Schools Era	-	-	-	-
3 Missionary Era	+	+	+	+
1925-1951	+	+	+	-
1951- 1955	+	-	-	-
1956- 1966	-	-	-	-
1967- 1969	+	-	-	-
1970- 1973	+	+	+	-
1974-2002 (Sept)	+	+	+	+
2002-2006	-	-	-	+
Present	+	+	+	-

Adopted from Owu-Ewie, (2006)

Key: /+ = A Ghanaian language was used as the medium of instruction.

- = Ghanaian not used

As noted earlier, the language policy of the Ghana Government adopted in 2007 directs that the language of the community in which school is situated is to be used as the medium of instruction from primary one to three, with English as a course of study. Since the

announcement of the modification of this policy, the deliberation regarding which language must be for education in the country has gathered momentum from academics, politicians, educators, educational planners, traditional rulers, and the general populace (Owu-Ewie, 2006).

Unlike many French speaking republics where there was limited effort to preserve local languages (Djite, 2000), Ghana has made some progress regarding the usage of indigenous languages sanctioned for school teaching. The government deliberately established an intervention, the Bureau of Ghanaian Languages and Dialects to stimulate literature in the ensuing languages, Ga, Nzema, Ewe, Fante, Asante-Twi, Akuapem-Twi, Dagbani and Kasem (Dzameshie, 1988).

Not only that, the Bureau also sees to the direct and indirect improvement of languages particularly with regard to the amalgamation of extraneous concepts, the systematization of muddled syntactic concerns and the standardization of usages and orthographies. It presupposes that while the administration of Ghana has ever since worked with English as its business language at the state level and for national expression, it also gives some leverage to a lot more of the main local languages. But so far no single Ghanaian language has been chosen as the language of general and national communication and as medium of tuition in schools (Dzameshie, 1988), reflecting the complexity of the politics of multi-lingualism.

2.7 Modification in Policy of Language in Education

The adoption of the child's first language in school at least at the initial stages have been hypothetically and empirically long-established to have long term implications for their future learning (Owu- Ewie, 2006). Several other studies and researches show an overabundance of confirmation for the use of first language in education.

Government officials then backed the claim for the use of English as the medium of instruction from primary one to three (Rockwell, 1989) and specified that children transmission of L2 to L1 is swift and a much justification of sustenance of the policy. The Minister convincingly reiterated that English is the official language of the state and that conscious effort must be put in to guarantee that children acquire the right level of competence in both the spoken and written forms of the language.

Among the numerous explanations given by the Education Ministry for the modification in the policy in 2002 was the fact that students are performing badly in English and in other course categories. The question is whether this is due to the usage of Ghanaian language as the approved language for teaching.

Ever since 1987 there have been some educational appraisals and interventions like the FCUBE (Free Compulsory Universal Basic Education) and the 2002 Presidential Education Committee, yet none has blamed the adoption of a Ghana language for poor performance in schools, principally at the Basic level. Rather, the reports of such reviews call for the solidification of the use of the native languages in schools (Ministry of Education, 2003). But the attractiveness of English stems from its practical uses. Adegbija (2004) notes that in Nigeria it has transmuted into a next additional language after local languages due to its functional relevance, its approval supremacy and its role as the nation's official language

Ghana publicized an English only policy during Kwame Nkrumah's regime (1957-1966) but according to Andoh- Kumi, (1994) that was the era when students' English language proficiency was not the best. It presupposes that the problem envisaged is with its implementation rather than policy because teachers have not adequately been provided with

the desirable means to impart and study English language. Carroll, (1962) is of the opinion that, a program which safeguards the successes in the L2 affords quality training and sufficient prospects and satisfactory time for learning the language. Ghana as a country has not equipped teachers with adequate skills to teach English as a second language to be spoken and written at high levels of proficiency and academic understanding.

2.8 English or Mother Tongue as an appropriate Language Policy

As a common practice from around the world, an acceptable language policy must produce the suitable 'national' and 'official' language. A 'national' language discusses the language selected for the attainment of the goal of national solidarity or sociocultural incorporation. An 'official' language, on the other hand, is one that is meant for the achievement of the goal of operational efficiency (Dzameshie, 1988). In the circumstances where the policy indicates the use of a principal Ghanaian language of the community as the sanctioned language for teaching from P1-P3, this can generate complications in communities where children are fluent in a predominant local language, which is not legitimately backed and may not have any orthography, e.g. Ahanta being used as official language in Awocha – speaking area. This multifaceted reality of Ghana needs to be recognized in the policy and/or policy procedures. Swelling numbers of languages not yet officially sponsored in Ghana do have a developed orthography; materials can be developed locally so that pupils can first become literate in their home language and then transfer to English. Becoming confident first in one's own language and then learning to become knowledgeable in a second language institutes many of the dynamics of the reading process for children, according to Dzinyela, (2001).

In order to effectively implement the policy, Ghanaian language textbooks and materials must be accessible; content area textbooks, such as Mathematics books, must be accessible in Ghanaian

languages so that the indigenous language can correctly be used to teach the subjects. A study undertaken by Dzinyela, (2001) discovered a comprehensive lack of textbooks in Ghanaian Languages. Hence it could be said that presently it is not conceivable to carry out the language policy, because resources do not exist to support it. In the same study it was revealed that no teacher spoke the principal language of the locality. As a result, Ghanaian language was used neither as standard of instruction nor taught as a subject from P1 to P6. Under the circumstances implementation of mother tongue policy can be extremely difficult. This situation calls for a serious look at placement and allocation practices for new and experienced trained and untrained teachers. Again, it has been realized that a record number of the teachers were not trained to use the local language as medium of instruction. Such teachers may not have the self-assurance to impart the Ghanaian Language.

In the view of Dzinyela, (2001), one way of achieving the goal of the language policy is to start from scratch by placing more emphasis on teacher education in Ghanaian languages in the Teacher Training Colleges. Other capacities that warrant more attention in Teacher Training programs include methodology of teaching English as a subject and methodology of using English as the sanctioned language for teaching for smooth transition from L1 to L2. It therefore implies that as a matter of policy initiative, Ghana must adopt English as the sanctioned language for teaching at every level of the basic educational ladder through to tertiary level. Even though the policy of language in Ghana requires that local languages should be taught at the basic school level until the end of class three, this is very seldom in practice due to countless attitudinal, structural and educational material deficits (Ankrah, 2015).

2.9 Conceptual Framework

The conceptual framework looks at successful implementation of local language policy for education, codification of local languages in Ghana, Politically representative Local Languages, Legislation on Language Policy, Transition Processes from Local Language to Second Language and Teaching and Learning aids in Local Languages.

2.9.1 Successful Implementation of Local Language Policy for Education

Implementation of mother tongue is an old policy for many countries across the world as far as formal education is concerned. Joyce Mulama (2006) in her IPS debate reminded Kenya the pros and cons of the mother tongue policy. She argued that “ Kenya, as with a number of other countries across Africa, has a majority of its children going through an education system that sometimes fails to provide instruction in the language they speak at home’ ’.She argued to support the fact that the policy is as old as Adam and so it needs much more attention for sustainability. Tanzania and South Africa are very keen and particular about mother tongue policy in their national discourse. Kiswahili at a point in Tanzania’s history was learnt by compulsion.

Ghana has had a smooth implementation of the policy since 2007 even though there are some bottlenecks such as poor government commitment to provision of logistics and teaching and learning material. Tackie Ofose (2015) confirms that the role of the mother tongue in our lives has been well documented, the rule includes the good, the bad and the ugly in Ghana’s basic educational system. Many studies around Ghana reveal that there is a full implementation of mother tongue across basic schools in spite of some hitches.

2.9.2 Codified Local Languages

Codification is, according to Milroy and Milroy (1985:27), one of the final stages in the standardisation process of language. This process is backed by legislative instruments under the

umbrella of the national constitution. English has been officially accepted in Ghana as the language of government business, education and commercial transaction while there are some other sponsored national languages. Post and pre-colonial times in the history of Ghana has welcomed the use of English for education for at least the upper primary schools to the university. The local languages below from all the ten administrative regions of Ghana have been standardised for pre-school education and other national assignment;

1. Akan (Ashanti, Fante, Akuapem, Akyem, Kwahu, Bono)
2. Dagaare / Waale Spoken in Upper Western Region
3. Dangbe Spoken in Greater Accra.
4. Dagbane Spoken in Northern Region
5. Ewe Volta Region
6. Ga Greater Accra Region
7. Gonja Northern Region
8. Kasem Upper Eastern Region
9. Nzema Western Region

2.9.3 Politically representative Local Languages

The Government of Uganda (GoU) prioritised UPE from 1996 and began attempting to implement this from 1998. Primary enrolment had increased in other sub-Saharan African countries in the two decades post-independence, i.e. between the 1960s and the 1980s, reaching approximately 79.5% by the late 1980s. However, Uganda's enrolment for primary had remained largely unchanged at approximately 50% during this period (Appleton 2001; Penny, Ward, Read & Bines 2008). Low general enrolment in primary, particularly for girls, had become a serious concern by the 1990s. The concerns of: gender parity in the enrolment and retention of girls in education; quality delivery and

ensuring strong foundations for literacy are fundamental to the UNESCO frameworks (UNESCO 2004, 2005; UNESCO-UIS 2005). Politics play a major role in language use and selection for most parts of the world. Ghana has had its fair share of the politicisation and interpretation of selection particular of language policy.

