

**UNIVERSITY OF EDUCATION WINNEBA**

**ENGLISH AS A MEDIUM OF INSTRUCTION A CASE STUDY OF SENIOR  
HIGH SCHOOLS IN NKORANZA NORTH AND SOUTH DISTRICTS OF  
BONO EAST.**



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of Master of Education**

**(Teaching English as a Second Language)**

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## DECLARATION

### Student's Declaration

I Olufunmilola Abidemi Turkson, declare that this thesis with the exception of quotation and references contained in published work which have all been identified and duly acknowledge, is entirely my own original work, and it has been submitted either in part or whole for any other degree elsewhere.

Signature.....

Date.....

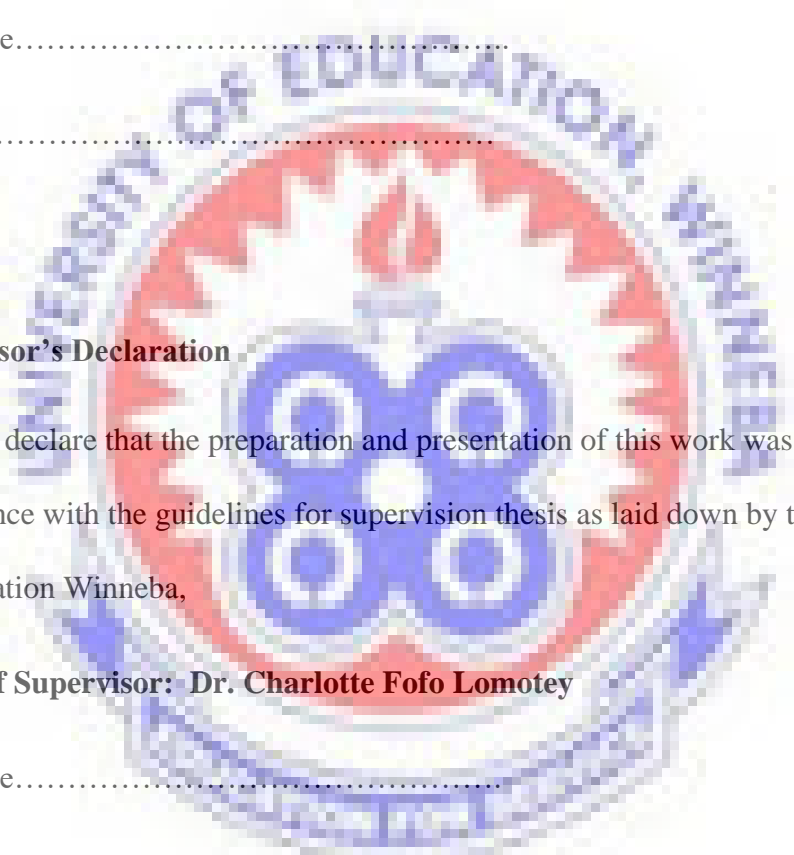
### Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision thesis as laid down by the University of Education Winneba,

**Name of Supervisor: Dr. Charlotte Fofu Lomotey**

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Date.....



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## **DEDICATION**

To the God of Winners. To my dearest brother, Pastor Tenifayo Kolawole Ajala

And to my believing unborn children Ryan and Winningold Turkson, you are my strength.



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## LIST OF ABBREVIATIONS

EMI	English Medium of Instruction
NEA	National Education Assessment
GES	Ghana Education Service
UNESCO	United Nation Educational Scientific and Cultural Organization
EFL	English First Language
UAE	United Arab Emirate
SHS	Senior High School
SPSS	Statistical Package Social Science
MMDA	Metropolitan, Municipal and District Assemblies
TL	Target Language



## ABSTRACT

The purpose of this study was to investigate the use of English as a medium of instruction in Senior High Schools of Nkoranza North and South districts in the Bono East. The study is guided by three research questions. The study used cross-sectional survey design to gather quantitative data. The researcher employed a simple random sampling and purposive sampling techniques. The study was explanatory in nature, a form of qualitative study for explanations that exist between variables. The study concludes that using English as medium of instruction makes our students globally competitive; improves their academic performance and their fluency in the language. However, it reduces the ability to understand basic concepts, leads to excessive consumption of time during lessons; some teachers make use of the L1 more than the L2 in teaching; some teachers do not teach them well to understand; as a result they lose interest in the language. The study recommends that the Government, Districts Education Directorate, Headmasters of various schools, Heads of Department, teachers of English and students in senior high schools to recognize that EMI is a policy that must be guided diligently to ensure its implication is followed duly. Both teachers and students need to practice the use of the language with conscious efforts in making it to have positive effects in their everyday life.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

The development of any nation or community largely depends upon the quality of education available to its citizens. It is generally believed that the basis for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for social-economic development and social mobilization in any society. Primary and secondary education is the foundation on which further education is built. Primary and secondary education has two main purposes; to produce a literate and numerate population that can jointly deal with problems both at home and at work. It also serves as a foundation on which further education is built (Akanle, 2007; Lockheed & Verspoor, 1991). Being a global lingua Franca, English is increasingly recognized as an indispensable requirement in various fields including business, diplomacy, and academics (Byun et al, 2011). This is because it facilitates global exchange of information, development of knowledge, and prospects for career advancement and mobility (Montgomery, 2004). Agreeing on the importance of English as the language of science and business, Kruseman (2003) suggests that the medium of education should be English so that students will be equipped for an international career in today's globalization world. As a result of this, a growing number of non-English speaking countries are adopting English as a medium of instruction in various schools.

The medium of instruction has always been a key issue among educational systems across the world, especially in those nations where British colonies. Even though those nations have gained independence from British rule yet its legacy still exists in one form or the other. English language is one of the most prominent legacies left behind by the

British Empire. Despite the increasing global debate on English as the international lingua franca or as “killer language” (Coleman, 2006) the adoption of English as a medium of instruction has been sweeping across the higher education landscape worldwide. (Crystal, 2004). The English Language is the instrument of communication in our post primary institutions, higher institutions, as well as the official language of the country. Therefore, senior high school students need effective English to perform well in the studies. Fema (2003) was of the view that “a person is functionally literate when he acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture”. The English language normally has four basic skills, namely listening, speaking, reading and writing. It is the medium of instruction in our schools and compulsory school subject that must be passed at all levels of education in Ghana (Danladi, 2008).

The curriculum is designed to prepare future generation of Ghanaian students to be able to compete globally with the general trend in various countries that uses English as a medium of instruction (Dearden, 2014). There are various definition of EMI. However, as this study is more oriented towards a practical solution, the definition by (Dearden, 2014) is adopted, in which EMI refers to: The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English. English language as valued internationally has pushed the various nations to ensure that the average citizen is well equipped and educated to some degree of eloquence and fluency in English language. Thus, this is been adopted in practice right from basic schools through tertiary teachings (Coşkun, 2013; Olanipekun & Garuba, 2016). Although this ideas has over time been criticized by some researchers, attributing it to the excuses that “English is seen as an obstacle

preventing students from fully understanding their specialist subjects (Sinanođlu, 2004). To this effect, proficiency in English language is essential not only for academic success alone but to perform in life as various individuals. The knowledge is important both for educational, economical and national development of a country. The importance of English language as a school subject derives mainly from its utilitarian value to the larger (Olanipekun & Garuba, 2016). One of the common findings revealed by these researchers is that these programs do not adequately prepare students for the academic English-medium environment in which they have to operate throughout their secondary teaching.

This research was inspired by the author's stay in the environment in which these schools were situated for almost a decade. Having seen English as a medium of instruction for students in the secondary schools, there was a strong urge to dig deeper for the reasons behind significance, challenges and effects of English as a medium of instruction and the choices involved. This dissertation proceeds from laying out the Ghana Educational policy context to examining the wider theory behind the use of English as a medium of instruction policies, ultimately narrowing the focus to the secondary schools and the choice of EMI. It will explore the significance of English as a medium of instruction, the challenges of English as a medium of instruction and the effects of English as a medium of instruction learning from the perspective of the students and teachers of these selected secondary schools.

## **1.2 Statement of the problem**

Learning a second language is never easy. Learning English as a second language is even less easy. Particularly learning English as a medium of instruction outside English-speaking country. For instance, English language learners in African countries like Ghana, Nigeria, Liberia, Zambia, Malawi, and some other African

countries face a lot of challenges because English is not the native language of these countries. Just as there are problems faced in learning English as foreign language, so there are challenges in learning English as second language. (Jacob, 2019). The implementation of using English as a medium of instructions as not yielded a positive results. Especially at the senior high school level, students' performance in English language is not the best. According to the statistics from the Chief Examiner's reports, WASSCE results only 48.6% passed English language this year. There are lots of problems or challenges that contributed to this failure. Observing the trend, the researcher finds it appropriate to investigate the use of English as a medium of instruction in the senior high schools. English is an official language in Ghana and a global language of communication. It is a determinant of students' entry into colleges, universities and their future prospects.

In a recent article, Jacob (2019) attributed one of the challenges English language learners often face to teacher quality. She further notes that this is the most significant and the most overlooked problem. What makes this problem difficult is that students cannot determine who is a good English teacher and who is not since they are just learners. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. This has led to a lot of confusion among learners because different teachers tell them different things. One of the main causes of this problem is the difficulty teachers have in translating from their native languages.

Another problem is limited learning environments. While all of these factors can affect English learning, what happens outside of class matters most? In most cases, students only make effort to speak proper English in the classroom when they are under supervision. Moreover, students do not always hear people around them speak proper English. As a result, it becomes more difficult to learn English correctly. Students also



study haphazardly. They have books to read but they cannot tell how certain words are said. With this, students tend to learn from movies they watch but they often learn the wrong expressions because movies contain slang and dialects that are not appropriate in many forms of communication. Another vital problem faced by students in learning English as medium of instruction is that nowadays, students do not take their study seriously. In this case, students often think that the same English they speak at home or on the street is the same they will write in their exams. However, because communication does not have to be grammatically correct in order to be intelligible, students don't always abide by the rules they learn in school and therefore do not get fully educated and/or pass their tests.

It is also the case that students do not study English as much as they study other subjects. In most cases, students study English only in the classroom when the teacher is teaching. After this, they drop their books and wait for the next class. They bring every little problem to the teacher during classes, including words they could just look up in the dictionary. When learners make mistakes and are corrected, they often say "it is not my language after all." This greatly affects their ability to learn English. However, there is limited availability of studies that point to the use of English as a medium of instruction at the senior high school in Ghana. This study therefore seeks to investigate the significance, challenges and effect of using English as a medium of instruction in some senior high schools in the Nkoranza North and South districts in the Bono region of Ghana.

### **1.3 Objectives of the study**

The objectives of the study are to

Examine the significance of English as a medium of instruction in senior high schools;

1. Investigate the challenges associated with English serving as a medium of instruction in senior high schools;
2. Assess the effects of English as a medium of instruction in senior high schools.

### **1.4 Research questions**

This study was guided by the following questions:

1. What is the significance of using English as a medium of instruction in senior high schools?
2. What are the challenges of using English as a medium of instruction in senior high schools?
3. What are the challenges of using English a medium of instruction in senior high schools?

### **1.5 Significant of the study**

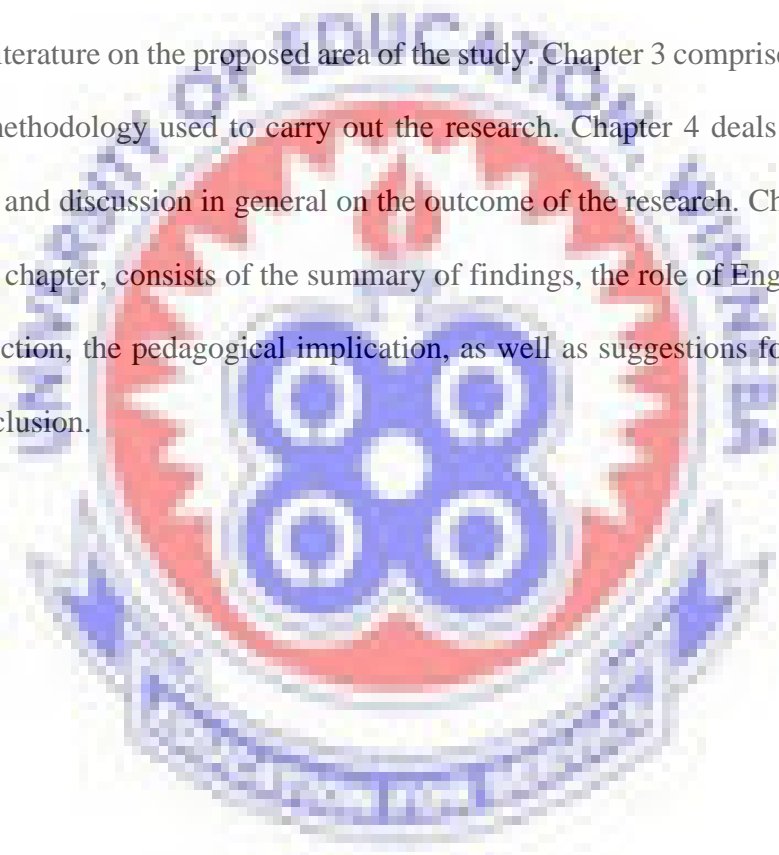
The execution of this study will educate the stakeholders on the significance, challenges and effect of using English as a medium of instruction. It is hoped that students tackle the challenges by inventing corrective measures that would lead to improvement in academic performance in English. This study would help in developing relevant and achievable policy necessary for the development of common ground of communication among students.

