

Some Stakeholders' Position on the Language Policy of Ghana



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ABSTRACT: African nations with their multilingual nature still face challenges in the language of formal education. With the cognitive and academic leverages attached to home language, language educationists and linguistic scholars believe that a child must be taught first in their mother-tongue, usually, their first language, in which they display an appreciable level of competence, before any other language/s are introduced. Many studies have been conducted on the language policy issues in Ghana but the current study adds a dimension from parents and even the learners who are key stakeholders and recipients of the policy. This study sought to find out the level of awareness of the stakeholders; teachers, parents and pupils, their position and the impact of their position on learning outcomes. It also investigated stakeholders' position in using only English to teach at the lower primary. Using a survey descriptive research methodology, data was collected via both structured and unstructured interviews, and observation. Both qualitative and quantitative methods were used to analyze data. The research revealed that among the three stakeholders, teachers were more conversant with Ghana's language policy. All stakeholders endorsed the policy for teaching and learning purposes. Even though, most teachers preferred to blend English and a local language, a few could speak the local language of the community, or have been trained in the use of the local language for instructional purposes. All stakeholders favoured a blend of English with the local languages.

KEYWORDS: language policy, stakeholders, lower primary, classroom, medium of instruction

1. INTRODUCTION

A key component of communication is the language used known as code. To ensure a satisfactory communication the code must be one that is understood by both sender and receiver against the backdrop that these communicators are competent in the code choice. This scenario applies to the classroom setting where knowledge is imparted and acquired. A government's attempt to spell out the rules of language in teaching is known as language policy in education or in recent times language management (Nekvapil and Tamah 2015). Harrison (2013), established that the key players in language policy formulation are the actors and stakeholders, among whom some are official and others, group or societal based. The research reiterated that the official actors constitute institutional policy makers while community members form the society actors. These actors put together are the educational institution administrators, policymakers, researchers, academics, speakers and teachers who overlap with the pivotal stakeholders who are the learners in the various institutions and also serve as the community members. Since Ghana's independence in 1957, research continue to examine manifold dimensions of the role of language policy stakeholders. Diallo (2012), however noted that many of education-related research based in the West Africa sub-region are funded by development agencies therefore, the learners are impacted directly by the policies. While the policy makers serve as the stakeholders of these policies, the actual stakeholders are usually exempted in the research designs. As a contribution to the language in education debate, this paper examined the level of awareness of Ghana's language policy in education among stakeholders, explored stakeholders' position in using only English to teach at the lower primary and lastly examined the influence of stakeholders' position on performance in school.

According to Spolky (2005, p. 2159), the choice of a single official or national language by multilingual societies still present a complexity in a nation's language policy because two basic things need to be done. These nations have to formulate policies such that the school system teach the foreign language to its non-speaking nationals, or teach the world its own language used as the national language. And both methods are complex and challenging. Ghana, and most African countries had to adopt policies to handle transition from home language to the school medium. This has been the foundation of the myriad of challenges faced by nations that fall into these categories. Spolky (2005, p. 2163), submitted conclusively that, the achievements of the policies have not been wholly positive but creating awareness among stakeholders is quite important.

Multilingual societies with only one official or national languages face complex challenges Based on Spolky's assertion, formulation of language policies in education has been a great concern to these nations' policy makers. Studies, such as (Akalu 2011, Albaugh 2005, Matentjie 2003, Dzameshie 1988, Cena 1958) have all done country level researches into the language of education in Ghana

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and Africa to explore the language policy situation across the world. The United Nations realizing its essential role in providing frameworks for language policies, released a study, UNESCO (2003a, 2003b) with language policies to guide nations manage this challenge. Apart from this, the United Nations Children's Fund (UNICEF 2016), an agency of the United Nations (UN) published a study which added a chunk of information to the literature because of the large body of data analysed. The UNICEF study drew from prominent previous studies such as, Muchenje et al (2013) on Zimbabwe and Tambulukani and Bus (2011) on Zambia to ground their findings, conclusions and recommendations.

1.1. Literature Review

In retrospect, Ghana like most African countries have a national language policy that seems to streamline and ensure effective teaching and learning. Ghana's current National Policy on education states that, instruction at the Lower Primary Level (Primary 1 – 3) will be conducted in the pupil's mother tongue, or in the major Ghanaian Language of the local area, while English will be studied as one of the subjects offered at the Lower Primary Level. From Primary 4 onwards, class instruction will be conducted in English; and the Ghanaian Language will then be studied as one of the subjects offered.