2.9.4 Legislation on Language Policy

Language policy is what a government does either officially through legislation, court decisions or policy to determine how languages are used, cultivate language skills needed to meet national priorities or to establish the rights of individuals or groups to use and maintain language. The National Language Policy Framework is based on the outcome of consultative processes; both through stakeholder consultations and subsequently through legislative approval and finally presidential assent. The final approval of the current policy upholds and defines guiding principle of the mother tongue policy in the basic schools in Ghana. The policy framework is fundamental to the management of diverse language resources and the achievement of government's goal to promote democracy, justice, equity and national unity. It is in this spirit that the promotion of all 9 official languages of Ghana, as provided for in the Constitution, takes Centre stage in the policy. Language Policy Framework also takes cognisance of the fact that the value of languages of the country is largely determined by their economic, social and political usage. When a language loses its value in these spheres the status of the language diminishes. Language Policy Framework also takes into account the upsurge of eminent challenges of globalisation and its impact on indigenous languages.

2.9.5 Teaching and Learning Aids in Local Languages

Active participation by pupils is a key part of education. When students actively participate in their learning instead of just observing passively, they grasp concepts with greater clarity. This is made

possible through the use of teaching aids. Teaching aids also encourage teachers and students alike to think about the practical applications for their lessons. For instance, a pulley in science class teaches students about weight and force, but once this information has been understood, it can be applied to the student's life outside of the classroom. Teaching aids are just one method that we use to encourage teachers to invest more in their lessons (Benson C, 2002). Local language teaching and learning materials comprise community generated reading materials, teaching and learning materials made from locally available resources, as well as professionally authored, illustrated, designed, and created teaching and learning aids. These materials provide a way for children and their families to access important information; provide a variety of platforms for learning and knowledge sharing and spaces for community advocacy. These materials can be adapted in participatory and empowering processes that enable truly sustainable transformation which supports the improvement of learning outcomes through literacy, numeracy, and life skills development. Local language materials can play a vital role in the enhancement of improved learning outcomes, process of building local capacity, facilitating the exchange of knowledge through community conversation and ensuring that children and their families can access resources relevant to their particular context. Local language materials can be in a variety of ways. These include simple story-based teaching and learning books, or other short, illustrated resources, adapted from relevant and reliable best practice materials to accommodate the diversity of the populations that local volunteers work alongside. Also, audio recordings and computers are some of the modern technologies for the teaching and learning materials for language learning. Audio recordings using native speakers are helping learners improve their accent. Some recordings have pauses for the learner to speak. Others are continuous so the learner speaks along with the recorded voice, similar to learning a song (Kosonen K, 2005). Audio recordings for self-study use many of the methods used in classroom teaching and have been produced on records, tapes, CDs,

DVD. Modern methodologies of teaching do apply sophisticated technology to enhance language learning outcome especially in the advance world. Most of these modern technologies are not distant from Ghana and so schools can adopt its usage to enhance better teaching methodologies.

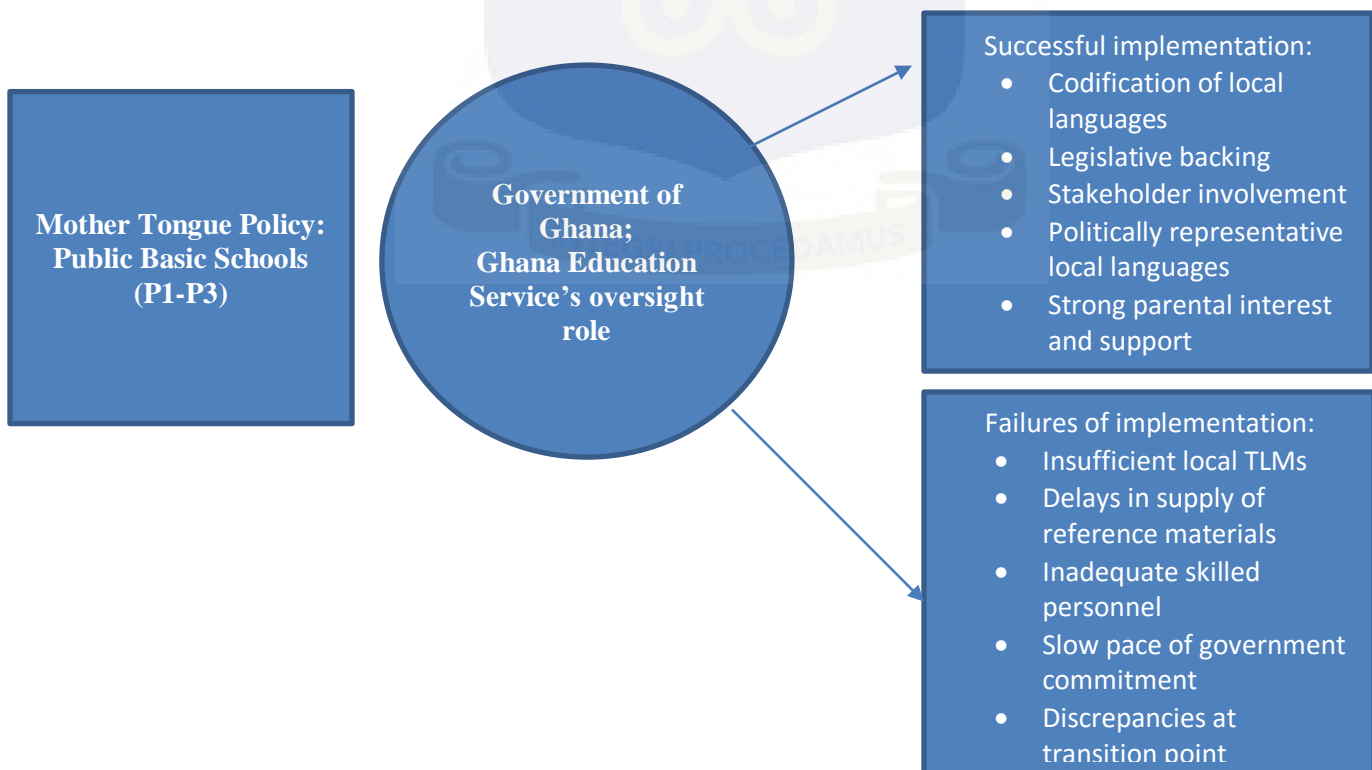
2.9.6 Transition Processes from Local Language to Second Language

What language must be the medium of instruction for the Ghanaian children? Debating on the language of instruction in schools evoke strong and often emotional responses, as has again been seen in the various contributions in the media during the past. During Percy Baneshik Memorial Lecture to the English Academy of South Africa, Professor Jonathan Jansen recommends the introduction of English as the language of instruction as early as possible, quoted by Mail & *Guardian*, October 4, 2013). Most researchers find it difficult to get the link between academic outcomes of an early childhood education and high school or probably later than that. They believe that measuring the impact of this language choice on the academic performance of children later in life is no simple task. This comparison sounds more of comparing apples to oranges, according to Prof. Jonathan.

Generally, schools that decide to teach in English are, on average, more likely to charge school fees, have smaller classes and have access to more resources than mother-tongue schools. Even more importantly, the quality of teachers, their English background and other aspects of school quality are typically stacked in favour of these "straight-for-English" schools. But psychologist holds the opinion that the psychological impact of early learning is higher than physical such as classroom quality, text books, and quality of teachers. The concept of known to the unknown plays a lot of psychological roles on early childhood education and so children according to most studies learn better in the known language than the unknown language.’’ ...Secondly, data from P4 and P5 classes and teachers was gathered so as to examine the manner in which teachers handle transition from MT instruction in P4 and then shift into the use of English as LoLT in P5. The study has

identified discrepancies between de jure and de facto language policy that exist at different levels...” Medadi Erisa Ssentaanda(2014) in his “ Mother Tongue Education and Transition to English Medium Education in Uganda: Teachers’ perspectives and practices versus language policy and curriculum”. Chimbanga and Mokgwathi (2012:30) state that “as long as learners and teachers live in a community which is bi- or multilingual, there will always be a need to use alternative language codes which can best express their ideas”. Cook (2001:404), by contrast, states that code switching also occurs frequently whenever a bi- or multilingual teacher or learner is inadequate in the LoLT. Arthur (1996), documented that teachers are hesitant to admit to their code switching and quicker transition practices because of fear of being exposed as acting against policy stipulations.

2.9.7 Language Policy in Ghana: what accounts for the successes and the failures?



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research adopts both quantitative and qualitative methods to gather the necessary information needed to the objectives of the study. The chapter includes the techniques used for sampling, collection and analysis of data.

3.2 Research Design

Considering how relevant this study is due to the controversies which usually arise when mother tongue policy is mentioned, qualitative and quantitative method described as mixed method was adopted in order to get a complete grasp of the topic. The qualitative strategy, which entailed the use of in-depth interviews is often said to be very effective for detailed explanations on behaviour and experiences (Bryman, 2001; Winchester, 2005). Quantitative method was used as well, which focuses gathering information on the frequency of views and opinions about mother tongue policy. It involved the use of structured questionnaires administered to all the teachers of class 1 to 3 of all the four schools.