## **1.6 Scope and limitation of the study**

This study is limited to the students of selected senior high school in the Nkoranza North and South Districts. This is limited to the available students present for the study, the readily available relating documents and resources, the research methodology and financial status at the time of study and data collection.

## **1.7 Organization of chapters**

This rest of the study is organized as follows: Chapter 2 presents the review of related literature on the proposed area of the study. Chapter 3 comprises the description of the methodology used to carry out the research. Chapter 4 deals with the results, findings and discussion in general on the outcome of the research. Chapter 5, which is the final chapter, consists of the summary of findings, the role of English as a medium of instruction, the pedagogical implication, as well as suggestions for future research and conclusion.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This section deals with the review of related literature. The review will be under the following headings: historical background of English in Ghana, use of English in Ghana as a medium of instructions, significance of English as a medium of instruction, and the challenges of English as a medium of instruction. The rest are effects of English as a medium of instruction and the role of English as a medium of instructions in Ghanaian schools. The chapter ends with a discussion of related studies. Since the introduction of the English language in Ghana by the British, it has played a vital role in the lives of Ghanaian. Although English is not an indigenous language, it is used as a second language since its introduction. Bamgbose (1998) sees English in Ghana as one of the pillars of the colonial administration which has helped in eliminating the multi-lingual problem in Ghana. The English language has played major roles as it is used in education, government, business, commerce, politics, the mass media, religion, and for both internal and external relations. It is the dominant language of the press, banking and trading across the length and breadth of this country. In education, the English language is the language across the curriculum. Almost all subjects studied at basic, secondary and tertiary levels in Ghanaian schools are written in English.

The development of any nation or community largely depends upon the quality of education available to its citizens. It is generally believed that the basic for any true development must commence with the development of human resources. Hence, formal education remains the vehicle for social-economic development and social mobilization in any society. Primary and Secondary Education is the foundation on which further education is built. Primary and Secondary Education has two main purposes. The first

purpose is to produce a literate and numerate population that can deal with problems both at home and at work. It also serves as a foundation on which further education is built (Akanle, 2013; Lockheed & Verspoor, 1991).

## 2.1 Historical background of English in Ghana

Accounts of the history of English in Ghana, especially the initial contact between the British and the people of the Gold Coast (as Ghana was called) in the 16th century and the story of how English emerged as the language of trade, education, governance, and as a cross-ethnic lingua franca abound (Adjaye, 2005; Boadi, 1994; Sackey, 1997). Significant elements of the history relate to the colonial and missionary language policy, the roles of specific individuals during the colonial period, and the institutional and governmental postures in the post-colonial period. When the British first arrived in the early part of the 16th century, like the Europeans who had arrived before them, they trained some of the inhabitants as interpreters. It is, indeed, from this perspective that Boadi (1994, p. 53) describes the English used in Ghana in the early years as *Mercantile English* with the limited possibility of being “the precursor of the educated English varieties used in West Africa today.”

Governments have not been able to commit the resources needed for promoting indigenous languages as mediums of instruction despite the various arguments that have been put forward to support it. The fate of the indigenous languages appears to have been left in the hands of the forces of language contact and the ‘stimuli’ of the interests of linguists and academics to ensure their survival as vectors of education, literacy, and culture. Therefore, the debate then (colonial times) and now is no different. The debate on the formulation and implementation of a language policy for schools in Ghana, especially at the second circle levels, spans centuries. The current language policy of Ghana which was promulgated in May 2002 specifies that English be used as the

language of instruction from Primary 1 through university; and that the indigenous languages are to be used as the mediums of instruction where the composition of the classes were linguistically homogenous. The government argued that the new policy was to enable pupils gain a high level of proficiency in English because all terminal examinations are conducted in that language; to avoid delay in introducing English to children; to enable pupils to participate in and benefit from the global economy using a global language; and to bridge the gap between the academic performance of learners in private and public schools.

In reality, the situation of English is also not straight forward. There is still a serious shortage of English language teachers in Ghanaian schools to the extent that non-English language specialists are asked to teach English in some schools. In 2006, a request for 716 teachers for English by senior secondary schools could not be met because the country produced only 167 graduate teachers in that category during the period, (7 September 2007, *The Ghanaian Times*, p. 3). Indeed, the report indicated that about 3000 vacancies for English teachers in second cycle schools throughout the country needed to be filled. The question is which would be more effective, embark upon a massive development of Ghanaian language primers as suggested by Anyidoho (2004) or train more teachers in English, or do both?

On the other side of the debate, exponents of mother-tongue-based education advocate education in the mother tongue as a human right (Benson & Kosonen, 2013). These scholars argue convincingly for mother tongue-based education for a minimum of six years, seeing it as both essential for pedagogical reasons and to support the maintenance of wider language rights in and through education. While there is significant value in the literature promoting mother-tongue-based education, particularly in the first six years, the polarized nature of the debate has tended to leave

issues related to the processes of learning in English-medium classrooms under-researched. The literature that does exist focuses on teachers' challenges in implementing language-in-education policies (e.g. Clegg & Afitska, 2011; Early & Norton 2014). The editors of this special issue took as a starting point, that greater understanding of existing challenges for learners and educators and potential strategies that can support more effective teaching and learning in English-medium classrooms can improve the quality of education in a range of postcolonial contexts.

The first collection of papers provide an overview of the key issues related to learning in English medium instruction (EMI) contexts that contribute to a more nuanced understanding of the relationship between learning through the medium of English, the development of linguistic capabilities and learning outcomes for different groups of learners in low- and middle-income postcolonial countries where the majority do not speak English as a mother tongue. Trudell's paper (2014) introduces findings from a review of language-in-education policies from across East and Southern Africa. By drawing on these policies and the research literature that has studied the impact of such policies, the paper builds a strong evidence-based showing how learning through the medium of English impacts significantly on learner outcomes. Trudell's conclusions question the policy assumptions that a single language of instruction is preferable and puts forward the case for effective mother-tongue-based bilingual education.

Obviously, English has a major role to play in enhancing proficiency and academic excellent for Senior High Schools students in Ghana and teachers of English must be professionally equipped with the necessary and adequate knowledge to be impacted in our students. In my opinion, the debate on which language to be as a medium of instruction in Ghanaian schools is long overdue; its high time the linguists and grammarians in the field of language in Ghana came together and found a lasting

solution to this national debate on the implementation of the language that would be beneficial to upcoming generations of Ghanaian students as their future depends on the decisions of our educationists, and the will to do rests on our government and all those who hold positions in the educational system of Ghana.

## **2.2 The Use of English as a medium of instruction in Ghanaian schools**

The adoption of English as a medium of instruction (EMI) for all levels of education, particularly second cycle in Ghana also reinforced the global spread of English (Phillipson, 1992, 2009a, 2009b; Pennycook, 2000; Skutnabb-Kangas, 2000), further expanding the outer circle of English language speakers worldwide. Graddol (2014, p. 10) asserts that “English is now identified as a new basic skill that all the students need to acquire if they want to participate fully in a 21st-century civil society”. The global status of English has been used as a justification for its adoption in all levels education and thus its dominance is continually heightened (Coleman, 2006).

From 1971 until 2002, the language-in-education policy in Ghana was generally that the main Ghanaian languages provided for in the curricula of basic schools should be used as the medium of instruction in the first three years of the primary course and, where possible, in the next three years as well. In any Upper Primary or higher classes where English is the teaching medium, the appropriate Ghanaian language(s) will be properly taught as a school subject (Ministry of Education, 2002). The main weakness of the policy was that very little had been done to ensure its full implementation. Kraft (2003, p. 3) laments that “the vast majority of Ghanaian children did not master either English or their mother tongue under the old P1-P3 in the mother tongue, transferring to English for P4 and the rest of their schooling”. However, in 2002, the government announced that instruction at all levels would be in English for pupils in all Basic and Senior High schools (both public and private). Such teachers, as well as the students



transferred from one area to another, would have to start learning new local languages before being able to follow the lessons (Government of Ghana, 2002; Ministry of Education, 2002).

Opoku-Amankwa (2009) studied the effects of English-only language policy on pupils at the primary (elementary) level of education in Ghana. The case-study was performed in two different classrooms. He reports that in one of the classrooms observed, out of 74 students, only six students were considered good by the class teacher because, according to the teacher, they were the ones who were able to read fluently without the teacher's assistance. This means that students who are unable to read and write in English would not find the classroom a comfortable place. As a result, he argues that the use of English-only in the classroom creates a feeling of anxiety among pupils which results in "lack of self-confidence, a feeling of inadequacy and the general low levels of self-esteem because of use of unfamiliar language" (p. 131). English appears to be irrelevant to the lived experiences of the students. What Opoku-Amankwa's study tells us is that the English-only language policy does not create conducive environment for students to participate in the teaching and learning process. Students are unable to get involved in classroom activities because they lack proficiency in the language of instruction.

There is ample evidence to the effect that the majority of children in Ghanaian schools do not attain proper numeracy and literacy. For instance, Casely-Hayford and Hartwell (2010) provide results from a National Education Assessment (NEA) report in 2008 that shows that "in Ghana, 75% of sixth grades are not able to read and write in any language, and 90% do not achieve basic numeracy skills" (MOE, 2008, pp. 527-539). This assertion was used by the authors in making an analysis of a programme aimed at supplementing students' education with mother tongue instruction at schools

in the rural northern parts of Ghana. The programme, known as Education for Life, is an initiative of a non-profit private organization to support children's education with their mother tongue (Casely-Hayford & Hartwell, 2010). An impact assessment by Casely-Hayford and Hartwell revealed that 'complementary education programme' facilitates students' rapid acquisition of basic literacy skills in their mother tongue compared with what formal primary schools can achieve. The findings suggest that English-only education in a multilingual society does not work well for all children. It also illustrates how children's mother tongue can make a difference in their education. From this, it was concluded that policy makers must ensure that the curriculum is designed to meet the social and economic needs of the area or the target community (Casely-Hayford, 2000).

Mwinsheikhe (2009), in a study to investigate the English proficiency of students and teachers in Tanzania secondary schools and the way they cope with the English/Kiswahili dilemma during science lessons, found that the use of English as a medium of instruction was a problem for majority of the teachers and students. He noted that both teachers and students were unable to express themselves clearly in English. As a result, they used coping strategies such as code-switching, safe talk, negative reinforcement and teaching English during lessons. The study concluded that English as a medium of instruction is a barrier to effective teaching and learning in Tanzanian secondary schools; hence, the use of Kiswahili to complement the use of English as medium of instruction.

The early introduction of the language to children in primary schools, as was suggested, would help them to learn the language effectively and to take part in global commerce, industry, and technology (Government of Ghana, 2002). The policy further argues that children easily learn to express their ideas in any language they are exposed

to. Thus, the earlier they are exposed to English, the better they will acquire the desired level of competence. Interestingly, the official position is also that private schools in Ghana achieve relatively good results because of the continuous use of the English language as a medium of instruction right from preschool to all other levels. Other reasons, such as the lack of local language teachers and materials, and the fact that textbooks are developed in English, were also offered to support the official policy.

Until these issues are resolved, it is considered preferable to use English as the only medium of instruction (Government of Ghana, 2002). Language policies are formulated in multilingual societies to solve communication problems. Language policy, according to Bamgbose (1991, p. 1) is “a program of action on the role or status of a language in a given community”. In almost a parallel situation, Schiffman (1990) sees language policy as what governments officially do through legislation, executive actions or other means to determine how languages are to be used in public contexts, cultivate language skills needed to meet national priorities or establish rights of individuals or groups to learn, or use and maintain languages in a multilingual setup. This definition shows that language policy is a deliberate act by a government or an agency/organization. There are three main types of language policies; official language policy, educational language policy and general language policy (Noss, 1971).