Anyidoho (2018, p.227)

According to the current language policy above, a child must be taught in the Ghanaian language for three years from primary one to three and English as a subject and then from primary four English becomes the medium of instruction and a Ghanaian language as a subject.

Ghana's Language Policy can broadly be divided into the Pre-Independence and Post-Independence era. Researchers such as, Anyidoho (2004), Owu-Ewie (2006), Anyidoho and Dakubu (2008), Anyidoho and Anyidoho (2009), Dovlo (2011), Anyidoho (2012), Ansah (2014), Wornyo (2015) and Anyidoho (2018) contribute to research that capture the two eras. In the Post-Independence era, education was spearheaded by Missionaries under the government of the British, the colonial master of Ghana. Although (2005:24) in a study of Language Policies in Africa observed that by the year 1881, there were 139 missions in the region with a school attendance of 5000. "The 1882 'Ordinance for the Promotion and Assistance of Education' in the Gold Coast Colony" required the teaching of and in English. This means English was supposed to be used as medium of instruction at all levels of formal education. The Sir Gordon Guggisberg's Administration changed this in favour of Ghanaian languages by instituting that local languages be used as a medium of instruction in the first three years of school before it continues with English. By the Post-Independence era, nine local languages Akan (Akuapem Twi, Mfantse Asante Twi), Ga, Ewe, Dagbani, Dagaare (Wali), Gonja, Kasem, Dangme and Nzema became the media of instruction in the first three years of lower primary education. The Ministry of Education under the 2002 Administration, reversed the situation again to the former, that is, English only as a medium of instruction in education. See also Anyidoho (2004). One of the reasons in support of the reverse was the multilingual nature of the Ghanaian society.

In a discussion on the inconsistencies that have characterised the language policy of Ghana, Anyidoho (2018), gave a historic outline of Ghana's language policy and pointed out how the English-only policy could hinder economic development and also the loss of the indigenous languages and the traditional knowledge they encompass. Anyidoho (2018, p. 227), referred to a release by the Director of Ghana Education Service (GES) in 2001 in which the Post-Independence policy of 1971 was strengthened and popularised a Ghanaian language as medium of instruction from Primary one to three. In these classes, English was to be studied as a subject till Primary four when the opposite of this policy will stand. Unfortunately, in 2002 there was change in the policy by the Ministry of Education which reversed the policy to its Pre-Independent state of English-only.

In 2004, another language policy report instituted the use of both a Ghanaian language of the community and English as the medium of instruction in the kindergarten and primary levels only. For the successful implementation of the policy, the National Literacy Acceleration Program (NALAP) was set-up while The National Literacy Task Force (NLTF 2006) oversaw and reviewed the policy. While the English-Ghanaian languages policy was in force the study was conducted to see its implementation in the schools in Eastern and Greater Accra Regions. As part of the findings, teachers agreed they were aware of the policy and implemented it.

Another problematic area is the period of transition in the policy from lower to upper primary, which when done properly would not set the learner in confusion to affect academic performance. A proposition was then made to help curtail poor performance caused by abrupt change in classroom code as a learner progressed from Grade three (3) to four (4). Based on Ramirez and Merino (1990), Owu Ewie (2006, p. 81) proposed that the use of the late-exit transitional bilingual education should serve "as a modification to the old language policy of Ghana." In the late-exit transition, learners would gradually be introduced to the English-only policy stretched over a period from Grade 4 to 5, with 40% Ghanaian language and 60% English and finally transitioned to English-only in Primary 6. The learner then, by this stage, be adequately competent to communicate in English and understand.

Inasmuch as policy makers desire a conducive policy for their learners, the situation becomes complex in choosing a language of instruction in a bilingual and multilingual societies. It is estimated that there are close to 7000 languages in the world, however, over 70 percent of these are spoken in as few as 20 nations. Out of these, Papua New Guinea alone has more than 800 languages while Indonesia speaks about 700. In Ghana where this study (Ramirez and Merino 1990) was conducted, there are about 70

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languages (Ethnologue 2016) in existence. Besides these Ghana uses the colonial language, English as its official language and language of education without a national language. This is a matter of concern hence, the continuous research into the medium of instruction in Ghana.