3.3 Geographical study Area

This research is on implementation challenges of Mother Tongue Policy in public basic schools in Ayawaso West Sub-Metro Assembly, as well as some areas of Amasaman and Pokuase in the Ga West Municipal Assembly. Even though Amasaman and Pokuase are not under Ayawaso West Sub Metropolitan Assembly, it was included in the study in order to study some of the less privileged schools of the area. This is not to suggest that less privileged schools cannot be found

in Ayawaso. The reason was to be fairly inclusive of both perceived economically stable and non-economically stable communities. Most of the schools in this area is less endowed, lack some basic educational infrastructure and teaching personnel. It is generally parents of lower income who attend school in Pokuase and Amasaman contrary to schools in the vicinities of Ayawaso West Metropolis. Schools in the Ayawaso usually don't lack basic educational infrastructure. They are believed to be the children of elites in Accra. Most of the schools in the Pokuase and Amasaman are located between Nsawam and Achimota in the Ga West Municipalities. They are suburbs of Accra, the capital city of Ghana. The area is an assortment of dynamic retail shopping community, with local stores, bars or 'drinking spots', taxi stations, and a market. The living standards of the residents of Pokuase and Amasaman can be described as quite low, (GSS, 2010). On the other hand Ayawaso West Sub Metro is a relatively elite community with a relatively high standard of living. This area of Accra has most of the beautiful residential and upmarket business enclaves. The boundary of AWSMA begins from Nsawam road of the NI to East Legon through to Tetteh Quarshie to the 37 Military Hospital and follows to the Obasanjo Highway. Communities in this sub metro include Abelenkpe, Dzorwulu, North Dzorwulu, Airport west, East Legon Extension, Roman Ridge, Airport residential area, East and South Legon communities, Opkonglo and Bawaleshie.

3.4 Target Population

The target population in this research included two categories of people. The first were pupils in primary 1 to primary 6 (six years), thus, from age six to age eleven. Pupils were drawn from the lower primary (P1-P3) and the upper primary (P4-P6) to ascertain their level of understanding, involvement and usage of the medium of instruction in school. You need to explain that the schools are not homogeneous. In Addition, some few students from the Junior High School were also included in the interviews to get their views of the topic under study. Their opinions

were relevant as far as academic outcomes were concerned. Mostly the age bracket of JHS students is between the ages of 12 and 15 who upon completion of their three years schooling are awarded the Basic Education Certificate (BECE).

The second were the officials of the Metro Education Unit, Teachers and Head Teachers of these four schools. The schools included Pokuase Methodist 2 Basic School, Dzorwulu Presbyterian Primary, La Bawaleshie Presbyterian Primary School and Amasaman DA Primary School.

3.5 Sampling Size and Sampling Technique

A sample is defined as a “small part of an overall population intended as representative of the whole. It seeks to create a group from a population that is similar to the larger population as much as possible” according to Saunders, Lewis and Thornhill, (2009 cited in (Teye, 2012). The sample size therefore describes the size of the targeted population.

In this study, the researcher used a purposive sampling technique to select experts and key personalities including teachers, educationists and Language Experts from the Ghana Education Service. In the sampled schools, 24 teachers and head teachers were selected while 10 pupils representing P3 to P4 and one person from JHS were carefully considered in the study for the Focus Group Discussion. Another 8 pupils from classes 3 and 4 were also selected from Amasaman DA 2 Basic Schools. Characteristics of the population and the objective of the study influenced the approach of selection. These teachers were selected based on their class of teaching, particularly the first three basic classes’ teachers. The study targeted classes 1-4 because the policy implementation must start from that category of pupils. Therefore purposive sampling approach was used to identify those teachers. Absence of P1 and 2 from the focus group discussion (FGD) is basically hinged on their immature nature to divulge information. The selection of educational and language experts from the Metro was also based on purposive

sampling, a senior official was interviewed to provide the needed information for the research.

3.6 Method of Data Collection

For this research, data collection was done through primary and secondary sources. The primary source was the use of in depth interviews and questionnaire to study what extent public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures. The interviews were audio-recorded with permission from participants and memo notes taken. The secondary data source was obtained through journals and publications. Data was gathered through open-ended research questions using instruments like interview guides and conversational interviews. The interview questions were changed and refined as themes emerged and understanding of phenomena deepened. Data collected through focus group discussion and other interviews was transcribed and analysed by categories abstracted from the data collected to access stakeholders' views on the mother tongue policy and issues associated with its implementation.

The main instruments used in collection of data were in depth interviews and also the use of structured interview guides, focus group discussion and structured questionnaire.

3.6.1 Focus Group Discussion

As part of the primary data collection, one Focus Group Discussion (FGD) was employed in the study in La Bawaleshie Presbyterian Primary School and Amasaman DA 2 class 3 pupils to reinforce the opinions and experiences in order to ascertain valuable insights from the general population. Participants were very active, vocal and free to express their opinions.

The FGD made it possible to focus on meaning, experience, and understanding of mother tongue policy through interactive sessions with the participants.

3.6.2 Structured Questionnaire

Structured questionnaires were administered to 24 respondents. These respondents were all teachers of class 1, 2, 3 of two streams of all the four selected schools, making 8 classes. The questionnaire was divided into five sections thus: demographic data, adequate training and personnel, availability of teaching/learning materials and challenges, stakeholders' view of the policy and future of the policy. Some of the schools had up to D classes and so A and B classes were purposively selected from each school.

3.7 Validity and Reliability of the Instruments

The question of validity and reliability of research instruments questions always remain very dear. This is because research instruments must grasp the accurate value of what is being measured. Focus group discussion was conducted with 10 pupils in the school on 3rd April 2017 and coded manually. The same procedure was repeated on 17th April 2013. The repeated pretext was meant to validate reliability of the instruments.

3.8 Data Collection Procedures

Before setting off for data collection, the researcher acquired an introductory letter from the Administrator of Centre for Social Policy Studies which was issued on 3rd May, 2017.

He further requested for permission in writing to access the schools sampled for the purpose of this study through the Head teachers. According to Cohen, (2000), researchers will need to ensure not only that access is permitted, but is, in fact, practicable. Therefore, the researcher ensured that access to the sampled schools was practical.

The researcher booked appointments with the sampled schools and education offices through Head teachers and Deputy Education Director respectively and visited subsequently. Class

teachers assisted the researcher to get the participants in the sampled classes. Before the focus group discussion with pupils of La Bawaleshie Presbyterian Primary School and Amasaman DA 2, the researcher met the participants and explained to them the purpose of the study and their importance in the study.

The researcher required informed consent and assent from the participants. The researcher then conducted the focus group discussion himself to the sampled pupils. The discussion took 45 minutes and researcher thanked them for participating in the study. Due to the presence of minors, class teachers were asked to stay close by as their pupils to invalidate minor abuse. Also their presence was to protect confidentiality right of the people.

Interviews were conducted with the sampled head teachers and education experts with the help of the constructed interview guide. The interviews took about an hour each at the interviewee's convenience. The interviewer took notes to capture all the salient points while at the same time recorded the interview for transcription in due course. A self-administered questionnaire was distributed to the teachers of each first three classes. The teachers filled out the questionnaires themselves with little guidance from the researcher.

3.9 Methods of Data Analysis

Analysis of data was based on the research questions and objectives. For instance, objective one seeks to find out the extent public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures. Quantitative information was organized, coded and summarized using SPSS, version 17.0. After collecting the raw data, the questionnaires were coded into numerical values which were then keyed into the computer. The analysed data was summarized using descriptive statistics such as frequencies and percentages and presented using tables, pie chart and bar graphs. The general objective comes up

with the key variables such as implementation challenges of mother tongue policy in public basic system. In order to unravel this objective, the questionnaire asked several questions on some of the key challenges that are negatively affecting the policy in its implementation. It further asked respondents to list some of them. These information formed part of the descriptive analyses which the researcher used for the graphs and the diagrams. For the qualitative open ended interviews and the focus group discussion, all the officials were asked about the extent of the policy implementation and the issues associated with it which the objective two seek to identify. Through the qualitative open ended interviews and the focus group discussions with the pupils, key variable such as the factors that have shaped the successes and the failures of the policy were clearly dealt with. A careful thematic analysis was used to develop three different categories of themes; global theme, organizing themes and basic themes to critically digest the findings. The findings were put together to do a subsequent analyses in the ensuing chapter.

3.10 Ethical Considerations

It is very important to accord participants respect and some form of consideration. Research ethics calls for responsible conduct of researchers. The following three areas were taken into account by this research: assent, consent and privacy.

3.10.1 Informed Consent

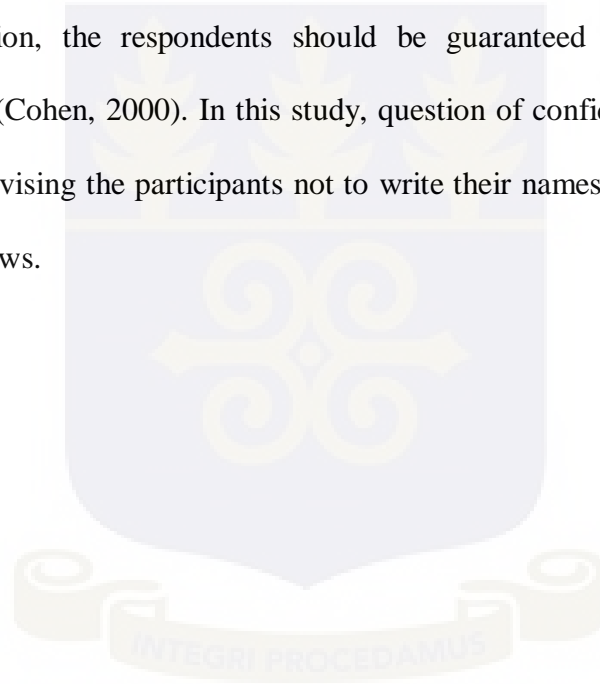
Participants' choice to either participate or not to participate in the study is what this is about. According to Cohen, (2000), at all times, the welfare of subjects should be kept in mind by the researcher. In this study, the researcher asked for the consent of the participants and there was no form of coercion whatsoever. The researcher clearly explained to participants the reason for the study and their role.