The Ghana Education Service (GES) has the responsibility of supervising and implementing approved national policies and programmes relating to pre-tertiary education (private and public) in Ghana (GES Act 506 3(1), 1995). In Ghana, basic and secondary education is run by both the government and private entrepreneurs. The only instance where the government of Ghana is officially committed to language issues in the country is in Article 35(3) of the Ghanaian constitution which states that “the State shall foster the development of Ghanaian languages and pride in Ghanaian culture”.

This does not go far enough towards the development of Ghanaian languages and cultures because what should be done to foster language development is not explicitly stated. This has made most multilingual countries embark on bilingual language policies that commence with the child's language with a second language introduced later. Most African countries have adopted language policies that begin formal education in the child's language as medium of instruction for the first three years of schooling and a second language from Primary 4 onwards. Ghana is among such African countries. Therefore, English should be used as the EMI right at the early school age of a learner up to the senior high school level and beyond, while the community in which the learner finds his/herself would determine the kind of local language that would be thought and the learner has the liberty to decide.

### **2.3 Significance of English as a medium of instruction**

The significance of using English language as a medium of instruction in Ghanaian schools is of two sides of the same coin. This is because we learn English as a second language in the second cycle of our educational system. The variety of indigenous languages in Ghana has made EMI ineffective to both the teacher and the students. In his research, Arkin (2013) found that his Turkish student participants attested that the significance of English as a medium of instruction is necessary because being able to speak English has advantages. Majority of the respondents acknowledged the importance of learning English and supported its teaching as a foreign language in secondary schools. What was even more significant was that majority of the respondent disagreed that the spread of English has a positive impact on Turkish language. Ghana is no exception to this reality. Everyone cherishes his /her indigenous language more than the use of English in communication even though it is an official language to be used.

Based on the observations and feedback from the learners from a Dutch university, Prokisch (2004) cited in Arkin (2003, pp. 10-11) reports the technical and personal problems of teaching university-level disciplinary content in a foreign language (English). One problem is that many students are to use the English language on an academic level for the first time in the course. However, this knowledge is certain not sufficient for academic discussions during lectures. It therefore becomes difficult for the course instructors to know whether they have communicated and explained the concepts well enough, or whether the students have managed to grasp the concepts or misunderstood them. The author underlines that this is essential for lecturers to define in advance, the learning goals for each lecture and monitor the students' achievement very carefully. In the same vein, learning English from the senior primary and secondary levels is not sufficient for students in Ghanaian schools to acquire in-depth knowledge before they gets to tertiary institutions. For both teachers and students in Ghana, they are in a dilemma of being cut in a web of using both LI and L2 interchangeably in abstraction without considering the practicality of using the language effectively.

Previous research regarding the implementation of EMI programmes in tertiary education in Taiwan cite the primary reasons for introducing them as being the desire for domestic students to gain more exposure to English in order to prepared for the workforce, as well as promote internationalization for domestic students at universities, boost universities' income by attracting foreign students, improve world rankings, and compete in the global educational market (Yeh, 2014) cited in Arkin (2013). The argument that acquiring subject knowledge and improving fluency in English is a benefit of EMI courses is commonly cited (e.g. Coleman, 2006), but the achievement of this benefit is largely contingent on the students' English comprehension; while the

students' understanding of English may improve over the duration of the EMI programmes, the use of English has been shown in some instances to compromise the quality of subject learning (Byun et al, 2011).

The findings on the benefits of EMI among the Turkish students revealed that students enjoy participating in meaningful activities that provide an opportunity for authentic communication in English, rather than activities from textbooks. While some students felt anxious about the increase use of English, most eventually adjusted, and this resulted in more students willing to speak in English rather than Turkish in the classroom. Use of language, simplified language, and other scaffolding techniques can help students to adjust to EMI in the classroom, Arkin (2013, pp. 14-15). It would be of a great benefit for Ghanaian teachers to follow the findings of these studies to improve the use of EMI in our secondary schools. The communication aspect of English is more useful rather than teaching the student for exam purposes. Thus, English teachers in Ghana should therefore engage more of activities rather than the use of textbooks which is the norm in our classroom.

#### **2.4 Challenges of English as a medium of instruction**

One of the major challenges in using English as a medium of instruction in the African context is that regardless of academic qualifications, teachers lack the adequate language proficiency and competence to teach the language (Dearden, 2014). In Ethiopia, this problem was recognized as early as 1983 (Negash, 2006), but it is still very present in the schools where English is used as a medium of instruction. Also, the educational systems in Africa, and more specifically in Ethiopia, predominantly use subject content teachers to teach specific subjects. While their priority is to teach their own subjects, they are also all language teachers, and increasingly so, when the medium of instruction is not the mother tongue of the students. Although many subject content

teachers may acknowledge their responsibility for the teaching of language skills in the subject content classroom, they lack the training and competence to carry out this duty (Uys et al, 2007). This lack of language proficiency and competence in language teaching, combined with the challenges students face when learning in a language unfamiliar to them, causes both teachers and students in the African classroom to face serious communication and learning problems on a daily basis (UNESCO, 2010).

When the language of communication is foreign to either or both the teacher and the students, many important issues become misunderstood or even unrecognized. For example, teachers can often misinterpret a lack of adequate proficiency in the language of instruction with lack of intelligence, laziness or an uncooperative attitude on the part of the students. This can seriously inhibit students, cause anxiety and further hinder learning. Students may become even more unwilling to participate, trying to avoid embarrassment in front of their classmates. This attitude is specifically common among girls in Africa. Girls often take a quiet role during lessons to avoid speaking in a foreign language of instruction (Alidou et al., 2006; World Bank, 2000). Girls tend to have less exposure to an official language and tend to stay in school longer as it is, and if taught in a second language, they are even more likely to become low achievers and repeat grades (UNESCO, 2005).

The communication gap between teachers and students can also cause the misrecognition of special needs. In the case of academic difficulties, studies conclude that teachers find it challenging to distinguish whether such difficulties are in fact language-related or whether there are actual learning difficulties or disability involved, and report not having the adequate tools for special needs identification (McCardle et al, 2005; Ortiz, 2007). In the African context and in Ethiopia more specifically, special needs recognition and the failure in providing adequate support to all children is already

a major concern. To illustrate the extent of the problem in Ethiopia, in 2015, for example, it was estimated that only 4 per cent of the children with special needs were enrolled in primary education (EFMOE, 2015). Needless to say, the fact that such problems overlap with the challenges brought on by a foreign medium of instruction makes the required solutions more complex and multidimensional.

Although predominantly the biggest challenges in using English as a medium of instruction relate to the lack of adequate language skills of both the teacher and the students and the communication gap this causes, there are also problems regarding the availability of support that teachers and students get. Here, parents' involvement may slacken and become more difficult if the language of instruction is foreign, which may in turn, negatively affect the students' learning outcomes (Benson, 2002; Henderson & Mapp, 2002; Hoover-Dempsey et al, 2005; Wanat, 2010). Also, suitable learning materials for learning subject content, particularly in a second language as well as the language itself as a second language, are scarce. When the medium of instruction is English, curricula and learning materials are often adopted from other languages and cultural settings, which can make them both inadequate regarding the language level of the students as well as culturally irrelevant for the local students (Negash, 2006). Additional reading materials, appropriate to the reading level that support the student's learning in and of English are also scarce, both in the classrooms, the wider community and the students' family (Negash, 2006; Piper, 2010).

## **2.5 Effect of English as a medium of instruction**

It is now a global phenomenon that English is spreading rapidly. For example, Arkin (2013) examined the use of EMI and discussed the implications of using a second language for higher education in relation to power among and distance between people. The cultural, social, and political implications of teaching in English instead of the



native language have been investigated in various EFL contexts by researchers. This is because many countries in which English is not their first language are losing the identity of their mother tongue to the spreading of English as either official language or educational policy, in European education and the threat of this linguistics trend notes that countries seem to be heading for a bilingual and biocultural identity with the “Englishization” of European higher education being a threat to minority languages. Meanwhile, Moody (2009) questions the appropriacy of materials and assessments used in relation to the needs of students and their motivation for studying English in the Arabian Gulf context. Charise (2007) also notes that the results of research done in Kuwait, Saudi Arabia and UAE indicate that students’ attitude towards English are positive and they recognize the importance of English as imperialistic in nature.

Findlow (2006) found a linguistic-cultural dualism in UAE with Arabic usage representing “localism, tradition, emotions and religion” while English usage represents “modernity, internationalism, business, and material status”. Troudi (2007) examined the implementation of EMI within the UAE educational system and suggests that teachers need to be aware of the socio-political issues that surround the choice of a medium of instruction and to make sure that education is suitable to the real needs of the students. Storch (2009) uses the same data from a 2008 study (Storch & Hill, 2008) to further examine writing samples from 25 of the original participants who, despite recommendation to the contrary, sought only minimal or no English support during their first semester of study.

The research analyzed their writing samples looking at content and fluency, the use of paraphrasing, and inclusion of sources, along with correct citation format. This was done with the view to finding some improvement in structure and content development after one semester. There was a decrease in informality in the writing on

the second test which Storch claims “may be attributed to the greater exposure to the kind of formal academic texts learners are required to read for their assignments” (Storch, 2009, p. 114). Since the second test was the same as the first, the content improvement might actually be an effect of practice. Storch notes that “a one-semester immersion experience did not lead to improved language use in terms of greater grammar accuracy and complexity or greater range of academic vocabulary when measured quantitatively, nor did it lead to improved use of sources” (Storch, 2009, p. 150).

In a research from a Turkish University by Civan and Coskun (2016), students were grouped according to the medium of instruction of their degree programmes: English or Turkish. It is clear from the data that students who attended Turkish degree programmes were successful than their counterparts in English degree programmes. Whether the students graduated from their university at the top of their cohort, indicated whether the students were brighter and/or more hard-working. Thus, based on these simple statistics, it seems the only explanation for poor performance of students in English degree programmes was the instruction in a non-native language. The students were also tested on the effect of mother tongue on education. It is clear from the analysis that students in English degree programmes were negatively influenced by instruction in a non-native tongue than their fellow students in Turkish degree programmes. It is possible that the language of instruction influenced some students differently than others.

## **2.6 The role of English as a medium of instruction (EMI) in Ghana**

According to Koenig (2017), learning a foreign language is a brave decision on the part of the learner. It means a decision to implement English as a medium of instruction in our schools in Ghana is in the right direction. Learning a foreign language

takes time, patience, skills, good study habits and dedication. The benefits of learning a second language can be immediately apparent - increased communication and cognitive skills for both learners and the teachers. Some of the benefits of learning English as a medium of instruction include the educational pros of the students. When students begin to learn a second language, cognitive skills are developed, especially in children. According to the American Council on Teaching Foreign Languages, children who begin to learn a second/foreign language in early childhood demonstrate a certain cognitive advantage over children who do not.

Research studies that have been conducted in Canada with early learning education have shown that those children who are bilingual develop the concept of object permanence quicker than those who do not. In other words, they learn that objects that have different names in another language remain the same no matter what they are called and that the object's function does not change. It also gives children better mental flexibility and creative thinking skills than their counterparts who only speak one language. In addition, it builds the students confidence and understanding of the language. Children who begin to study and master a second language achieve greater confidence as they go along, and gain the ability to communicate with people outside their immediate language group. Children develop confidence over time and can be encouraged to speak a second language with less anxiety. Children and adults alike are less fearful of travel and enjoy the ability to communicate with people in their own native tongue as well as their own.

Many educational experts suggest that adults and children study their language of choice through listening to songs and rhythmic speaking to build confidence in their abilities. Also when small children learn a second language, they develop a natural, native-like accent. For children and adults, learning a second language can lead to better

opportunities in senior high schools, tertiary and in their careers. Learning a language as a part of a family activity can also build relationships. Cultural connections are much easier for children and adults who study a second language and can lead to rewarding friendships and business associations. Children who learn a second language also have consistently higher test scores than their non-learning counterparts. A good knowledge of English helps students in their academics and enhances their in-depth knowledge in other subjects that are taught in English.

However, there are negative aspects of learning English as a second language, especially using it as a medium of instruction in our classrooms in Ghanaian schools. In her article, Clark (2017) affirms that learning a second language is never easy. This is because students must wrestle with new vocabulary, rules for grammar and sentence structure, idioms, pronunciation and more. Some people, however, seem to catch on much more quickly than others. Researchers have studied the reasons behind these discrepancies and have formed theories that may be helpful to English as a second language teachers and students as they work with developing language skills for academic success and social interaction. In Ghanaian classrooms today, majority of the students struggle in learning English, some perceive it to be too difficult to learn and understand. Many students cannot digest story books written in English. Some of the students portray the characteristics and personal traits of low esteem or lack of confidence to learn English effectively due to mistakes and errors that prevent them from talking in class.