In related studies on language policy, Walls (2015) states that there is an intersection in family languages policy and a nations', while Maseko (2016, p. 254) also explained, that the views of parents were important if there was the need to know how to save minority languages. Based on this, the views of parents concerning language use and practices were sought for in order to know how they impacted intergenerational transmission. One may think a national language policy has no link with a policy to maintain intergenerational transmission but Maseko clarified and established that family language policy in the diverse ways, as a micro level approach to language policy interacts with the macro level language practices on the national front. (Maseko, p. 254). In the same light, the qualitative study of Ndamba (2008) sought the views of parents and children on the language preferences as medium of instruction in Zimbabwe. The study's conclusion and recommendation suggested attitudinal change (Ndamba 2008, p. 171) rather than the formulation and implementation challenges, when both parents and children chose English over their mother tongue as medium of instruction for Grades one to three. So, invariably parents and pupils play a role in the policy formulation. In conclusion, Maseko listed the inability to seek the views of children themselves on language use and practices in the home as its number one limitation. Therefore, it recommended to subsequent studies to consider it since it goes a long way to impact national language policies. However, in almost all the studies on Ghana reviewed, little or no mention is made of the parents who are pivotal in the acquisition of a nation's languages. If Family Language Policy (FLP), an emerging area in Language Development and Planning has a bearing on a nation's language policy, then, parents, a key stakeholder of the policy should not be left out in managing the situation. This is the reason why the current study includes and creates awareness among parents and the pupils to help them understand the situation.

1.2. Research questions

The research sought to answer the following questions

- What is the language policy of Ghana?
- Are stakeholders aware of Ghana's language policy in education?
- What is stakeholders' position in the use of English-only to at the lower primary?
- How does stakeholder's position affect performance of lower primary pupils in school?

2. METHODOLOGY

The following subdivisions helped in the methodology.

Participants

The source of data were teachers who teach Basic one to three, pupils of Basic one to three and parents who have wards in Basic one to three, because they are key players in language in education policy. The teachers are part of the institutional actors while parents and pupils form the actual and receivers of the policy. The teachers helped in discovering the awareness level and stance of educational institutions on the policy. Concerning learners, they helped the research to get first-hand information on the acceptance of the policy and the effect it has on their learning process and outcomes. Parents represented community actors and they helped to measure awareness and effect of the policy on wards' performance.

Purposive sampling was used to select the schools due the complexity of the language contact situation in the area. In all 28 people made up of teachers, pupils and parents were sampled. A KG 2 pupil about to go to Grade 1 was chanced upon and included to help find out his language expectations in the lower primary just about to enter.

2.1. Research instrument

Questionnaire, interview and observation were the data collection instrument used. Questionnaires were administered to all three categories of participants. The questionnaire was prepared in two parts. The first part elicited participants' demographic information including gender, age, their linguistic repertoire, language use patterns and their usage preference patterns in the classroom. Teachers' questionnaire also sought to know their teaching experiences. Later, teaching was observed in Basic Level one to three to get a first-hand information of true classroom language practices on interactions between teachers and pupils and among pupils. There was opportunity to observe interaction between parents and pupils in the classroom as well. The questionnaire helped to elicit straightforward and relevant information needed for the study. Questionnaire was not piloted but observation was done consecutively for five days before the actual data collection. This helped pupils to familiarise themselves with a classroom environment with the researcher as a stranger while reliability of the instrument was ensured. Consequently, pupils relaxed and did not feel intimidated during data collection, leading to the interaction with a KG 2 pupil who sat beside his sister. Finally, pupils were asked follow-up questions in the Ghanaian languages in their repertoire to make sure they understood their teacher.

Research site

The research site was the Ga East Municipal District found on the eastern part of Accra is one of the districts in the nation's capital, Greater Accra Region. Politically, it resides in the Dome-Kwabanya constituency. Some of the communities found in the

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district are Boi, Adenkrebi, New Ashongman, Agbogba, Taifa, Ayi Mensa, Kwabenya and Dome with Abokobi as the district capital. According the District Analytical Report of the 2010 Population census, the District has a population of 147,742 representing 3.68 percent of the region's total population. The report says that about ninety percent of the population is rural.