3.10.2 Assent

Cohen,(2000) indicates that “assent is a term used to express willingness to participate in research by persons who are too young to give informed consent but who are old enough to understand the proposed research in general”. Assent from pupils was sought with informed consent from teachers.

3.10.3 Privacy

The basis for the research rests on the information extracted from the respondents. In order for wholly reliable information, the respondents should be guaranteed the concealment of the information they provide (Cohen, 2000). In this study, question of confidentiality was well talked about and promised by advising the participants not to write their names on the questionnaires, in discussions and in interviews.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents analyses of results and further discusses the results of findings in accordance with research questions and objectives as follows: background information of participants, guiding principles of mother tongue policy, implementation requirement and prevalence of use of mother tongue. It also does thorough discussions about the findings on stakeholders' views and implementation challenges of the policy.

The chapter finally presents findings on factors accounting for the Mother Tongue Policy, successes and failures of the policy as well as historical and philosophical underpinnings of Mother Tongue Policy in the public basic schools in the Ayawaso West Sub Metropolitan and Ga West Municipality of Greater Accra Region.

4.2 Socio-Demographic Background of Teachers

4.2.1 Age of Respondents

The study identified age distribution of respondents from Table 4.1. It was observed that majority of teachers who participated in the study were below 46 years. The highest proportion among this age group was those between the ages 31 to 45 years, representing about 34%. Only a few of respondents were over 55 years. The result is not surprising since it generally reflects the age distribution of teachers in the basic schools in Ghana.

Table 4.1 Age Distribution of Teachers

Age	Frequency	Per cent
20 – 30	7	29.2
31- 45	8	33.3
46 – 55	5	20.8
56 – 61	4	16.7
Total	24	100

Source: Field Data, 2017

Table 4.2 mean, mode and Median Age.

Mean	Median	Mode
2.25	2.00	2.00
Total 24		

Source: Field Data, 2017

4.2.2 Level of Teacher Training Education of Respondents

It is observed from **Table 4.3** below that all of the respondents who are teachers have had tertiary education. Also 12.5% are secondary school certificate holders while only a few have no formal Teacher Training. This result is a general reflection of GES requirement of teacher recruitment in Ghana. Teacher education (formal) in recent times has been upgraded to tertiary level making all Teacher Training Colleges a tertiary institution. It is also very common to meet teachers who have only secondary education in the public basic schools, particularly in the less privileged schools

due to teachers' unwillingness to accept appointments in the deprived areas. This was one of the reasons why the researcher stepped out of AWMA to Ga West Municipality.

Table 4.3 Level of Education of Respondents

Category	Frequency	Per cent
No formal education	1	4.2
SHS	3	12.5
Tertiary	20	83.3
Total	24	100

Source: Field Data, 2017

4.2.3 Marital Status of Respondents

Majority of respondents were married whereas about 29% were single. Also, about of them were widowed. The result is shown in Figure 4.1.

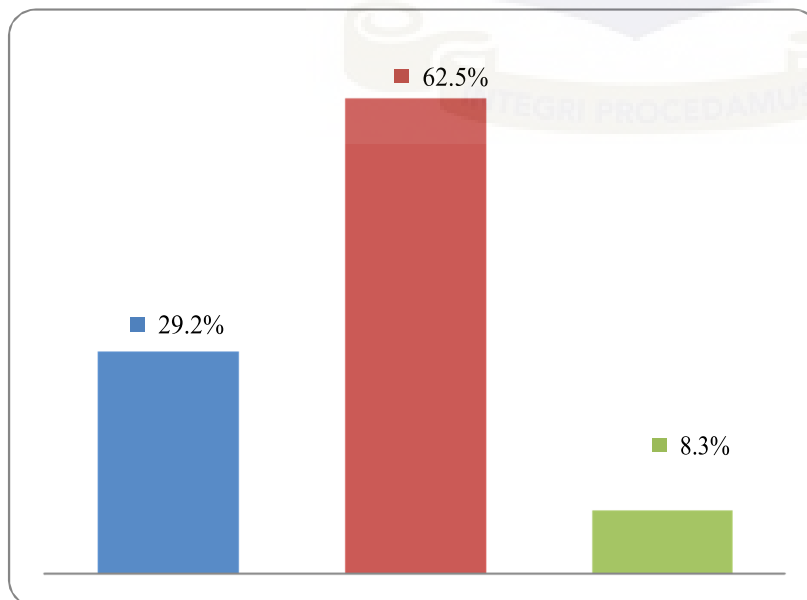
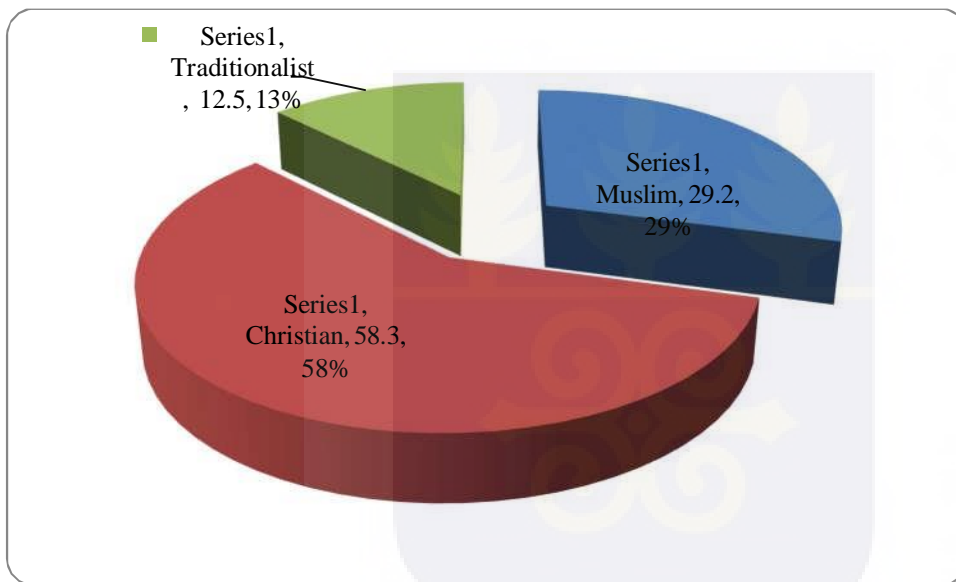


Figure 4.1 Marital status of respondents*Source: Field data, 2017***4.3 Religious Affiliation of Respondents**

The study revealed that majority of respondents representing were Christians, while some were Muslims. Only 13% were traditionalist. The result reflects the very trend of Ghanaians religious setting; majority of Ghanaians is Christians according to 2010 population and Housing Census. Figure 4.2 shows this distribution.

**Figure 4.2 Religion of respondents***Source: Field data, 2017***4.4 Number of Years in Teaching Service**

In order to identify the extent of experience the teachers have had in the service or their length of stay in the teaching profession so that they are considered as the best to speak to the topic on hand, respondents were asked about the number of years they have been working as teachers. From Table 4.4 the result indicates that about one third of respondents (65%) had been teachers for over 11 years. This shows that respondents were in good position to give relevant information about the study.

Table 4.4 Years in teaching service

Years in service	Frequency	Per cent
0-11 years	6	25.0
12-21 years	10	41.7
22-33 years	6	25.0
34 and above years	2	8.3
Total	24	100

Source: Field Data, 2017

4.5 Implementation of Mother Tongue Policy

Findings from implementation show that 100% of the respondents stated they use mother tongue as medium of instruction in their various schools. This means that there is a very good motivation for this strict adherence or simply that they were reporting what is expected of them.

In an interview with an official of the Metro, he said;

‘Circuit Supervisors are dispatched to monitor and evaluate teachers in each circuit and zone’

(AWSMA OFFICIAL)

Generally, efficiency of policies depends on proper monitoring and evaluation mechanisms.

Table 4.5 Is your school implementing mother tongue policy?

Category	Frequency	Per cent
Yes	24	100.0
No	0	0.0
Not sure	0	0.0
Total	24	100

Source: Field Data, 2017

4.6 Change in the mood of pupils during mother tongue usage in class

It was observed by the study that pupils are active in class when they can understand the lesson especially in their L1. About 75% of the respondents confirmed that pupils are active when the lesson is taught in their own language. A focus group discussion with Amasaman DA 2 class 2 to 4 expressed similar concerns;

PUPIL 3 ‘I understand it better than English...my sister and aunty always help me when I go home with an assignment’ in Ga.