Students who are confident and outgoing find it easier to learn English. They have less fear of making mistakes, as making mistakes is an integral part of learning a new skill. Introverts who struggle with social interaction are doubly challenged to practice speaking in a new language, although they may do well in written work.

Motivation is also a powerful factor. Intrinsic motivation, such as the desire to achieve personal goals and successfully learn the new language, and extrinsic motivation, such as the need to improve language skills in order to find a job or communicate with peers, are both important factors. Situational and environmental factors could also be factors contributing to the learning of English as a second language. Students whose families and communities set high standards for language acquisition learn more quickly than those who do not. That is, educated parents who use the targeted language expose their children to high quality EMI programmes. It is important to note that students do best when they are allowed to speak their native language as they try to learn the new one because that helps them process the information. They also need exposure to native English speakers, both in and outside of the classroom.

## **2.7 Related studies**

In this section, I review scholarly literature on the role of English as a medium of instruction. In a discussion paper about the role of English in Ghana, Quarcoo (1994) makes a case against English being considered a second language saying it is inappropriate to label English as a second language. Quarcoo refers to Ure (1983) to support his point that the average Ghanaian speaks at least two local languages before English is learned. He describes these as the mother tongue and the language the neighbours speak if the person does not hail from the same linguistic group as the neighbours. Quarcoo believes that Ghanaians may need English as an additional language for local communication purposes. Looking at Quarcoo's position, one can imagine the linguistic repertoire students bring to the classroom. This means some students already acquire skills in learning a second language even before coming to

school. However, the difference here is, languages brought to school are learned in a natural communicative environment instead of an instructional form as English is learned.

Edu-Buandoh and Otchere (2012) studied the motivation for Ghanaian students to choose to speak English inside and outside of school under the ‘speak English only campaign’ in Ghanaian schools. The participants were students selected from some junior high and senior high schools in two different regions of Ghana. They found that speaking a local language apart from English attracts punishment. Punishment meted out to students who violated the ‘speak English only’ included washing dining-hall plates, weeding, scrubbing, writing lines and wearing labels that say “I will not speak vernacular in school again” (Edu-Buandoh & Otchere, 2012, p. 307). Using punishment to enforce English speaking is oppressive and devalues the language and culture of the students. If students are allowed to express themselves naturally, they prefer using their mother tongue.

The role played by English in Ghanaian schools can create different kinds of obstacles for students to negotiate their way, especially when the school environment is hostile to less proficient students. Anyidoho and Dakubu (2008) argue that even though English is the official language of the country, it has not been made official that everybody must speak English and, in addition, there has not been any public advocate for English to symbolize Ghanaian identity. It is therefore difficult to understand why English has been imposed on Ghanaian learners to an extent that they get punished for speaking their mother tongue in school. If this phenomenon is allowed to continue it will likely contribute to local languages being used in limited ways and continue to reproduce social hierarchy. Anyidoho and Dakubu again report that almost all the legal documents from the colonial period to present did not recognize how Ghanaian

languages could be used in national discourse. This situation confines Ghanaian language usage to domestic, local, traditional, and non-literate entities. It also shows how as a nation, Ghana has failed to recognize and preserve its national identity. As it stands now, the progress of students in Ghana, especially that of early learners, is being hampered because they are made to learn an unfamiliar language through coercion.

When evaluated, most types of bilingual education programmes indicate similarly positive outcomes during grades 1-3 (Thomas & Collier, 2002). Early exit programmes have been blamed for students' poor performance and decline of academic progress because students do not sufficiently develop strong foundations in literacy and numeracy. According to Heugh (2008), early exit programme is the language model used in South Africa and other countries in sub-Saharan Africa. Early exit programme is an early switch from L1 to English (i.e. mother tongue instruction from Primary 1-3 after which only English is used). This was the language policy practiced in early the 1990s in South Africa. South Africa's current language policy in education is not strictly adhered to. Contrary to the language in education policy in South Africa that requires the home language to be used throughout school, more than 80% of learners study in a second language, mainly English (Owusu, 2017). Makoe and McKinney (2014) analyzed language practices in post-apartheid schooling in South Africa by conducting a comparative study of a primary school and a secondary school in urban South Africa. They are of the view that national policy in education in post-apartheid South Africa continues to marginalize local languages in spite of prevailing "pluralism and diversity. From this, they conclude that:

In a society still as deeply divided and unequal as South Africa, ideological practices such as the ones illustrated here continue to reproduce social stratification and racialized patterns of domination and subordination in education. This glaringly unequal positioning of resources (particularly in multilingual spaces where learners have linguistic

repertoires including two or more languages), its powers of exclusion, its role in shaping what knowledge should count and not count serve to perpetuate linguistic discrimination. (p. 670)

This conclusion illustrates a total disregard for local languages in South Africa over the years. The study tells us that English continues to dominate in post-apartheid South Africa in spite of the existence of other indigenous languages that are even popular among their speakers.

Another country worth examining is Kenya. Like Ghana, Kenya is also a multilingual country colonized by the British. However, unlike Ghana, the country recognizes two major languages as official universal languages. Kiswahili is the national language while English is the official language. Kenya has utilized the diglossic situation in the country to ensure that English and Kiswahili are equally developed and applied in official discourses. The practice in Kenya can be viewed as trilingual education. The currency given to an indigenous language in Kenya is what other post-colonial countries have not emulated. Students in Kenya study at least three languages in school, which comprise of students' mother tongue and two other general languages. It is curious that Kiswahili, a national language, is relegated to the background for English to be used as medium of instruction after Lower Primary. Unlike other multilingual countries which think choosing one language over others could create political and ethnic problems, Kenya has been successful in selecting Kiswahili as a national language. Kenya has been able to overcome that perceived challenge because Kiswahili is widely spoken in the country and also in other neighboring countries (Muthwii, 2004).

Salami (2008) examined language practices in a Nigerian primary school. This study found that teachers have adopted an 'unstructured' bilingual practice contrary to the mother tongue education expected to be implemented. English is used as early as the first year of children's education and in Primary 4, where there should be transition



to English, the mother tongue was still being used. The findings of Salami's study highlight resistance posed by teachers to the official language of education. That is, teachers create their own policies in the classroom with disregard to official policy. Like the language policy in Ghana, the language policy in education in Nigeria emphasizes mother tongue instruction in all subjects except English from Pre-primary to Primary 3. From Primary 4, the mother tongue becomes a subject while English, the official language is used as medium of instruction. In both countries, mother tongue is used as a transitional language because they have no power.

According to Odey (2002) studied multilingualism and indigenous language education in Nigeria. The author observed that mother tongue education in Nigeria is facing problems due to the fact that Nigeria's urban and semi-urban communities are both multilingual and multicultural. Odey's observation is similar to one of the reasons often used to justify the English-only language policy in Ghana. However, Salami's (2008) study suggests otherwise. Salami (2008) found that teachers in Nigerian primary schools use mother tongue of the children even when teaching English because it makes both the students and teachers feel comfortable in the classroom. We can see from this that the prevailing situation in a classroom determines which language to use in the teaching and learning process. The onus lies on teachers to make teaching and learning take place through an appropriate medium.

## **2.8 Conclusion**

This chapter has provided some contextual background to the study, beginning with a general background to language policy, use of English in Ghana as a medium of instruction; significance of English as a medium of instruction; the challenges of English as a medium of instruction; effects of English as a medium of instruction, and the role of English as a medium of instructions in schools. This chapter illustrated how

English has grown to play a dominant role in public life in Ghana, and by extension, how it has become an unquestioned policy in the educational sector. The chapter also provided a review of studies relevant to the study, and problematized the often-unchallenged exclusive role of English in Ghanaian senior high schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The main purpose of the research methodology is to explain how this research was conducted, what knowledge was required, what information was needed and how such information was collected. The research methodology consists of research approach, research population, sample design-sampling technique, sample size, source and instruments of data collection, methods of data analysis, ethical issues, validity and reliability of the study.

#### 3.1 Study design

Research design is a plan or a blue print of how a researcher intends to conduct a study. According to Ary, Jacobs, Razavieh, & Sorensen (2010), a research design should be effective in producing the needed information within the constraints put on the researcher. Such constraints include time, budget and skills. The essence of research design is to guide the researcher on the type of data to collect how to collect, process, and analyze them in order to answer the research question. The study sought to gather and analyze information on the role of English as a medium of instruction in some Senior High Schools in the Nkoranza South and North districts using a mixed method

design. On the quantitative, the study sought to identify various roles and use of English as a medium of instruction. In other words, the quantitative approach is a deductive approach that prefers to analyse and test relationship between theories and researchers' assumptions and the empirical research (Bryman & Bell, 2007). The study was also qualitatively exploratory in nature. Exploratory studies look for explanations of the nature of certain relationships.

### **3.2 Study population**

A target population is a specific group or objects for which questions can be asked to be able to develop required data structures and information. Therefore, the population of the study consisted of teachers of English and students in five Senior High Schools in the Nkoranza South and North districts. Each of the Senior High Schools has a population of about 1000 students

### **3.3 Sample size and sampling technique**

Sampling is very important in research because the data is meant to give a better understanding of a theoretical framework (Bernard, 2002). Sampling is the process of selecting just a small group of cases from out of a large population. The sample size for the study is 350, made up of 50 teachers and 300 Form 1- 3 students from Osei Bonsu Senior High, Busunya, Akuma, Donkor - Nkwanta and Nkoranza Senior High Schools respectively. The researcher employed a simple random sampling and purposive sampling techniques. The chance or the probability of each student selected from the population is known and is usually equal for all cases. Subsequently, simple random sampling was then used to select students of SHS 3 from every school. Purposive sampling was used in the selection of the English language teachers.

### 3.4 Method of data collection

The method used in data collection was through administration of questionnaire. Questionnaire is an instrument that includes all techniques of data collection whereby each person is asked to respond to the same set of questions in a predetermined order (Saunders et al., 2009). Dillman (2000) distinguishes between three types of data variable that can be collected through questionnaires: opinion variable, behaviour variable and attributes variable. The questionnaire was deemed appropriate for the study because it provides a much quicker means of gathering information from a fairly large population. Again, it is economical, easy to construct and questions are consistent and uniform. Questionnaire also allows anonymity of the respondents which makes it easier for the respondents to volunteer information without fear of victimization (Gravetter & Forsano, 2009)

The questionnaire was designed based on the specific objectives of the study; most of the questions were close-ended with few of them being open-ended. The participants were given the opportunity to select from the list of opinions provided and had the chance to state their opinions on the questions. The close-ended questions are good in quantitative studies because of their reliability in statistical analysis. The open-ended questions are also instrumental in qualitative studies and since this study also seeks to find out the opinions of consumers of what drives their satisfaction. The questionnaire was divided into parts 1 and 2. Part 1 measures the English teacher's perspectives on the study and part 2 was on the students perspectives on the role of English as a medium of instruction. Each part was divided into sections A, B, and C. Section A measures the use of English as a medium of instruction and the role of English as a medium of instruction. Section B measures the challenges of using English

as a medium of instruction while Section C measures the effects of using English language as medium of instruction.

### **3.5 Validity and reliability**

Every study demands that the data gathered are tested for validity and reliability. Validity can be defined as the degree to which an instrument measures what it is supposed to measure. Internal validity will assess the ability of the questionnaire to measure what it was projected to measure and to help detect any errors that could obscure the meaning of the questionnaire and prevent it from eliciting specious responses. In order to ensure the validity and reliability of the questionnaire for the study, a pilot study was carried out. The experiences of pilot participants were used to improve and amend the questionnaire before sending it out to the research population.