Haatso mirrors the state of the District in that a close observation shows that there are more migrants in the neighbourhood than Ga indigenes. Most of these migrants, the report says are natives of the Eastern Region which shares a boundary on the northern part of the Ga East District. Non-Ghanaians from the West African sub-region constitute just about 1.9 percent. A proportion of the population (59.3%) can read and write in English and a Ghanaian Language.

2.2. The Sample population

The School chosen was the Haatso Presbyterian Basic School in a sub-area of Haatso called the Yam Market. The Yam Market is not just a market but a whole community of Konkombas and Mamprusis from the Northern region of Ghana who first settled in the area for trading purposes. The major commodity traded in is yam, brought specifically from their homeland in the north. Some of those interviewed belonged to fourth and fifth generation of traders. They initially built sheds for relaxation during business and in the course of time turned the sheds into permanent homes. These Northerners have most of their children in this basic school in a Ga community with Twi speakers as the dominant migrants. The study therefore sought to unearth the linguistic situation in a school of multilingual setting and in effect that of the area to see what they think of the language policy of Ghana and the Only-English Approach in Education. Not only that but also in this Mission school set up by Missionaries who were interested in the development of the local language for missionary purposes.

3. DATA ANALYSIS AND FINDINGS

The study collected data from stakeholders (school teachers, pupils and parents) on their level of awareness of the policy, the position of stakeholders in using English only as the medium of instruction and how their positions influenced the performance (teachers and pupils) in school. The findings are discussed in the paragraphs below. Unless otherwise stated, all statistical test of relationship in this paper will be determined by 95 percent degree of confidence (0.05). The remaining part of the write up is organized into five sections; demographic characteristics of respondents, awareness of Ghana's language policy, stakeholders' position on the use of only English, the effects of stakeholders' position on their performance levels and the conclusions.

3.1 Demographic Characteristics of Respondents

This section presents detailed background information on respondents. It specifically presents information on teachers (the language(s) spoken, number of years teaching and the language used in teaching). Regarding pupils, (their age, class and language(s) spoken at home). Table 1 gives a tabular representation of respondent's demographics.

The first demographic data was on the native language (s) spoken by the teacher. The data revealed that the study was conducted in an environment where all teachers could speak at least one local language. The majority (28.6 %) of teachers sampled could speak either Ga and Ewe respectively, followed by 14.3 percent each that could speak either Twi or Konkomba. A further 14.3 percent of the teachers could speak both Ga and Ewe. The dominance of Ga and Ewe (28 % percent each) could perhaps explain two factors; the research setting and proximity of Volta region to Accra. Again, the research was conducted in a Ga dominated community where Volta region comes next to Eastern in terms of proximity to Greater Accra. This is interesting because the 2010 Population Census indicated that most of the migrants in the area were Twi speakers from the Eastern Region. Ten years on, the situation is different now with Ewe leading, reflecting the stance of linguistic repertoire in the school. The language spoken by teachers is very important as it is believed that local language (s) spoken by teachers could influence their decision to implement the national language policy or not. It is an open secret that if the inability of the teacher to express themselves in the language of the community will lead to non-implementation of the policy whatsoever. No teacher has ever fallen foul of this because a teacher's linguistic repertoire does not influence postings of teachers.

The next demographic data was the number of years teaching. This was to aid in the understanding of how long teachers have been in the service and to which degree their teaching experience could shape their position on the use of English only as the medium of instruction. It was revealed that just under 15 percent (14.3 %) of teachers have less than 10 years working experience. On the other hand, approximately 29 percent (28.6 %) of teachers have over 25 years' experience, meaning they effectively use English to the understanding of lower primary pupils.