This statement supports EFA Global Monitoring Report 2013/14;

‘All children, irrespective of their location, should have teachers who understand their language and culture and thus can improve their learning. Yet, in many countries, children are taught in languages they do not speak at home’

Table 4.6 Change in the mood of pupils during Mother Tongue Usage

Category	Frequency	Per cent
Active	18	75.0
Passive	2	8.3
Normal	4	16.7
Total	24	100

Source: Field Data, 2017



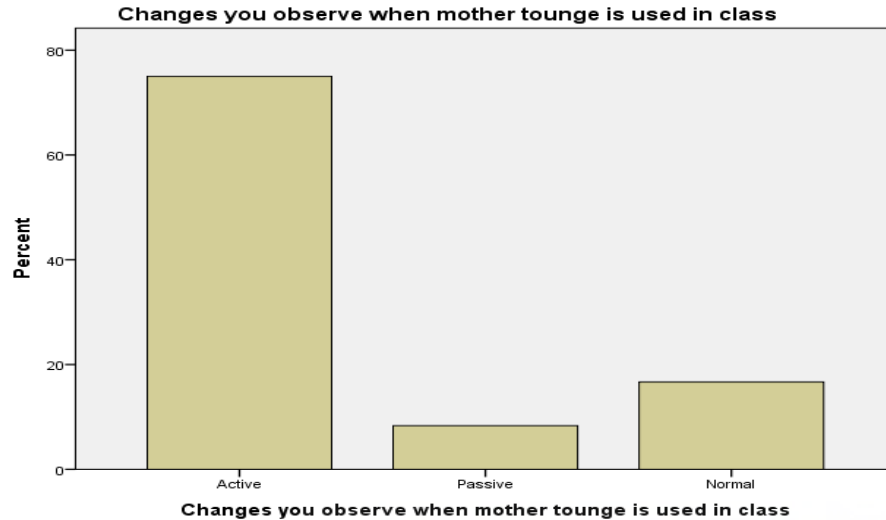


Figure 4.3 *Changes identified when Mother Tongue is in use*
 Source: Field data, June 2017

4.7 Implementation requirements and guiding principles of mother tongue policy in basic schools.

The study was interested in identifying the guiding principles of the use of mother tongue policy in public basic schools and the implementation requirements. It therefore sought to find out whether mother tongue policy is implemented in the selected schools vis-à-vis policy requirement. When asked about this, the response from all the respondents was unanimous. From Table 4.5, all the respondents adhere to the policy in their schools. Consequently respondents were asked about the type of language used as mother tongue in their schools. The result from figure 4.4 show that 50% of the schools used Ga and/or Twi, while the rest used Ewe only. This was corroborating the guiding principle of the policy.

R3”....dominant language(s) of the geographical area is selected as medium of instruction for all subjects except English language for class one to three.... “

Headmaster of one of the schools the researcher interviewed said this guiding principle

confirms why the three dominant languages were used in these schools. The guiding principles of the policy are that dominant language of the community is the language of instruction and also public basic school 1-3 are instructed in the dominant local language.

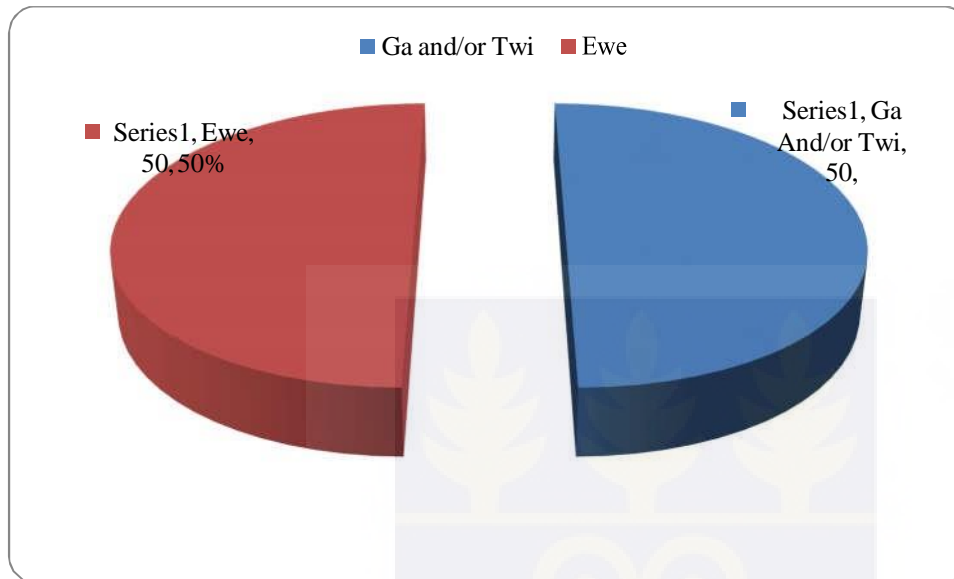


Figure 4.4 Mother language used in schools
 Source: Field data, 2017

4.8 Training of Teachers for Mother Tongue and who provides the Training

It is observed from Fig 4.6 that majority of the teachers are purposely trained to instruct in native languages. Among all the personnel, 50.0% receive in-service training by the Ghana Education Service to handle mother tongue in various public basic schools.

AWSMA official in an interview disclosed to the researcher government’s commitment as far as training of personnel is concerned;

R2 “yes of course they do. They have been receiving in-service training since they came, not only for lower basic schools but all teachers in public basic schools. For the teachers in the lower classes, we give them language proficiency training in Ga, Twi and Ewe languages. The entire training is conducted in these three languages using audio-visual materials alongside open interactions with their colleagues so that they equip their know how in the mother tongue

From the above excerpts interview, it is not surprising that 50% and 12.5% are trained by the GES and the schools respectively.

Table 4.7 Teachers who have received training in handling Mother Tongue

Category	Frequency	Per cent
Yes	19	79.2
No	5	20.8
Total	24	100

Source: Field Data, 2017

Table 4.8 Agency in Charge of Teachers in-Service Training

Category	Frequency	Per cent
Personal	4	16.7
This school	3	12.5
GES	12	50.0
None	15	20.8
Total	24	100

Source: Field Data, 2017

4.9 Availability of supporting materials and other challenges of mother tongue Policy.

Fig 4.9 below it is established that reference materials and other supporting materials are available for implementation of the policy. About 79 % of the respondents affirmed availability of reference materials. This one way or the other contradicts one of the respondents' remarks.

R1 “Challenges such as delay in supply of teaching/learning materials, inadequate materials...”

He further outlined some challenges of the policy.

R1 “...logistics, not enough qualified teachers for the policy. These are the key challenges as we speak’. ‘Government does whatever without involving us most often...’.

Even though most of the respondents say that there are materials, headmasters of all the eight schools hold different opinions different from their teachers. Delays in supplying of educational materials in general are often very predominant especially at the basic level and the less privileged schools. An AWSMA official had this to say, outlining some of the challenges,’

R1 “some of the teachers posted to some of the schools do not speak even a letter or are not good in the language they are supposed to instruct”.

Availability of teaching learning materials is not forthcoming coupled with other challenges which are very common with Ghanaian schools in general even though 21% of the respondents say TLMs are available. Non-availability of reference materials is an impediment to education.

Table 4.9 Availability of supporting materials and other challenges of the policy

Category	Frequency	Per cent
Yes	19	79.2
No	5	20.8
Total	24	100

Source: Field Data, 2017

4.10 Stakeholders' views on teaching pupils in Mother Tongue at lower basic Level.

It is observed from Table 4.10 that few of the respondents think it is not appropriate to use mother tongue at that level while 41.7% think to the contrary. However, remaining of the respondents were not emphatic, expressing mixed feelings about the use of mother tongue. This means that not more than half of the respondents could categorically state their support or otherwise for the policy usage in the lower basic schools.

Interestingly, the same results are received when the researcher sort to find out respondents' views if the use of mother tongue signalled respect for human right ,sign of respect for one's heritage and identity. Table 4.11 below shows that a little below half of the population believe that it is true that mother tongue usage is enough respect for one's culture. An interview with the Deputy Metro Director of Education revealed that society perceives the use of mother tongue in school as cultural fortification. This was confirmed by some of the pupils during the focus group discussions with one of the schools.

Pupil 1' *Two; it preserves our culture....*'

They believe that linguistic colonization (Sarmela, 1975) could be overcome. Even though 16.7% (Table 4.10) of the respondents think otherwise. Class 3 and 4 pupils of La Bawaleshie Presbyterian Primary A in a focus group discussion said:

Pupil 2' *... it will spoil our English when we grow. We will not be fluent....*'

From the same focus group discussion, some the pupils feel that learning in L1 will compromise their speaking of better English. These pupils do not consider this, in any way, as a form of coercion. The relationship between core English speaking and periphery English speaking countries being dominated by one language is what Phillipson (1975) describes as linguistic imperialism. Some of the respondents who are parents have mixed feelings about the issue of mother tongue been a source of identity, concern or heritage.

Table 4.10 Parents' views on teaching their children in mother tongue at the level

Category	Frequency	Per cent
Yes	10	41.7
No	4	16.7
Mixed feeling	10	41.7
Total	24	100

Source: Field Data, 2017

As said earlier, stakeholder's views are that of a positive one towards the policy implementation considering how much respect authority has demonstrated towards their language.