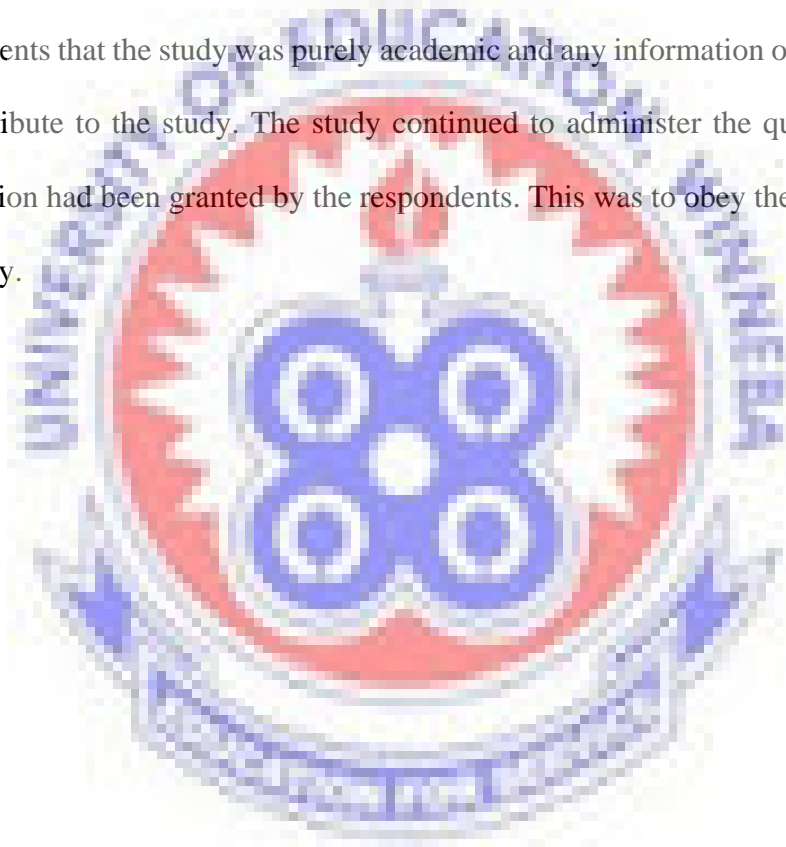
### **3.6 Method of data analysis**

Two separate data analysis procedures were used for the study since the questionnaire consisted of both open-ended and close-ended questions. With regards to the close-ended questions, the researcher checked, edited, coded and same to the open-ended questions. Microsoft excel 2016 was used to generate descriptive analysis including bar chart. The software was used to enter all the responses in each of the questionnaires. It was used to generate frequency bar chart for the analysis. The study used descriptive statistics such as mean and percentage to analyse some aspects of respondents' characteristics. The mean was used to assess the sum of all responses from the items on the use of English as a medium of instruction and the role of English as a medium of instruction. Unstructured face-to-face interviews were conducted in the various schools with the students and the English teachers. There were also class discussions purposely to find out the perception of students on the subject the English Language. They include the significance of English as a medium of instructions in

relation to their academic performance, the challenges they encounter or faced in learning the language as well as the effects English as a medium of instruction as in their day to day activities.

### **3.7 Ethical considerations**

To ensure the avoidance of invading privacy, the consent of respondents was sought through a personal introduction by the researcher to each of the schools, since the researcher works within the districts. Her present boast the confident of the respondents that the study was purely academic and any information offered was meant to contribute to the study. The study continued to administer the questionnaire after permission had been granted by the respondents. This was to obey the ethical issues of the study.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter presents the results obtained from the analysis of the data collected from students and teachers of the Senior High Schools in the Nkoranza North and South districts. Questionnaires were administered to two categories of respondents for the study. These are students and teachers of the five senior high schools in both districts. A sample size of 350 was chosen; 50 teachers and 300 students respectively. The chapter is divided into three sections. The first section presents the analysis of the significance of using English language as a medium of instruction. This includes the fact that it improves employability prospects of local students, widely used as a link language in offices and among the educated. In addition, it is assigned the role of library language, results in improved and faster acquisition of knowledge by students, and helps to create an elite class, students who are taught in English become bilingual and it enhances the student's academic progress in other subjects. From this, the item that English language improves employability had the highest frequency whiles English language enhances students' academic progress in other subjects as the least.

The second section presents the analysis of the challenges of using English as a medium of instruction. Challenges like it reduces ability to understand concepts, low-level of knowledge about the subject studied, excessive consumption of time during lesson, the least amount of participation during lesson and students that study in a language they do not understand learn by memorization. From this, English language reduces the ability to understand concepts had the highest frequency with students that study in a language they do not understand tend to learn by memorization receiving the least frequency. The third section presents results on the effects of using English language as medium of instruction. These include developing positive attitude to English in students, enhancing carrier opportunities of students, and helping to improve proficiency level of students. The rest are making students globally accepted, inability of students to ask many questions, and leading to school dropout. The results show that students develop positive attitude to English had the highest frequency while enhancing carrier opportunities of students had the least.

#### **4.1 The significance of using English Language as medium of instruction**

Research Question 1 sought to examine the significance of using English Language as a medium of instruction in senior high schools in the Nkoranza North and South districts. The results are presented in Figure 4.1.1 and 4.1.2 respectively.



#### **Figure 4.1.1. Students' responses on the significance of EMI**

Results of students' views on the significance of English as a medium of instruction show 260 students representing 90.3% said using English as a medium of instruction promotes the internationalization of Senior High Schools. To this, 36 students representing 12.1% disagree while 4 students representing 1.3% remained uncertain. Out of the 300 students, 255 representing 85% agree to the notion that English language improves the employability prospects of local students this was against 43 students representing 14.3% disagree and 0.7% uncertain. One's opportunities in life are affected by one's proficiency in the use of a language. These opportunities include schools, jobs, memberships and clubs. According to Brown (2014), English medium instruction can be seen as an investment. On the notion of how English as a medium of language serves as a link language in office and among educated person, 90.3% agree to this notion, against 6.7% who disagree while 3% were uncertain.

Also, 245 students representing 81.7% agree that English has been assigned the role of a library language but 45 students representing 15% disagree, while 10 remained neutral. It is worth noting that 254 students representing 84.7% agree that English has gained relative importance in our educational programs. This was against 42 representing 14% who disagree and 3 representing 1.3% remain uncertain. The need to be proficient in the use of English among non-native speakers has become a global phenomenon. Today, educators are faced with the challenge of addressing the needs of the growing number of students whose primary language is not English (Gibbons,

2003). Moreover, 250 students representing 83.4% agreed that English as a medium of instruction results in improved and faster acquisition of knowledge by students while 32 representing 10.6% disagreed with 18 representing 6% uncertain.

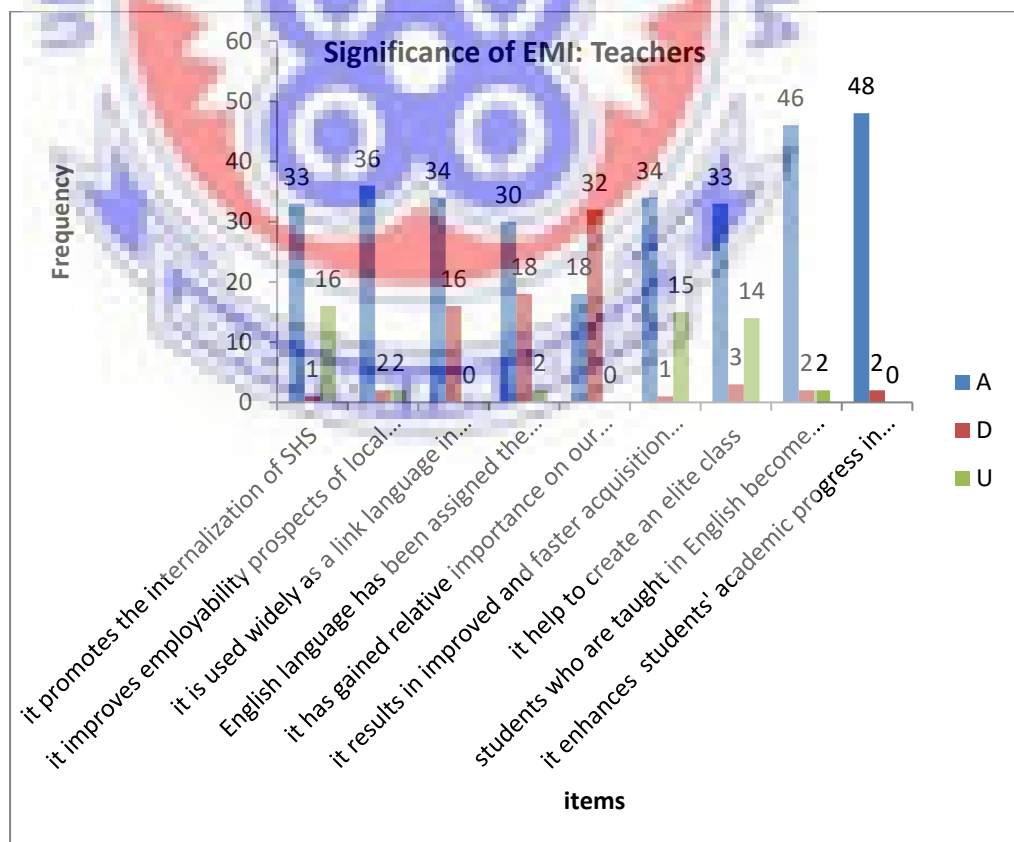
A total of 253 students representing 84.4% of the participants agreed that using English as a medium of instruction helps to create an elite class but 27 respondent representing 9% disagreed to this notion while 6.7% remain neutral. Mutamba (1999) and Sarinhan (2005) argue that the education sector where English is the medium of instruction is “a vehicle for creating an elite class” (p. 125) that rules the masses since it limits the involvement of the majority of the students who do not have access to English Education in economic and social development. A total of 275 students representing 91.6% agreed that students who are taught in English become bilingual and use the target language of the world. However, 6.7% of the students disagreed with only 2% remaining uncertain. According to Mitchell and Myles (1998, p. 17), “recent estimates in the late twentieth century suggest that the target language is highly likely to be English, with around 300 million people around the world speaking English as their first language, and another 700 million or so using it as a second language.” This use of English has come to stay as majority of the countries in the world now use English language as their official language or set a policy to be used and learn as a second language in schools. In response to the open ended questions presented to the students on the benefits of English as medium of instruction majority of the students responded in affirmative that it enhances their communication.

*Student 1: It helps me to speak good English.*

*Student 2: It helps me to understand other subjects.*

*Student 3: It helps me to be confidence and bold.*

Another group of 276 students representing 92% agreed that English as a medium of instruction enhances the students' progress in other subjects. Those who disagreed were 23 representing 6.7% and 1 student representing 1% stayed neutral. MacDonald (1993) asserts that Target Language (TL) use will result in increased motivation as students realize its immediate usefulness. Philipson (1992) concurs and claims that the language being studied should be the mode of communication during the lesson. Such support for exclusive target language use has led professionals, publishers and teachers to accept target language use as best practice in second and foreign language learning and teaching. Unlike the use of some languages of instruction, English as a language of instruction is intended to help students acquire high levels of English proficiency for economic and higher educational, rather than cultural, purposes.



#### **Figure 4.1.2. Responses of teachers on the significance of EMI**

Figure 4.1.2 shows the responses from teachers on the significance of English as a medium of instruction. A total of 32 teachers representing 64% agreed that English promotes internalization of Senior High Schools while 32% disagreed and 4% stayed uncertain. Out of 50 teachers, 38 agreed to the assertion that English language improves the employability of prospects of students with the remaining 12 disagreeing. On the point that English serves as a link language in offices and among educated persons, 34 teachers representing 68% agreed and 16 teachers representing 32% disagreed. In accessing the item that English language has been assigned the role of library language, 30 teachers representing 60% agreed and 16 teachers representing 36% disagreed while 2 teachers remained indecisive. In response to the importance of English in our educational programs, 18 teachers representing 36% disagreed and 24 teachers representing 48% agreed that English is of great importance in our educational programs. It is worth noting that 34 teachers representing 68% of the respondents agreed that using English as a medium of instruction results in improved and faster acquisition of knowledge by students. However, 15 teachers representing 30% disagreed with 4 teachers representing 2% uncertain.

The analysis revealed that using English as medium of instruction promotes internalization of Senior High Schools, improves the employability of prospect student, serves as a link language in offices and among educated person, creation of elite class and enhancing students' academic progress. As asserted by the Minister of Education in 2017, English language makes students globally competitive. The findings of this study affirm what Graddol (2014) notes about the language. He argues that English is now identified as a new basic skill that all students need to acquire if they want to

participate fully in a 21st-century civil society. Also, the study discovered that students' English speaking, writing, and reading abilities affect their performance in class.

In the interview with some teachers, these are some of the responses for using English Language as a medium of instructions in schools.

*It helps the students to understand concepts of other subject taught.*

*My students spoken English has improved due to the use of EMI*

*It enables me to prepare well for class as students develop positive attitudes towards English.*

A total number of 44 teachers representing 88% agree that such students usually get an average mark above 50% in all subjects as opposed to 6 teachers representing 12% who disagree. The study therefore revealed that students who are proficient in English Language perform better in terms of contribution in class and mastery of the language. The positive relationship implies that the more proficient learners are taught in the target language, the better their academic performance. The significance of the study by Fayeye & Yemi (2009) is that their study showed further that "proficiency in English does have a significant impact on senior secondary school students' academic achievement" (p. 494), meaning that the participants with higher language proficiency had higher academic achievement scores.