Table 1: Demographic Characteristics of Respondents

BLOCK		PERCENTAGE
1	LANGUAGE(S) SPOKEN BY TEACHER	
	EWE	28.6
	TWI	14.3
	KOKOMBA	14.3
	GA	28.6
	EWE AND GA	14.3

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2	NUMBER OF YEARS TEACHING	
	LESS THAN 10 YEARS	14.3
	BETWEEN 11 - 15 YEARS	14.3
	BETWEEN 16 – 20 YEARS	28.6
	BETWEEN 21 - 25 YEARS	14.3
	ABOVE 25 YEARS	28.6
3	MOI BY TEACHERS	
	NALAP	14.3
	TWI	14.3
	ENGLISH	42.9
	ENGLISH AND TWI	28.6
4	CLASS OF PUPIL	
	KG 2	10.0
	PRIMARY ONE	30.0
	PRIMARY TWO	50.0
	PRIMARY THREE	10.0
5	LANGUAGE SPOKEN AT HOME BY CHILDREN (L1)	
	GA	40.0
	TWI	40.0
	MAMPRUSI	20.0

Fieldwork, 2020.

The last background data for teachers was the language used as means of instruction (MOI). The dominant mode of instruction was the use of English (42.9), English and Twi (28.6). Surprisingly, the use of NALAP as MOI accounted for 14.3 percent of the responses.

While only 10 percent of pupils were in Kindergarten (KG 2), a significant 80 percent of the student respondents were in the lower primary. A closer analysis indicated that 30 and 50 percent of the pupil respondents were in primary one and two respectively. Another 10 percent of the pupil respondent were in primary three. The distribution of the pupils indicates that information they provide can be used in drawing conclusions as their distribution accounts for two levels (kindergarten and lower primary).

RESULTS

The language differentiation indicates that 40 percent speaks Ga in their homes, Mamprusi (20%) and Twi (40%). This gives an indication of the local language spoken by the pupils and could serve as a guide in deciding languages that are to be factored in drawing up the timetable for the NALAP programs.

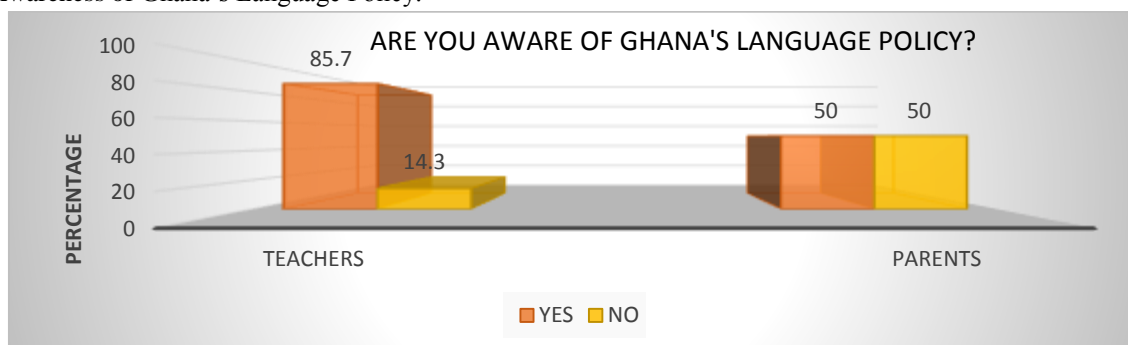
3.2. Awareness of Ghana's Language Policy

The first specific objective of the study was to find out if stakeholders were aware of Ghana's language policy in education. The study therefore interrogated the stakeholders (specifically teachers and parents) about their level of awareness of the language policy. Respondents were first asked if they knew of Ghana's language policy.

Whereas the data revealed that majority (85.7 %) of teachers were conversant with the medium of instruction at the lower levels of education, it was a split decision among parents. While 50 percent of parents acknowledge the use of Ghanaian language as MOI in the lower levels of education, the remaining 50 percent were oblivious of the Ghana's language policy and therefore could not take a stand. Figure 1 gives a pictorial representation of the degree of awareness among teachers and parents of Ghana's language policy.

The high percentage (85.7 %) of teachers that were aware of Ghana's language policy was encouraging as it could go a long way to influence their decision to implement the policy.

Figure 1: Awareness of Ghana's Language Policy.



Fieldwork, 2020

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The study probed further to understand respondents view on the language policy. The data revealed that respondents held differing views about the language policy. Most teachers viewed the language policy as a good one while ascribing to several reasons. Among the reasons given included the belief that the existing language policy helps the student to freely express themselves and contribute to the teaching and learning process, hence it accounted for 33.3 percent. Coupled with this, a further 50 percent of the teachers indicated that majority of pupils are appreciably competent in their mother tongue. As a result, a blend with the English helped in the assimilation process. In addition, an interesting revelation indicated that 16.7 percent of teachers considered the policy as a good one because it helped them to improve their knowledge of the local language.