In the opinion of the Metro Director of Education who is also a language expert, he quoted Amonoo, 1989 as saying 'the usefulness of the mother tongue in education cannot, therefore, be overemphasised. It can be viewed from psychological, pedagogical, nationalistic and ideological perspectives. It is the MT that the child acquires first; in view of this it is one of the important things that promotes the development of the child's intellect and mental process and other aspects of his personality in early education''

Table 4.11: Community regards mother tongue as sign of respect, right and identification

Category	Frequency	Per cent
Yes	10	41.7
No	4	16.7
Mixed feeling	10	41.7
Total	24	100

Source: Field Data, 2017

4.1 Factors that accounted for introduction of the mother tongue policy

This part of the research was very salient to the researcher. During the qualitative interview with the educational expert and school heads, a lot of emphasis was placed here. Regarding what factors accounted for introduction of the policy, the researcher posed this question in an interview with an official of AWSMA.

R1 ‘What factors accounted for the need for the policy?’

Reiterated that;

R1‘ I will say several factors came in. We notice that when the children meet as friends they always speak vernacular. At home they speak vernacular etc. so it therefore means that they understand better in their mother tongue. Two; it’s our heritage and preservation of culture. You are the current students, some theories back the fact that pupils understand better in mother tongue at the early stages’’....’’ ...I have forgotten them but they are there so go and look for them. You can Google for “why the need for mother tongue policy”, you will get plenty.’’

Government attests to the fact that the use of the L1 in education at least at the early stages has been theoretically and empirically confirmed to be beneficial (Owu-Ewie, 2006). There is a plethora of evidence for the use of L1 in education at that stage.

There have however been contrary concerns over this issue citing the relevance of the discourse on linguistic imperialism amidst globalization. The spread and use of the English language for example has been justified as natural and beneficial to globalization. Therefore, nearly over 60 countries in the world use it officially or partially. For example, most researchers write in English and it is noted that three quarters of the world's emails are written in English (Ankrah, 2015) and as Crane, (2004) observes, none of these would occur without a language which is considered important in the global agenda. With or without mother tongue usage in the early stage of the child's education, each of the schools of thought has a justifiable reason to support the policy in public basic schools.

4.11 Preference for Mother Tongue Policy among Pupils

The researcher recognises the need to discuss preferences as a result of historical and philosophical reasons associated with Mother Tongue Policy in Ghana. A percentage from Table 4.12, in addition to the focus group discussion with some school pupils explains better the philosophical and historical underpinnings leading to why pupils have lots of interest in being taught in their language.

Table 4.12 Preference for Mother Tongue Policy among Pupils

Category	Frequency	Per cent
Yes	17	70.8
No	3	12.5
Not sure	4	16.7
Total	24	100

Source: Field data, June 2017

It is observed from Table 4.12 that majority of the respondents can confirm that pupils like being taught in mother tongue even though 12.5% (table 4.11) said the contrary. From Table 4.11 above, others were not sure of pupils' stance.

During a focus group discussion with Bawaleshi Presbyterian Primary three and four pupils, it was revealed that history and background of pupils played major role in their reasons.

''Pupil 2: I am from Somanya. There is little difference between Ga and Krobo languages but very close. I understand but I can't write. I am told we all one people migrated from somewhere Nigeria years ago. I like learning in Ga language.''

Generally, people feel much more bonded with a known linguistic background. Since the era of Kwame Nkrumah, Ghana has strongly advocated for an African personality in all spheres including language and therefore it is not surprising that pupils agree with the first President of Ghana to revisit the past and what Ghana stood for. Ghana stood for the black African identity and philosophy.

4.12 Perceived successes and the failures of the policy implementation in Ghana

The researcher sought to find out factors that have shaped successes and failures of the policy implementation in Ghana and if respondents would recommend that the policy is extended to the entire primary school system instead of the current lower primary school.

The success, the failures and recommendation of the policy are discussed in Table 4.12 and Table 4.14 below.

From Table 4:13 it was observed that 62.5% of the respondents stated the policy has been so successful. The success of every policy largely depends on stakeholder's involvement and commitment level. A recounted how parents have been helpful:

R2...'' They know of the policy and have so far been very cooperating''.

He revealed how supportive parents and guardians have been as far as the policy is concerned. An official of AWSMA is so optimistic about the success of the policy implementation:

R2... *‘I think I can measure from this angle; more and more pupils are able to progress to the upper primary and JHS now than ever before. BECE results keep getting better though several other factors account for this. This is a very dicey question but in all I can emphatically say that mother tongue language policy implementation has contributed immensely to higher enrolment, retention and academic performance., ...’we have monitored it well, government is committed and society is involved’’*

Some other respondents have contrary views about the policy and so do not support it. About 8.3% states how unsuccessful the policy has been. This was buttressed by the a head teacher saying that;

’’ Yes another important point. It’s a problem at the lower level especially those whose parents are in Accra due to job transfers yet are not Ga meanwhile they have to school in an area they teach in Ga language. These are some of the failures that provisions were not made for as far as this policy is concerned.’’

The headmasters’ fears are supported by the fact that Ghana, like most African countries, is a multilingual nation. Various studies have discovered between forty five (45) and sixty (60) indigenous languages (Amonoo, 1986).So non-native speakers become victims of the policy. However, 29.2 % (Table 4.14) of the respondents could not categorically state whether it’s a success or failure. Respondents’ views on whether or not the policy should be extended to all levels of primary school are given below in table 4.13.it was observed that, other respondents, both teachers and pupils have expressed how the non-speakers have been ignored completely in class..

Table 4.13 Recommendation for the adoption of the Mother Tongue Policy for all Primary classes 1 to 6

Category	Frequency	Per cent
Yes	15	62.5
No	4	16.7
If possible	5	20.8
Total	24	100

Source: Field data, June 2017

Table 4.14 Successful Implementation of the Policy

Category	Frequency	Per cent
Yes	15	62.5
No	2	8.3
Somehow	7	29.2
Total	24	100

Source: Field data, June 2017

In Table 4.12 above, 62.5% of the respondents who are all teachers recommend that the policy be extended to the entire primary school. They believe that the policy objectives among other things as stated below are evident among the pupils since implementation;

- i. Improved learner achievement in literacy and numeracy
- ii. Increased community and parental awareness of the value of local languages in education,
- iii. Increased capacity of language boards,

- iv. Increase in enrolment,
- v. appreciation of learning from known to unknown etc

This may probably stem from the fact that the policy implementation has so far been a success in the metropolis. Even though a few (Table 4.12) of the respondents will not recommend extension to the entire primary school.

In the analyses above, the key thematic areas from the qualitative interview were set out;

- i. Implementation of mother tongue policy in public basic schools.
- ii. Stakeholders' views on the mother tongue policy and issues associated with its implementation.
- iii. Successes and failures of the policy and factors that have shaped it.
- iv. Implementation requirements and challenges of mother tongue language.
- v. Historical and philosophical antecedents of the policy.
- vi. Recommendation for future planning of the policy.

The researcher based on tables 4.13, 4.12 and 4.6 to suggest the successes of implementation of the policy. In the table 4.13, the researcher identified an overwhelming majority of 62.5% of the respondents recommending an extension of the policy implementation to the entire basic school while another 70.8% from table 4.12 of the respondents who were pupils asking for mother tongue to be used as medium of instruction for all other courses in basic school with the exception of English language as a course. The researcher noticed from 75.5% of the respondents who were teachers in table 4.6 that pupils feel active during lessons in their native language and contribute a lot.

On the contrary, very few have been done to cater for the needs of the few who are passive during lessons in the mother tongue. The few who do not speak any of the sanctioned languages are always almost are at the disadvantage. From table 4.6, an indication from 8.3% of the respondents affirms that pupils whose mother tongue isn't Twi, Ga or Ewe are passive in class. They are more often not

fully participating of would be sleeping in class.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the researcher summarizes the key findings based on the objectives of the study. Conclusion is then made from the discussion to give some recommendations for the appropriate authorities and further researches.

5.2 Summary of key Findings

The study sought to examine the extent to which schools have been able to implement the mother tongue language policy and what factors have shaped their successes and failures. It also examined stakeholders views on the policy as well as issues associated with its implementation in the public basic schools in the Ayawaso West Metropolitan Assembly of Greater Accra.

The study revealed that implementation of mother tongue language in education policy was in full force in the entire Metropolitan Assembly public basic schools. All the public basic schools the research included in the study are implementing the policy. It was realised that even some of the schools who were not included in the sample size also implement mother tongue policy. The policy has been in force since 2007 even though that was not the first time it was introduced. All the respondents in the questionnaire were practicing teachers in the classroom. All the interviewees, with the exception of the Deputy Director of Education are headmasters of the selected schools who strictly adhere to implementation of the policy and attested that they have so far satisfied all the guiding principles of the implementation requirements of the policy. It was observed that 100% of the selected schools in the study are implementing the policy.

The general views of the respondents point to the fact that some challenges such as funding on the part of government leading to insufficient reference materials and insufficient teacher in-service training are impeding the success of the policy.

It was however established that stakeholders including parents and guardians are optimistic about the future of the policy despite recurrent bottlenecks. The study revealed that the very factors which motivated implementation of the policy have not been abandoned and keeps motivating its survival and sustenance.

It was also observed that provision of teaching learning materials, appropriate teacher recruitment and in-service training, stakeholders' involvement in decision making, monitoring and evaluation of the policy among other things are essential elements for efficiency and sustenance of the policy. It is a very common language studies research opinion that has proven that if the pupils are able to master their native language very well up to an appreciable level, they will transfer the skills and concepts in learning the L1 into the second language learning (Cummins, 2000).