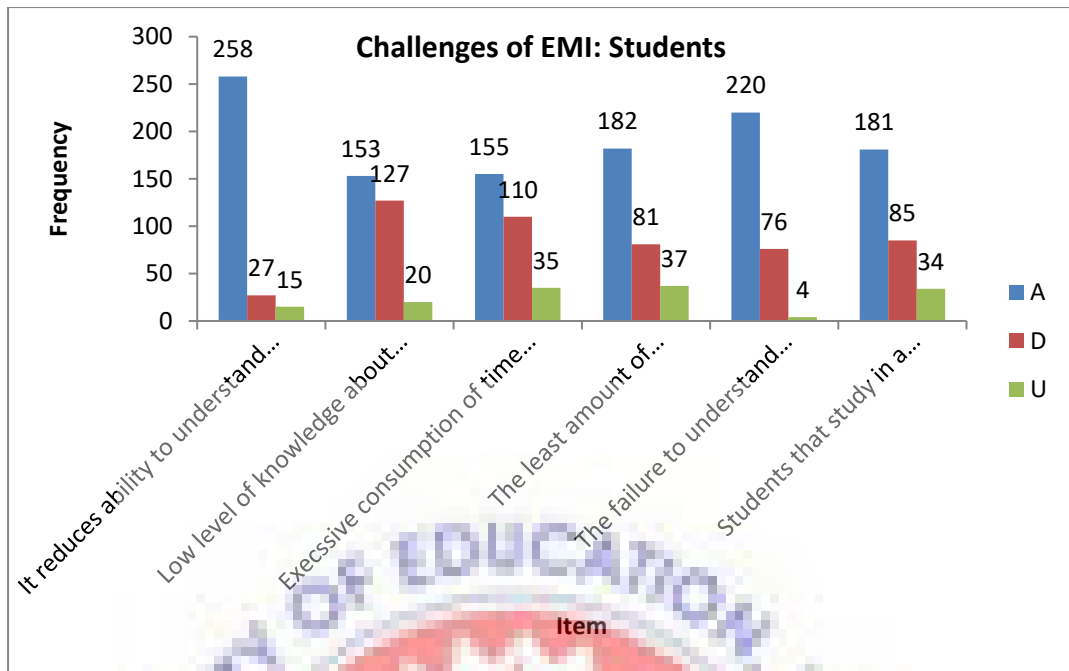
More than half of the respondents representing 66% agree that creation of elite class is one of the significance of English as a medium of instruction. Most of the teachers 92% agree that students who are taught in English become bilingual but 6% disagree and 2% were uncertain. Majority of the respondents; 96% strongly agree that English as a medium of instruction enhances academic progress in other subjects. The findings are in line with a study by O'Dowd (2015) who argues that teaching subjects through the medium of English has several advantages. First, it promotes the

internationalization of senior high school students and enables international students to access study programs and improves employability prospects of local students. Furthermore, an interview with the teachers showed that it was not difficult to use English as the language of instruction. Therefore, they thought the language would be well-suited for teaching since most of the students are from different parts of Ghana with different language backgrounds.

Moreover, they believed that it would probably make schooling more interesting because it would increase students' participation. Therefore, at the senior high school level, they thought the best idea would be to teach in English. They also thought that all the teachers are competent enough in English to be using it as language of instruction. Furthermore, they thought using English as language of instruction is a good way of learning the language, because learning a language involves listening, adding that globalisation makes it very important to know English.

#### **4.2 The challenges of using English Language as medium of instruction**

Research Question 2 sought to examine the challenges of using English Language as a medium of instruction in Nkoranza North and South Senior High schools. Responses are presented in Figures 4.2.1 and 4.2.2.



**Figure 4.2.1. Student's responses on the challenges of EMI**

A total number of 197 students representing 64.6% agree that there is least amount of participation in the classes due to low level proficiency in English and 88 representing 26.3% disagree while 18 students representing 6% remain neutral that English doesn't lead to the least participation in the classroom. Of the total number of students, 118 representing 44.0% agree that there is failure to understand lessons delivered in English and text books written in English. For such students, this assertion is not entirely true. Majority of them, 181 representing 60.3% believes that students who study in a language they do not understand tend to engage less with their learning material and learn by memorization. This is because most students prefer to keep mute if they do not understand a lesson due to lack of vocabulary to ask further questions for explanations. Consequently, learners might even resort to rote-learning and memorisations which will not be of help to them in future. The following answers were given in the open ended questions with some of the students:

*We don't have enough English textbooks for learning.*

*It is difficult for me to understand stories books written in English.*

*Our teachers use Twi to communicate to us more than English.*

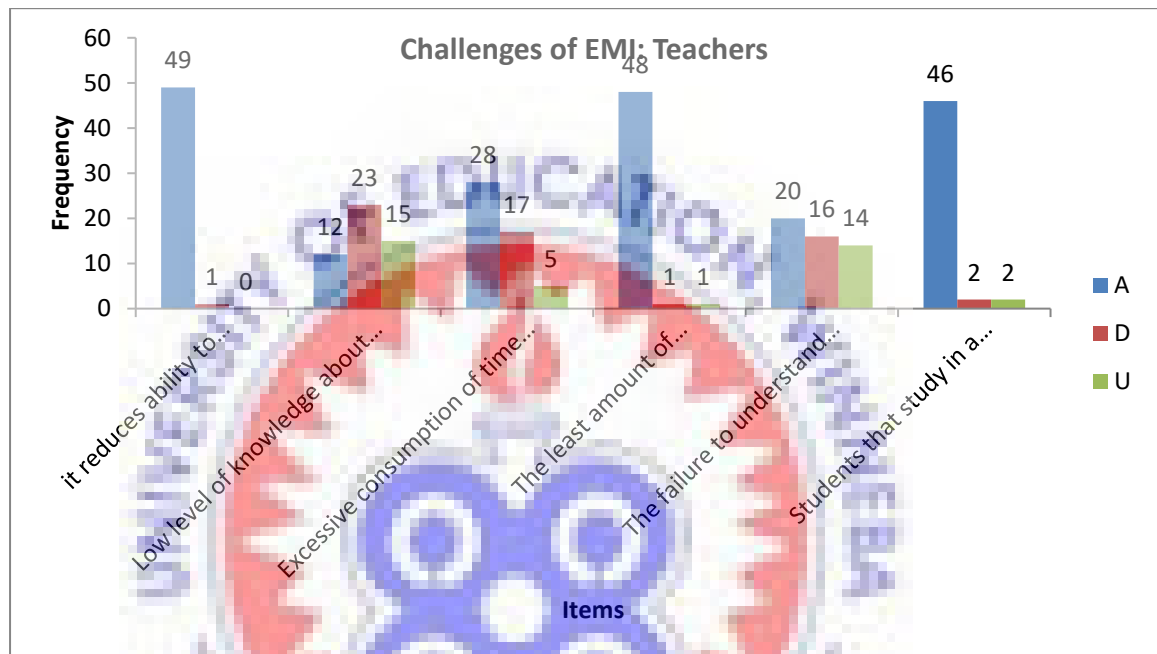
*Some of the teachers do not teach well for me to understand, so I lose interest in English.*

A total of 64.6% of the respondents agree that English reduces ability to understand concepts which was against 29% who disagree and 10% who remain uncertain. A total number of 143 representing 47.7% disagree that one of the challenges of using English as medium of instruction includes excessive consumption of time during lessons while 118 representing 39.4% agree that excessive consumption of time during lessons is among the challenges of using English as medium of instruction, 39 representing 13% remain uncertain. Furthermore, 56.6% of the respondent agrees that the least amount of participation in the class due to low level proficiency in English while 40% disagree to this notion and 3.3% remain uncertain. On the basis of understanding the concepts, 173 representing 57.7% agree and 31% disagree with the notion with 11.3% uncertain. Majority of the respondent; 80.3% of the respondent agree that there is failure to understand lessons delivered in English and text books written in English while 38.4% disagree to this notion and 11.3% are uncertain.

A number of them, 181 representing 60.3% of the respondent believe that students who study in a language they do not understand tend to engage less with their learning material and learn by memorization. O'Dowd (2015) has shown that the language proficiency courses that are offered tend to be inadequate and incapable of addressing the language gap. Most literature concur that students in third World countries face one basic challenge; the failure to understand lessons delivered in English and textbooks written in English. This is because the students make use of their mother tongue than the use of English in their day to day conversations. This is because



most students prefer to keep mute even if they do not understand a lesson due to lack of vocabulary to ask further questions for explanations. Consequently, learners might even resort to rote-learning and memorisation which will not be of help to them in future.



**Figure 4.2.2. Teacher’s responses on the challenges of EMI**

A total number of 18 representing 36.0% agree that one of the challenges of using English as a medium of instruction includes excessive consumption of time during lessons while 16 representing 32.0% agree that excessive consumption of time during lessons is among the challenges of using English as medium of instruction. 42.0% of the respondent agree that the least amount of participation in the classed due to low level proficiency in English while 38.0% disagree to this notion. From the interviews, the following were gathered:

*Students are not motivated enough to learn English.*

*Students behave negatively towards learning of English.*

*Time allocated for the lessons is not enough to cover all aspects of English*

Almost half of the respondent, 50.0% of the populace agreed that there is failure to understand lectures delivered in English and text books written in English while 40.0% were uncertain to this notion. The total number of 36 representing 72.0% of the populace believes students that study in a language they do not understand tend to engage less with their learning material and learn by memorization. The teachers responses are in line with Basibeka et al (2014) who observe that some educators are opposed to English-medium instruction because it leads to reduced ability to understand concepts, low level of knowledge about the subject studied, excessive waste of time, feeling of alienation and separation, and the least amount of participation in the classes due to low level proficiency in English.

From the study, it was clear that English reduces the ability to understand the concepts. As Dearden (2014) asserted that teachers lack the adequate language proficiency and competence to teach the language and use the language to teach another subject. While their priority is to teach their own subjects, they are also all language teachers, increasingly so when the medium of instruction is not the mother tongue of the students. The study also acknowledged that there is a low level of knowledge about the subject studied; this is congruent with the sayings of Negash (2006)

A large percentage agrees that excessive consumption of time during lessons is among the challenges of using English as medium of instruction. In all, 32.3% of the respondent agree that the least amount of participation in the classed due to low level proficiency in English while 26.0% disagree to this notion. As Alidou et al. (2006) noted in his study that when the language of communication is foreign to either or both the teacher and the students, many important issues become misunderstood or even unrecognized. For example, teachers can often misinterpret a lack of adequate

proficiency in the language of instruction with lack of intelligence, laziness or an uncooperative attitude on the part of the students. This can seriously inhibit students, cause anxiety and further hinder learning.

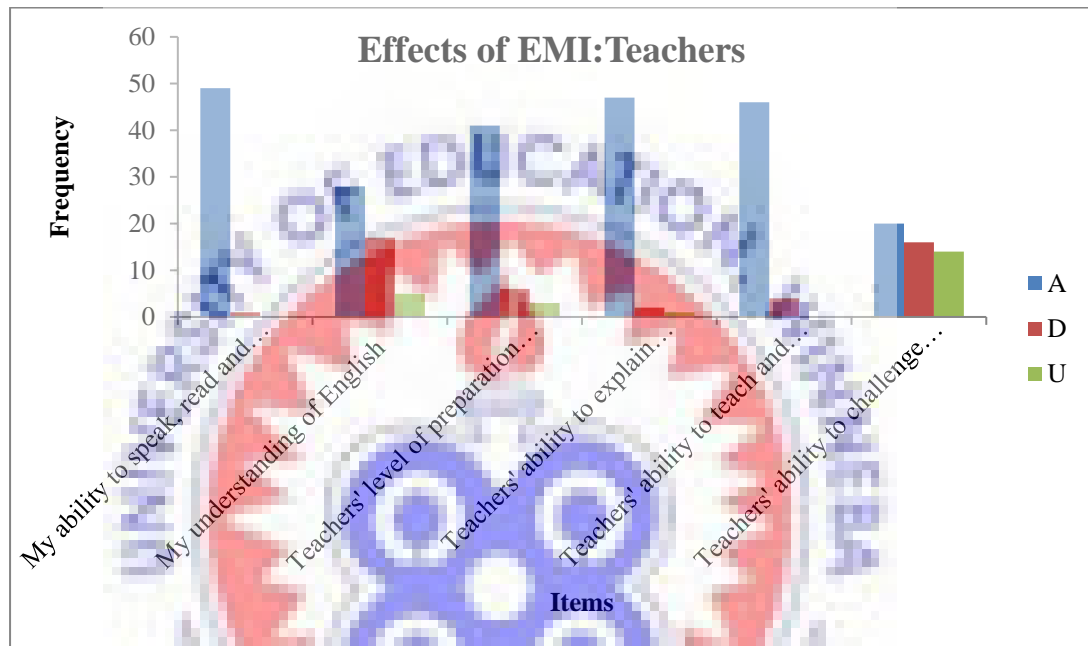
It was also hinted in the study that almost half of the respondent 40.0% of the respondent agree that there is failure to understand lessons delivered in English and text books written in English and a total number of 181 representing 60.3% of the populace believes Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization; this corresponds to Benson's (2002) study where he identified that challenges in using English as a medium of instruction relate to the lack of adequate language skills of both the teacher and the students and the communication gap this causes, there are also problems regarding the availability of support that teachers and students are getting.