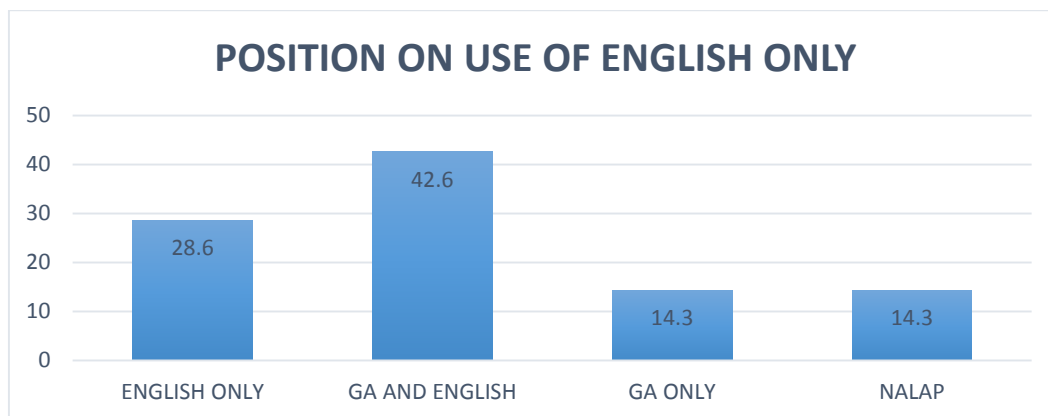
On the other hand, the parents overwhelmingly measured the policy as a good policy with explanations that using the mother language (L1) as foundation to learn other languages (9.1%), helps children to understand lessons taught (18.2 %), both languages complement each other (27.3 %) to express themselves better (36.4 %). One parent respondent indicated that the L1 should be used sparingly and more of the English language as all exams are written in English.

3.3. Stakeholders position on the use of English Only at Lower Level

The second objective was to understand the position of stakeholders on the use of English language at the lower primary. To elicit the needed response, respondents were queried on their ideal language for MOI and their reasons.

The findings indicated that teacher's position on the use of English only as MOI is unconvincing. For instance, the data revealed that less than 30 percent (28.6 %) of teachers agreed to the use of English only as MOI because it will help improve their speaking skills. A further revelation pointed out that majority (42.9 %) of teachers favoured a blend of Ga and English because it will help effective teaching and learning processes. Besides, another 14.3 percent of the teachers argued that lessons should be taught exclusively in Ga because the school is located in a Ga Community. Surprisingly, only 14.3 percent of teachers advocated for the use of the NALAP policy, even though most advocated for what NALAP stands for. This depicts how some of the teachers do not understand the tenets of NALAP and would prefer more than one local language as the case may be in a class.