5.3 Conclusion

The study explored the implementation challenges of the Mother Tongue Policy in the public basic school system in Ayawaso West Sub-Metro and to what extent public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures. The term mother tongue (MT) is a metaphor coined by European civilisation. It derives from the situation prevalent in monolingual family where the mother is usually the main source and guide of the child's primary social adaptation. All the missionaries, Basel, Bremen, Wesleyan and Catholic from the literature, saw the pedagogical importance of the mother tongue in education. For example, the Basel missionaries enunciated a policy which was

purely backed by practical and theoretical pedagogy .In the end, it has been established that Ayawaso West Metropolitan Assembly and some part of Ga West, specifically Pokuase and Amasaman are implementing Mother Tongue Policy in their schools since 2007.the first objective of the study was to examine the extent public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures. This objective is not missed at all in any way after a careful research and analyses. They believe that teaching the mother tongue is thus a central task of an educational system especially in independent countries that have emancipated themselves from colonialism and are concentrating on nationalism and development. Guiding principles of this policy requires that the dominant mother tongue of a community be used as the medium of instruction for basic 1 - 3 in the public schools across Ghana. Implementers of the policy affirm positive academic outcomes as far the policy is concerned. They have established an appreciable link between the policy and enrolment in their schools. Some of the factors that have shaped the successes of the policy include the stakeholders' involvement and commitment.

The key objective was to identify implementation challenges as far as mother tongue policy is concerned. Implementation of the policy is not devoid of financial difficulties on the part of the government and other forms of challenges such as insufficient teaching and learning materials and teaching personnel with adequate bi or multilingual background. Multilingual setting, even though comes with several advantages, it also has its own deficits.

Just like most African countries, Ghana is a multilingual nation. Various studies have discovered between forty five (45) and sixty (60) indigenous languages (Amonoo, 1986). This considerable number of indigenous languages presents ethnic and linguistic diversity which potentially creates problems for effective national communication and integration. Considering the enormous facets of problems with a multilingual situation of this nature, the government of Ghana, in order to

ensure even development has laid down effective language policy guidelines. Mother Tongue Policy was introduced as far back as since the arrival of the colonial masters. The policy has faced a lot of instabilities as far as implementation is concern probably due to governmental ideologies.

Since 2007 to date, Ghanaian public basic schools continue to implement mother tongue policy. This means that pupils of class one to three are taught in their mother language, mostly the dominant language of the area the school is cited with the exception of English language as a subject. This policy is compulsory for all public basic schools in Ghana. The study through primary and secondary sources have revealed that children learn better in their mother tongue at their early stage of education and so governments across the globe embraced this policy to better the foundation of their human resource capacity building.

Implementation of the policy as said earlier has not come on the silver platter. There are some forms of implementation challenges that have been laid bare through this study even though advantages of the policy by far outshine these challenges. Government has been urged to make the policy a priority just like the alacrity with which political elections are perceived with that much seriousness in order to avert most of the challenges that are tailored.

The right to use one's mother tongue is a fundamental socially expressed human right which every child must not be denied. Language enthusiasts believe that no greater injustice can be committed against a people than to deprive them of their language. This is a critical violation of Linguistic Human Rights (LHR) adverse consequences of child and personality development, socialisation and acculturation would crop up if the child is denied of his first language. The mother tongue is the language that anchors the child into his/her culture and society. The loss of the mother tongue results in the loss of rootedness in traditions, and leads to intellectual cultural defect and emotional disturbance (see Awoniyi 1982, Boadi 1994: 62-63).

5.4 Recommendations

Based on the findings and the objectives of the study some recommendations are serialised distinctively to guide policy makers and researchers to quickly familiarise with them for future improvement of the policy. The study sought to find out to what extent public basic schools have been able to implement Mother Tongue Language Policy and factors that have shaped their successes and failures and also stakeholders' views on the mother tongue policy and issues associated with its implementation as well as challenges of the policy.

First of all, Mother Tongue implementation should commence from the very beginning of formal education through to class three instead of from class one to class three without making any emphasis on nursery and kindergarten.

And also, special training should be given to teachers to effectively handle major language of the community where the school is cited. Efficient modern teaching techniques that are sustainable and practical should be used in teaching the mother tongue so that pupils would appreciate the essence of early education.

Furthermore, recruitment of teachers to lower primary should take into account proficiency level of the taught Ghanaian language of the yet to be assigned teacher.

That notwithstanding these, resource persons from the community should be invited in between times to teach some special topics in order for pupils to really feel home at school. This recommendation, even though, quite distant from this study, would provide familiar setting as far as the pupils are concerned.

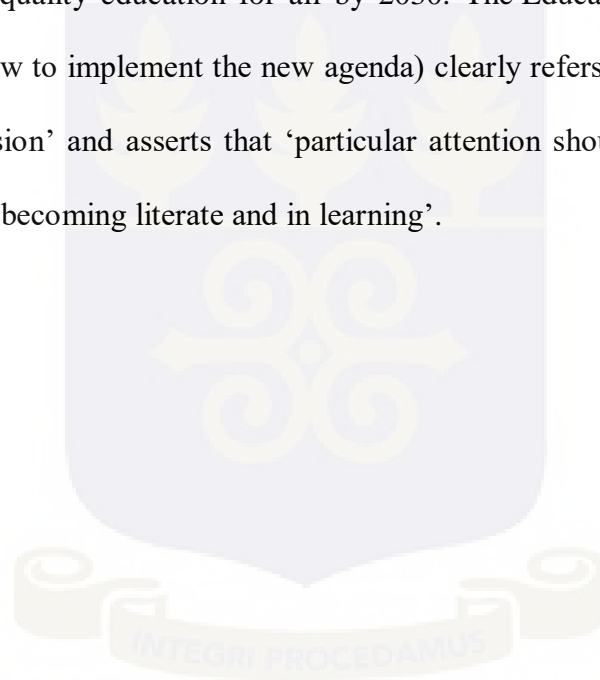
Further again, teachers and parents' views and inputs should be sort in preparation of pupils' reference materials since the upbringing of children at that age is a shared responsibility between parents and teachers.

In addition, special arrangement must be made for the non-speakers of the used native language

so that they don't fall out of the lesson. Children learn from known to unknown.

Finally, special fund should be created for the policy in order to avoid been cash trapped for implementation since this is the very basic foundation of the child's education.

This is the most appropriate time for action. On January 1st 2016, a new global development agenda came into effect. 193 world leaders have pledged to a set of goals which will 'leave no-one behind'. Respect for the use of mother tongue language is imperative if the world is to deliver on its promise of inclusive, quality education for all by 2030. The Education 2030 Framework for Action (a road-map on how to implement the new agenda) clearly refers to the need for 'language policies to address exclusion' and asserts that 'particular attention should be paid to the role of learners' first language in becoming literate and in learning'.



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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR CLASS THREE AND FOUR PUPILS BAWALESHIE PRESBY PRIMARY SCHOOL

UNIVERSITY OF GHANA

MASTER OF ARTS, SOCIAL POLICY STUDIES

QUALITATIVE INTERVIEW GUIDE FOR CLASS THREE AND FOUR PUPILS

LOCATION ADDRESS OF INTERVIEW:	DATE OF INTERVIEW:
START TIME :	TIME COMPLETED:
INTERVIEWER'S NAME:	

The main objectives of the study are to:

- 1. The study will examine the extent to which schools have been able to implement the mother tongue language policy in public basic schools and factors that have shaped their successes and failures.*
- 2. The study will explore stakeholders views on the mother tongue policy and issues associated with its implementation.*

SECTION 1: DEMOGRAPHIC FEATURES OF PUPIL

SECTION 2: PUPILS VIEWS ON THE MOTHER TONGUE POLICY AND ISSUES ASSOCIATED WITH ITS IMPLEMENTATION.

- 2.1. What is your ethnic group and what Ghanaian language is your MT?
- 2.2. What other Ghanaian languages do you speak?
- 2.3. In what Ghanaian language were you taught at school?
- 2.4. Was that the indigenous language of the place where your school is located?
- 2.5. Did many of your classmates speak the language or only a few spoke it?
- 2.6. Did your teacher speak the language well?
- 2.7. Can you write in the language of instruction?
- 2.8. Do you do homework in the language of instruction?
- 2.9. What do you know about the MT policy?
- 2.10. Those of who are not natives, do you fell part of the class when the lesson is in mother tongue?
- 2.11. Those who are native speakers, how do you feel for your friends who do not speak the mother tongue well when the lesson is ongoing?
- 2.12. Does t e a c h i n g in mother tongue help you to better understand your lessons?
- 2.13. Does mother tongue education help you to better discuss with your parent at home on certain issues?
- 2.14. How many of your lessons have text books in the mother tongue?
- 2.15. How many of your lessons have workbooks in the mother tongue?
- 2.16. Does the teacher correct your work in the mother tongue?
- 2.17. Do you speak English?
- 2.18. When did you learn to speak English?
- 2.19. Where did you learn to speak English?
- 2.19. Who taught you to speak English?
- 2.20. Have you started your lessons in English?
- 2.21. Which do you read and write better, English or MT?
- 2.22. What do you like most about MT lessons?
- 2.23. What do you dislike most about MT lessons?