Of all the challenges, English as a medium of instruction reduces the students' ability to understand lessons had the highest frequency while students that study in a language they do not understand tend to engage less with their learning material and learn by memorization had the lowest frequency. It is important to note that majority of the participants 78% agree that using English language as a medium of instruction reduces ability to understand concepts. This was against 22% who disagree. A teacher's primary role is not only to enable the students to understand what he is intending to say or teach. It is also his duty to understand what the student wants and says. In the teaching-learning process, two things are extremely important; one is the delivering capacity of the teacher and the other one is the receiving capacity of the students. In other words both delivering and receiving capacity are of equal importance for effective teaching and learning that produce good results. From the study it is clear that English language reduces the ability to understand the concepts. Generally, the respondents

agreed that the use of English Language as a medium of instruction has a lot of challenges.

### 4.3 The effect of using English Language as medium of instruction

Research Question 3 sought to identify the effect of using English Language as A medium of instruction. The responses are presented in Figures 4.3.1 and 4.3.2.



**Figure 4.3.1. Teachers' responses on the effect of EMI**

As much as 40 teachers representing 80% of the respondents agree that students develop positive attitude to English. This was against 10 teachers representing 20% who disagree. Pascasio (2002) reveals that language use and positive attitude are important in achieving language proficiency. Other studies investigating students' attitude to English and its use as a medium of instruction in post-secondary schooling in Kuwait point to an overall positive attitude to English medium instruction (Malallah, 2000). Responses on the item which states that the use of English Language as a medium of instruction helps to improve proficiency level of students, majority of the respondent 35 teachers representing 70% responded in the affirmative against 15

teachers representing 30% who disagree. Krashen and Terrell (1983) for example, identified the constant use of the target language by the instructor in the teaching and learning process as a factor in enhancing their proficiency in the language. Many researchers are of the view that using English as a medium of instruction can be seen to kill two birds with one stone, giving students a chance to increase their English proficiency skills and enhancing their academic progress in other subjects at the same time. Teachers' responses to the interview on the effects of using English as a medium of instructions are:

*It makes students globally accepted.*

*It makes students bilingual.*

*Students' academic performances improve.*

*Students gain their confidence of using English to communicate.*

It is also important to note that as much as 46 teachers representing 92% of the respondents agreed that the use of English Language as a medium of instruction makes students globally accepted while 4 teachers representing 8% disagreed. Out of the 50 respondents, 23 teachers representing 56% agreed that students cannot ask many questions due to lack of vocabulary. This is against 6 teachers representing 12% who disagreed and 15 teachers representing 30% who remained uncertain. Ankrah (2015) observes that pupils would be able to freely express their opinions when they speak in the local Ghanaian languages unlike when using foreign languages, which distract the pupils because of lack of vocabulary to express themselves. In particular, he indicates that concepts are better explained in the local language and the use of foreign languages confuses students such that they end up failing to grasp spellings. This means that corrections have to be made students' progress into other classes.

A number of 41 teachers representing 82% of the respondents agreed that one effect associated with using English language as a medium of instruction is that it leads to school drop-out since the students cannot grasp the content of what they are being taught. This was against 12% who disagreed as well as 12% uncertain respondents. This view resonates with Jayaram (1993) who argues that the pre-occupation with English makes student miss the purpose of education, which is to understand what has been learnt and use it in real life situations. In an interview with the teachers. The result showed that the use of English hinders the full participation of students in the class. This is because it does not seem to provide comprehensible input and it does not seem to work as a tool for constructing knowledge in the content subjects. It is also seen as an obstacle for learner-centeredness that is desired by the Ghana Education Service under the Ministry of Education.

On the contrary, some teachers claimed that since the students are from different ethnic backgrounds with diverse cultural ideologies, using English language as the medium of expression is the best option. Their views seem to be in line with Hoare (2007) and Hu (2005) who argue that cultural, economic and political imperatives have brought about the expansion of education through a second or other language around the world. Even in places such as China and South Korea, where English did not previously play a significant role in education as medium of instruction, there are moves to expand its use into this role. Some teachers claim that using English as a medium of instruction helps to improve the proficiency of learners which can gradually positively affect their academic performance and subsequently aid them to get better jobs in Ghana and beyond.

As a result, Opoku-Amankwa (2009) argues that the use of English only in the classroom creates a feeling of anxiety among students which results in “lack of self-

confidence, a feeling of inadequacy and the general low levels of self-esteem because of use of unfamiliar language” (p. 131). What Opoku-Amankwa’s study tells us is that English-only language policy does not create conducive environment for students to participate in the teaching and learning process. Students are unable to get involved in classroom activities because they lack proficiency in the language of instruction. The researcher sought to observe lessons to find out the kind of language(s) that is used as a medium of instruction by teachers. The attitudes of teachers come to the fore as they reflect upon the language they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in languages “growth or decay, restoration or destruction’ Baker (1988). Their attitudes, also, as part of their cultural orientation, heavily influence the younger students (Shameem, 2004).

It is observed that majority of the teachers used English Language only during teaching and learning because they believe they are very competent in it. Gardner (2001) proposes that the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the students. Not only that, teachers must encourage students to learn the materials and most importantly, use them. Besides, most teachers also feel that using the L1 to teach in the senior high school is a breach of the language policy. A few of the teachers used English with little Twi for clarity while none of them used only Twi as a medium of instruction.

It is acknowledged that code-switching carries out some basic functions which might be beneficial to language learning (Sert, 2005). Its usage is not being encouraged by teachers to serve as a tool for language acquisition/learning. This contradictory finding prompted the researcher to ask teachers three additional questions regarding code-switching at the end of lesson observations. Their responses generated some interesting points that need further investigation. In relation to the first question, most of the

teachers said it is in fulfilment of the language policy of Ghana that only English should be used as the medium of instruction. To the second question, the teachers said they use code-switching to enhance better comprehension of salient points by the students. On how they assist learners who are not proficient/do not understand English, they responded that they voluntarily organise some tutorial classes outside the instructional hours without a fee.



**Figure 4.3.2. Students’ responses on the effect of EMI**

From the results gathered majority of the respondents 153 representing 51% ranked that their ability to speak, read and write in English has no challenge/effect on their academic performance while 127 representing 42.6% says it has minor effect on their performance and 20 respondent representing 6.7% says it has a major effect on their performance. When asked to explain their choice, most of the student response was ‘*It helps me in learning and reading*’ and some response was *to grasp more ideas*. Other studies investigating students’ attitude to English and its use as a medium of instruction in post-secondary schooling in Kuwait point to an overall positive attitude



to English medium instruction (Malallah, 2000). A total number of 155 representing 51.7% ranked their understanding of English has having no challenge or effect on their academic performance while 110 representing 36.7% ranked it has minor challenge while 35 respondent representing 11,7% were of the opinion that it has major challenge/effect on their academics. The finding also revealed that speaking in the classroom provides the most opportunities for improving English skills.

It is accepted that a large part of classroom interactions is mediated through language. For the learner to receive and transmit knowledge lucidly, a certain level of language proficiency is essential (Mchazime, 2001). About teachers' level of preparation in the subject, majority number of 182 representing 60.7% ranked it has no negative effect at all on their performance while 81 respondent representing 27.0% ranked it has minor challenge on their academic performance and 37 respondent representing 12.3% were having major challenges using English as a medium of instruction. In response to their teachers ability to explain concept in English 169 representing 56.3% of the respondents agree has no challenge /effect on their performance while 73 representing 24.3% ranked it poses a minor challenge for them and 58 respondents representing 19.3% were of the view that it poses a major challenge or affect their academic performance negatively.

When asked about teachers' ability to teach and speak English a number of 161 representing 53.7% of the respondents ranked their teacher's ability to teach or speak in English has having no challenge at all while 99 representing 33 % ranked it has minor challenge with 40 respondents representing 13.3% confirm it has a major effects on their academic performance. Asked about teachers' ability to challenge them in analyzing texts in English, majority 156 respondent representing 52.% ranked it has not a challenge at all while 115 representing 38.3% ranked it has minor challenge on their

academic performance and 29 respondent representing 6.7% were ascertain that it poses a major challenge for them. For every cause there is always an effect, as part of my objective was to identify the effect English language has on student performance. So as to achieve this objective, the respondents were asked on what effect does English used as the medium of instruction has on their studies in general.

As much as 228 students representing 76% of the respondents agree that they develop positive attitude to English when it is used as a medium of instruction. To this, 68 representing 22% disagree and 4% remain uncertain. A total of 271 students representing 90.3% agree that the use of English Language as a medium of instruction enhances their carrier opportunities enable them gain economic freedom. This is against 14 representing 4.6% who disagree while 15 students representing 5% remain uncertain. From the total number of 300 students, 283 representing 94.3% of the respondents agree that the use of English Language as a medium of instruction makes students globally accepted. A total number of 263 representing 87.6% of the respondent agree 35 respondent representing 11% while 2 are uncertain. In response to the teachers ability to teach or speak English 100 students representing 69.3% agreed that their teacher do speak and teach in English. This was against 65 respondent representing 21.7% who disagree and 27 representing 9% who are uncertain. About teachers' ability to challenge the students in analyzing texts in English, a total number of 174 representing 57.4% agree and 101 representing 33.7% disagree while 25 representing 7.3% remain uncertain

As English is a second language and more as medium of language, speaking, reading and writing are skills of languages. From the teacher's response, majority 60.0% of the students are satisfactory at speaking. 68.0% of the students are very good at reading English. Majority 40.0% are excellent at writing English. The study revealed

that majority of the respondents representing 70.7%, cited they are very good which predict that they can speak English, a significant number of respondents representing 25.3% cited they are excellent in speaking the English language. Also, 10.3% cited good 33.3% cited satisfactory and only 2% responded that they speak poorly in the English language. The study indicates that there is a significant positive relationship between academic performance and the ability to speak English language. The findings also revealed that speaking in the classroom provides the most opportunities for improving English skills. It is accepted that a large part of classroom interactions is mediated through language. For the learner to receive and transmit knowledge lucidly, a certain level of language proficiency is essential (Mchazime, 2001).

Almost half of the respondent 50.0% of the students agreed that there is failure to understand lectures delivered in English and text books written in English while 40.0% were uncertain to this notion. Also, 72.0% believes that students who study in a language they do not understand tend to engage less with their learning material and learn by memorization. The teachers' responses are in line with Basibeka et al (2014) who observe that some educators are opposed to English-medium instruction. This is because it leads to reduced ability to understand concepts, low level of knowledge about the subject studied, excessive waste of time, feeling of alienation and separation, and the least amount of participation in the classes due to low level proficiency in English. From the study, it was clear that English reduces the ability to understand the concepts. As Dearden (2014) asserted that teachers lack the adequate language proficiency and competence to teach the language and use the language to teach another subject. While their priority is to teach their own subjects, they are also all language teachers, increasingly so when the medium of instruction is not the mother tongue of the students.

The study also acknowledged that there is a low level of knowledge about the subject studied; this is congruent with the results of Negash (2006).

#### **4.4 Conclusion**

This chapter shows the results of data on variables and strategies that affect the academic performance of students of Nkoranza North and South Senior High schools. It was ascertained that there are various factors that either facilitate or militate against the use of English as Medium of Instruction which can affect the academic performance of students. A number of the students are not confident of their proficiency in speaking English. On the opinion of the effect of using English as a medium of instruction have on the students' academic performance. Almost all the students agree that all subjects depend on English language.