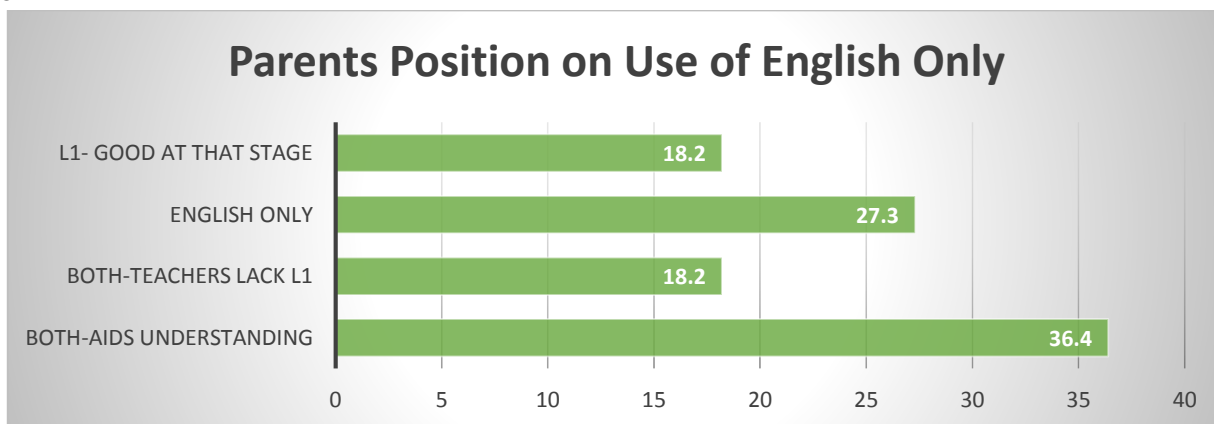
Figure 2



Fieldwork, 2020

On parent's position on the use of English only as the MOI, the data revealed that only 27.3 percent of parent respondents favoured the exclusive use of English at the lower levels of education. The majority (36.4 %) of respondents supported the blend of English and L1 by explaining that the L1 helps in understanding the English language and the other courses taught in English. Another 18.2 percent indicated the support of the use of English and the L1 because some teachers may not be adept in the exclusive usage of L1 as MOI. Parent's position on the use of English only for teaching as shown in the diagram below.

Figure 3



Fieldwork, 2020

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Parent's preference for the use of both English and the L1 especially the 18.2 percent that indicated that teachers may lack the required skills cannot be glossed over. This is because as implementers of the language policy, teachers are expected to be abreast with current teaching methods. Surprisingly, that sentiment expressed by the parents were confirmed when teachers were asked if they have been trained in the use of the local language in teaching at the lower levels. The results are shown in the table below. Have you been trained in the use of the local language?

Table 2.

	PERCENTAGE
YES	45
NO	55

Fieldwork, 2020

The results indicate that a significant 55 percent of teachers have not been trained in the use of the local language for instructional purposes. This goes to confirm the assertion by 18.2 parents respondents which were of the view that teachers may lack the skills needed to handle their classes through the use of the local language.

Having identified lack of training on the part of teachers in handling their classes through the use of local language, the study sought to understand if teachers could speak the native language of the communities in which they teach as that could compensate their lack of training. The findings were more worrisome with regards to teachers' command over the use of L1 of the community in which they teach. The table below depicts the responses.

Table 3: Do you speak the language of the community where you teach?

	PERCENTAGE
YES	16.7
NO	83.3

Fieldwork, 2020

As shown in table 3, as high as 83.3 percent of teachers could not speak the Ga language of the community in which they teach. Only 16.7 percent of the teachers acknowledged their command over the local language. Juxtaposing the percentage of teachers that could not speak the local language of their community (83.3 %) with the percentage that has not been given any professional training in the use of the local language indicates that the implementation of the policy is bound to face a plethora of challenges.

The pupils were the last category of stakeholders considered for the study. The study assumed and operationalized pupil's position on the use of English only through their response when asked if they wished their teachers would use another language to teach. In a Yes or No categorization, students that answered 'YES' were deemed to have expressed their disapproval for the use of English only. Likewise, those that selected 'NO' were considered to have not accepted or agreed to the use of English only. The response is shown in figure 4 below.



Fieldwork, 2019

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Contrary to parent's position, where only 27.3 percent of the parents favoured the use of English only for teaching and learning, pupil's position indicated otherwise. The majority of the pupils preferred the use of English only for teaching and learning. Other 40 percent were against the use of English only.

3.4. Effects of stakeholders' position on their Performance

The last objective of the study was to ascertain the degree to which stakeholders' position on the use of English only could influence their performance. Consequently, a chi-square test of the relationship between the position of stakeholder (teachers) on the use of English only and its effects on teacher's performance was performed. This was guided by the following hypothesis $H_0 =$ There is no significant relationship between the position of teachers on the use of English only as MOI and their performance.

$H_A =$ There is a significant relationship between the position of teachers on the use of English only as MOI and their performance.

Table 5.