2.24. If you had the chance to choose between lessons in MT and teaching in English what would you choose and why?

APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHER

UNIVERSITY OF GHANA

MASTER OF ARTS, SOCIAL POLICY STUDIES

QUALITATIVE SEMI-STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHER

INTERVIEWEE'S NAME:	
LOCATION ADDRESS OF INTERVIEW:	DATE OF INTERVIEW:
START TIME :	TIME COMPLETED:
INTERVIEWER'S NAME:	

The main objectives of the study are to:

- 3. The study will examine the extent to which schools have been able to implement the mother tongue language policy in public basic schools and factors that have shaped their successes and failures.*
- 4. The study will explore stakeholders views on the mother tongue policy and issues associated with its implementation.*

SECTION 1: DEMOGRAPHIC CHARACTERISTICS

1.1. AgeSexYears in Service.....
Educational BackgroundReligionDesignation

- 1.2. What is your specific job description?
- 1.3. How many schools are under our supervision: kg, primary, JHS?)
- 1.4. How long have been in this position?

SECTION 2: IMPLEMENTATION OF MOTHER TONGUE POLICY

- 2.1. When did you become aware of the MT policy and what was your source of information?
- 2.2. Explain what the specific guidelines of the MT policy are
- 2.3. Explain how you were formally prepared to supervise the implementation of the MT policy.
Describe the ethnic groups in this area and the Ghanaian languages they speak
- 2.4. What is the indigenous ethnic group in this area and what language do they speak
- 2.5. What language (s) do the pupils in your school speak fluently?
- 2.6. What languages do the teachers in your school speak fluently?
- 2.7. What language do you teach in the MT implementation in your school?
- 2.8. Explain what Ghanaian language you use in your MT implementation and what informed that selection.
- 2.9. How do your teachers who do not speak the mother tongue of the area teach?
- 2.10. How to the children who do not speak the mother tongue participate in class?
- 2.11. Have there ever been disagreements about the use of the local mother tongue in your school and who are the parties engaged in such conflicts
- 2.12. Do the qualification and training of teachers fit with subjects they are signed to teach in relation to mother tongue usage?

- 2.13. Do teacher receive in-service training? What type of training? How is the condition of training vis a vis the policy?
- 2.14. Do teachers prepare and use their own teaching materials for mother tongue lessons? If not what is their problem not to prepare adequately?
- 2.14. What are the attitudes of teachers, parent and students toward the use of mother tongue as a medium of instruction?
- 2.15. Currently, what major problems are encountered in the implementation of the policy?
- 2.16. What are the measures to be taken and support needed for the effective implementation of the policy?
- 2.17. In your view how successful has the policy been in relation to academic performance?

APPENDIX III: INTERVIEW GUIDE WITH DEPUTY DIRECTOR OF EDUCATION

INTERVIEWEE’S NAME:	
LOCATION ADDRESS OF INTERVIEW:	DATE OF INTERVIEW:
START TIME :	TIME COMPLETED:
INTERVIEWER’S NAME:	

The main objectives of the study are to:

- 5. *The study will examine the extent to which schools have been able to implement the mother tongue language policy in public basic schools and factors that have shaped their successes and failures.*
- 6. *The study will explore stakeholders views on the mother tongue policy and issues associated with its implementation.*

SECTION 1: DEMOGRAPHIC CHARACTERISTICS

1.2. AgeSex Years in Service.....
 Educational BackgroundReligionDesignation

1.2. What is your specific job description?

1.3. How many schools are under our supervision: kg, primary, JHS?)

1.4. How long have been in this position?

SECTION 2: IMPLEMENTATION OF MOTHER TONGUE POLICY

2.1. Explain the mother tongue policy.

2.2. What aspects of it are you expected to implement at your office? Explain.

2.3. Who is directly in charge of its implementation and what does the person do?

2.4. What factors accounted for the need of the policy?

2.5. How you are directly involved with the implementation of the mother tongue policy?

Explain

2.6. How you are indirectly involved with the implementation of the mother tongue policy?

Explain

2.7. Have you ever received formal training for the implementation?

2.8. What resources have been made available to your school by the GES to implement the policy? [E.g. books]

2.9. During the development of the policy (as medium of instruction), what preparations were made?

In regard to:-

2.10. Teachers recruitment and training

2.11. Discussion with the community members

2.12. Script choice/writing system/curriculum.

2.13. Do the qualification and training of teachers fit with subjects they are signed to teach?

2.14. Do teacher receive in-service training? What type of training? How is the condition of training?

2.15. How do teachers get their teaching materials?

2.16. What monitoring mechanisms are in place to check your teachers?

- 2.17. How are you the supervisors assessed by the policy formulators?
- 2.18. Are you convinced they are doing the right thing as far as mother tongue policy implementation is concerned? Explain
- 2.19. What are the attitude of teachers, parent and students toward the use of mother tongue as a medium of instruction?
- 2.20. Currently, what major problems are encountered in the implementation of the policy?
- 2.21. In your view how successful has the policy been in relation to academic performance?
- 2.22. In your view what aspects of the policy have you successfully implemented and why?
- 2.23. In your view what aspects of the policy have you failed to implement and why?
- 2.24. What are the measures to be taken for the effective implementation of the policy?
- 2.25. If you were asked whether to maintain or withdraw the policy what would you say and why?

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

UNIVERSITY OF GHANA

CENTER FOR SOCIAL POLICY STUDIES (CSPS)

QUESTIONNAIRE NO. DATE: LOCATION: INTERVIEWER:

TOPIC: IMPLEMENTATION CHALLENGES OF MOTHER TONGUE POLICY IN PUBLIC BASIC SCHOOL SYSTEM IN GHANA.

This exercise is however aimed at acquiring data to support an MA thesis to assess the above mentioned topic .It is purely academic work and all information given would be confidentially treated. Thank you for your support.

• DEMOGRAPHIC DATA	
1.Age:	2. Marital status : Single{ } Married { } Divorced { } Widow{ } Separated{ } No. of children ()
3.sex: Male{ } Female{ }	4. Religion:
5.Level of Education: Non Formal{ } Basic { } JHS { } SHS { } Tertiary { }	
• MOTHER TONGUE POLICY IN PUBLIC BASIC SCHOOLS	
6. Do you adhere to mother tongue policy in this school? Yes { } No { }	7. What language do you use as mother tongue?
8. When mother tongue is used in class, what changes do you observe? Pupils are: Active { } passive { } Normal{ }	9. Do you teach all subjects in mother tongue with the exception of English? Yes{ } No{ }

• ADEQUATE TRAINING OF PERSONNEL	
10. In the use of mother tongue as a medium of instruction did you receive pre-service or in service training? Yes{ } No{ }	11. Who gave you the training? Personal{ } The school{ } GES { } No body{ }
12. What type of training did you receive? Upgrade{ } Course specific{ } MT proficiency{ } None of them{ }	13. For how long? Days{ } Weeks { } Months{ }
14. Was the language of the training in mother tongue? Yes { } No { }	15. Have you taken any kind of training on how to use mother tongue as a medium of instruction for class levels or subjects you are assigned to teach? Yes { } No { }
• TEACHING/LEARNING MATERIALS AND ATTITUDE	
16. Do you believe that mother tongue written pupils' text book and teachers' guides are sufficiently available? Yes{ } No { }	17. Do you think the references and other supportive mother tongue written instructional materials are adequately available? Yes { } No{ }
18. What is the role of teacher in text book preparation and translation? Consulted{ } Not consulted { }	19. Do you believe that the preparation of text book is based on understanding level of pupils? Yes{ } No { }
20. Have you faced any type of problem in using text books, guides, and other mother tongue written materials? Yes { } No{ }	21. Do you believe that early education in mother tongue as medium of instruction makes school less problematic for the child? Yes { } No { } To some extent{ } Far from truth { }
22. What is your attitude towards Mother Tongue Policy? Positive{ } Negative{ } Don't care{ }	23. Do you believe Education in mother tongue makes parent help and follow the progress of their child in learning? Yes { } No{ } Not sure{ }
24. Does education other than mother tongue medium poses learning difficulties? Yes { } No{ } Not sure { }	25. Do pupils like been taught in mother more than English? Yes { } No{ } Not always() sometimes ()
• STAKEHOLDERS INVOLVEMENT OF THE POLICY	
26. Do you think students and parents are interested and encourage mother tongue as medium of instruction in school?	27. Do you believe using mother tongue as instruction is a sign of respect, right and reflection of one's own identity?

Yes { } Not sure of () No. { }	Yes{ } No{ } Possibly{ }
28. How do you treat students whose mother tongue is not what you use in this school? Special{ } Same{ } nonspecific{ }	29. Does the community accept teaching their children in mother tongue at that level? Yes{ } No{ } Mix feeling{ }
30. Are you satisfied with government's commitment to the policy? Yes{ } Not enough{ } No{ } Not at all{ }	31. Do pupils participate in class other than English? Yes{ } Somehow{ } No{ } Not at all{ }
• FUTURE OF THE POLICY	
32. Will you recommend that the policy be extended to entire primary school? Yes{ } No{ } if possible ()	33. How do you see the future of this policy? Bright{ } Bleak{ } Not sure{ }
34. Are you satisfied with the successes of the program so far? Yes { } No{ } Somehow ()	35. Must it be compulsory for all basic private schools as well? Yes{ } No{ } If possible{ }
36. Are/were your children taught in mother tongue? Yes() No()	37. If no, would you want them to be taught in mother tongue at that level of their education? Yes () No () I can't tell ()