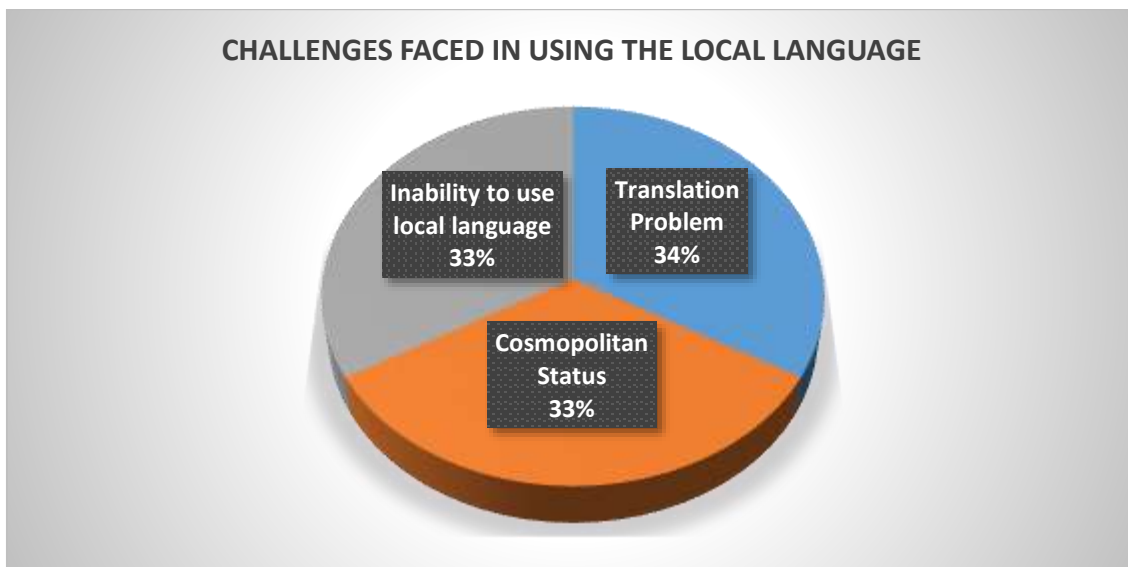
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.444 ^a	12	.411
Likelihood Ratio	11.287	12	.505
Linear-by-Linear Association	.349	1	.555

As shown in above the p-value obtained (0.411) is greater than the level of significance (0.05). Since the p-value obtained is greater than the level of significance, we reject the null hypothesis and accept the alternate hypothesis which states that 'There is a significant relationship between position of teachers on the use of English only as MOI and their performance'

Having established a relationship between stakeholders' position (teachers) and their performance, the study concluded by looking at some of the challenges faced by teachers in their bid to use the local language for teaching purposes. The findings are shown in the diagram below.

Figure 5.



Fieldwork, 2020

The data revealed that teachers were faced with three broad challenges in their use of the local language. The challenges faced included the inability to use the local language both on their part and on the part of the students (33.3 %), translation problems (33.3) as some objectives do not have the corresponding local names and the cosmopolitan nature of the study area are which makes it difficult to stick to one local language. This complexity defeats the implementation of NALAP as there is no single prevalent Ghanaian language in the area.

3.5. Summary of findings

Based on the research findings, the following points were established. The demographics indicated teachers sampled have taught for a longer time hence considered to have adequate experience for the purpose of this work. Likewise, pupils selected cut across all levels of lower educations. In addition, the teachers adopted the bilingual approaches for teaching and learning purposes.

It was revealed that teachers were more conversant with Ghana's language policy in education compared to parents. This notwithstanding, both teachers and parents positively endorsed the policy for teaching and learning purposes. But it needs to be

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mentioned that though most teachers preferred to blend English and the local language, just a few could either speak the local language of the community in which they are stationed or have been trained in the use of the local language for instructional purposes.

The position of stakeholders on the use of English only as the MOI was unconvincing as all stakeholders involved favoured a blend of English with the local language. The study also highlighted that there is a significant relationship between stakeholder's position on the use of English only and their performance. Concerning issues of language in education, the lower primary views should not be relegated to the background in spite of their age. As Ndama (2008) indicated, there is the need to educate the Ghanaian child to have a positive change in attitude towards the L1. This will help them understand the leverage in learning in their own home language in order to improve their learning outcomes. In view of this we recommend that future researchers on Ghana's language policy create a deeper awareness and seek their views from time to time to ensure that they endorse the use of the L1 to in teaching them.

CONCLUSIONS

The findings from this study shows stakeholders have a say in the formulation of language policy. This is important to consider because stakeholders do influence and thus develop their nation. The way forward for policy makers is to involve stakeholders including learners. Many studies relegated learners to the background thinking they are too young to be included. But that is erroneous because as young as they are, they know what language makes it easy for them to communicate. Many of these young learners do not perform because they do not understand clearly what they are not taught. Recommended here is made to encourage more studies which will include all stakeholders for the nation's development.

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