In line with the responses from the questionnaire and interview, it was realised that both teachers and students believe that English as a medium of instruction has a lot of challenges but its significance cannot be underestimated. Most of the students feel that using English as a medium of instruction improves their English proficiency. However, they were less confident in it being an effective way to improve their subject knowledge since they do not have sound foundation at the basic level. Despite being aware of comprehension difficulties regarding their English level, the students still want teachers to teach in English so that they can gradually develop their competence to go to the University. Studies by Byun (2011) and Brock-Utne (2012) have shown that English as a medium of instruction is a handicap for both teachers and students in developing countries.

## CHAPTER FIVE

### CONCLUSION, SUMMARY AND RECOMMENDATIONS

#### 5.0 Introduction

This dissertation investigated the use of English as a medium of instruction in Nkoranza North and South District Senior High Schools. This last chapter summarizes the main findings of the study, draws conclusion and provides recommendations on what needs to be done based on the findings on the significance, challenges and effects of English as a medium of instructions in schools in Ghana. A case study design was used to investigate populations by selecting samples to analyze and discover occurrences. Case study was chosen over other research designs for the study due to some peculiar characteristics that make it more appropriate for the study.

#### 5.2 Summary of findings

The study investigated the use of English as a medium of instructions, the significance, challenges and the effects on students' academic performance. The study was guided by the following; the significance of English as a medium of instruction in Nkoranza North and South Senior High School; the challenges of English as a medium of instructions; the challenges of English as a medium of instruction and the effects of English as a medium of instructions in the academic performance of students in the districts. The study further reveals that some of the students speaking skills improved due to the use of English as a medium of instructions. The following are the findings identify by the researcher. The majority of the students attests to the fact that using English as medium of instruction would enable them to be globally acceptable, thereby improving their chances of getting employed prospectively. The study reveals that using English as a medium of instructions serves as the bridge gap in exposing the

student to the real commercial world develop into elite in academic pursuit. A vast majority of students claimed that use of English language as medium of instruction improves their academic performance.

However, the study discovered that using English as a medium of reduces the ability to understand basic concept compared to the use of mother tongue. One major problems faced during lesson is the excessive consumption of time during lessons; this was because the students finds it difficult to assimilate. In addition, lack of adequate language skills of both the teacher and the students and the communication gap this causes was revealed in the study. There are also problems regarding the availability of support that teachers and students are getting in terms of motivation. More so, students are unable to get involved in classroom activities because they lack proficiency in the language of instruction, while some keep mute in class due to lack of vocabulary and fluency of the language. A few number of the students had the pre-conceptions that English is difficult to learn because it is not their mother tongue but a second language that was impose on them to get require certificate if they intend to further their education.

The students' also confirm that their teachers makes use of the L1 more than the L2 as the policy of Ghana Education stated the policy of using EMI only in the secondary schools. The students also attest to it that some of their English teachers do not teach them well to understand; as a result they lose interest in the language. Also the study revealed that some of the students find it difficult to understand stories books written in English.

### **5.3 The role of English as a medium of instruction (EMI) in Ghana**

It takes multiple years for English learners to gain a high enough level of language proficiency to perform at par with their native English-speaking peers. It has

been shown that the use of English as a medium of instructions is of great benefit to students. The students and their teachers attested to the fact that English language as a medium of instruction enhances academic excellence. It also boosts their confidence level in speaking and writing in English. For instance, with respect to the significance of using English as a medium of instruction, students develop positive attitudes which enhance their speaking, reading and writing skills. Hence, the use of English as a medium of instruction makes them globally accepted. In addition, students improve their fluency in the language and make them gain in-depth knowledge of other subjects taught in English.

The question of language of instruction is at the top of the educational agenda in many countries around the world, and decisions about language of instruction and efforts to develop materials and instructional strategies to support the selected language(s) are well underway. English language has played major roles in education, government, business, commerce, politics, the mass media, religion, and for both internal and external relations. It is the dominant language of the press, banking and trading across the length and breadth of this country. In education, the English language is the language across the curriculum. Almost all subjects studied at basic, secondary and tertiary levels in Ghanaian schools are written in English. Although, English has a lot of benefit to the students and teachers, the challenges of using English as a medium of instruction should not be overlooked. Students are faced with a lack of materials for the learning of English in many schools in Ghana. This poses a major challenge to learning. Teaching cannot be effective without teaching materials. Another problem of using English as a medium of instructions is that English does not improved their academic performance, but rather makes them earn low grades in the subject as well as other subjects taught in English.

#### **5.4 Pedagogical implications**

Based on the findings of the study, the following recommendations can be considered as efforts by the Government, Districts Education Directorate, Headmasters of various schools, Heads of Department, teachers of English and students in senior high schools to recognize that EMI is a policy that must be guided diligently to ensure its implication is followed duly. Both teachers and students need to practice the use of the language with conscious efforts in making it to have positive effects in their everyday life. Having done due diligence to the use of English language as a medium of instruction, it is paramount that in accordance to the evidence discovered, there should be presentations of suitable recommendations and suggestions. Teachers should also strive to expose themselves to more learning and skills acquisition programmes in order to be able to deliver quality services in English language to the students. This must include attending seminars, workshops and re-orientation programs that would make them to be more competence in handling the subject. Educators should be conversant in monitoring the progress and development of teachers and assessing their ability to deliver quality teaching in their classrooms.

#### **5.5 Suggestions for future studies**

The study examined the use of English as a medium of instruction in some senior high schools in Ghana. The data collections and analysis has enabled a thorough investigation of the use of English as a medium of instructions. It is important to note that, this study focused on only five schools; hence there are still areas in the use of EMI that merit the studies. Researchers can expand the number of schools as well as teachers in investigating the use of EMI in Ghanaian schools. Apart from this, there is also the possibility of examining the methods of teaching used by Ghanaian teachers to implement the policy of using English as a medium of instruction. Therefore, it is



important to conduct a study that examines the use of English as a medium of instruction in countries where English is not their first or native language. In this sense, researcher may focus on the effect on mother tongue and the difficulties faced by teachers and students of such country. Finally, the results of the present study may stimulate other researchers to do extensive academic research work on the use of EMI among learners. This group may include students in tertiary institutions and students at the junior high schools. Further studies are advised to be undertaken in order to get vivid answers to the work using more comprehensive methodology.

## **5.6 Conclusion**

In conclusion, the method of data collection and analysis has served as a valuable procedure in investigating the use of English as a medium of instruction among students of five selected senior high schools in the Nkoranza North and South Districts in Bono East Region. Through this analysis, it has been demonstrated that it is important for students to take the use of English as a medium of instructions seriously. Also, the use of local languages by teachers in and outside the classroom should be discouraged as much as practicable. Again teachers need to motivate the students to participate fully in class and study on their own after regular school hours. Students should be motivated to acquire confidence even if they make mistakes. Teachers of English should prepare well before going into the classroom, and students should be encouraged to practice both spoken and written English inside and outside the classroom.

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## APPENDIXES

### APPENDIX A: QUESTIONNAIRE

#### DEPARTMENT OF APPLIED LINGUISTICS

#### MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE

#### UNIVERSITY OF EDUCATION, WINNEBA

(WINNEBA CAMPUS)

This study is being undertaken as part of the requirement of the MED program at the Department of Applied Linguistics, Master of Education in Teaching English as a Second Language at University of Education, Winneba Campus. You are welcome to take part in this study by providing answers to the questions in this questionnaire. Your responses will be treated with the confidentiality it deserves. Thank you.

Please tick your response in the appropriate space.

#### SECTION A

#### Questionnaire for Nkoranza North and South Senior High School Students

#### SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

1. What are the the significance of using English Language as medium of instruction?

Please indicate the significance of using English Language as medium of instruction.

1= Agree

2= disagree

3= Uncertain

No.	The significance of using English Language as medium of instruction	1	2	3
1.1	It promotes the internationalization of SHS	1	2	3
1.2	It improves employability prospects of	1	2	3
1.3	It is used widely as a link language in offices and among the educated people	1	2	3
1.4	English language has been assigned the role of library language	1	2	3
1.5	It has gained relative importance on our educational programs	1	2	3
1.6	It results in improved and faster acquisition of knowledge by students	1	2	3

1.7	It helps to create an elite class	1	2	3
1.8	Students who are taught in English become bilingual	1	2	3
1.9	It enhances the student academic progress in other subjects	1	2	3

What do you think are some of the benefits you are likely to get when your teacher uses English as the medium of instruction.....

.....

**SECTION B**

**CHALLENGES OF ENGLISH AS MEDIUM OF INSTRUCTION**

3. What are the challenges of using English Language as medium of instruction?

Please indicate the challenges of using English Language as medium of instruction.

1= Agree

2= disagree

3= Uncertain

No	challenges of using English Language as medium of instruction	1	2	3
3.1	It reduces ability to understand concepts	1	2	3
3.2	It leads to low-level of knowledge about the subject studied	1	2	3
3.3	It results in excessive consumption of time during lessons	1	2	3
3.4	The least amount of participation in the classes due to low level proficiency in English.	1	2	3
3.5	The failure to understand lessons delivered in English and text books written in English	1	2	3
3.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.	1	2	3

**SECTION C**

**EFFECT OF ENGLISH LANGUAGE AS MEDIUM OF INSTRUCTION ON STUDENTS' PERFORMANCE**

4. What effect does English, used as the medium of instruction have on your academic performance? (Tick only one box)

- Causes me to perform poorly in my subjects
- Improves my academic performance (test scores)
- Does not affect my academic performance

Could you please explain your choice:

.....  
 .....

4. Rank each of the following from 1-3 on the effect that you consider English has on your academic performance. (You may use the number more than once, if necessary?)

5.

**1= not a challenge at all; 2= poses a minor challenge; 3=poses a major challenge**

No	Challenge	Ranking		
		1	2	3
5.1	My ability to speak, read & write in English	1	2	3
5.2	My understanding of English	1	2	3
5.3	Teachers level of preparation in the subject	1	2	3
5.4	Teachers ability to explain concepts in English	1	2	3
5.5	Teachers ability to teach/speak in English	1	2	3
5.6	Teachers ability to challenge us in analyzing texts in English	1	2	3

6. Please indicate what the effects of using English Language as medium of instruction?

1= Agree

2= disagree

3= Uncertain

No	effects of using English Language as medium of instruction	1	2	3
6.1	Students develop positive attitude to English	1	2	3
6.2	It enhances carrier opportunities of students	1	2	3
6.3	It helps to improve proficiency level of students	1	2	3
6.4	It makes students globally accepted	1	2	3
6.5	Student cannot ask many question due to lack of vocabulary	1	2	3
6.6	It leads to school dropout since they cannot grasp the content of what they are taught.	1	2	3

7. What is your average performance at school (for all subjects)?

1	2	3	4
Below 40%	41-60%	61-80%	81-100%

8. Rate your abilities in English

Abilities	1	2	3	4	5
	poor	Satisfactory	good	Very good	excellent
Speaking					
Reading					
Writing					

**Interview guide**

9. Please could you tell me some of the significance of using English Language as medium of instruction?

10. Please could you outline some of the challenges of using English Language as medium of instruction?

11. What are some of the effects of using English Language as medium of instruction?

Thank you for your contribution.



**APPENDIX B: QUESTIONNAIRE**

**DEPARTMENT OF APPLIED LINGUISTICS**

**MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND  
LANGUAGE**

**UNIVERSITY OF EDUCATION, WINNEBA**

(WINNEBA CAMPUS)

This study is being undertaken as part of the requirement of the MED program at the Department of Applied Linguistics, Master of Education in Teaching English as a Second Language at University of Education, Winneba Campus. You are welcome to take part in this study by providing answers to the questions in this questionnaire. Your responses will be treated with the confidentiality it deserves. Thank you.

Please tick your response in the appropriate space.

**SECTION A**

**Questionnaire for Nkoranza North and South Senior High School Teachers**

**SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION**

1. What are the the significance of using English Language as medium of instruction?

Please indicate the significance of using English Language as medium of instruction.

1= Agree

2= disagree

3= Uncertain

No.	The significance of using English Language as medium of instruction	1	2	3
1.1	It promotes the internationalization of SHS	1	2	3
1.2	It improves employability prospects of local students	1	2	3
1.3	It is used widely as a link language in offices and among the educated people	1	2	3
1.4	English language has been assigned the role of library language	1	2	3
1.5	It has gained relative importance on our educational programs	1	2	3
1.6	It results in improved and faster acquisition of knowledge by students.	1	2	3
1.7	It helps to create an elite class	1	2	3
1.8	Students who are taught in English become bilingual	1	2	3

1.9	It enhances the student academic progress in other subjects	1	2	3
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### SECTION A

#### Questionnaire for Nkoranza North and South Senior High School Teachers

#### SIGNIFICANCE OF ENGLISH AS MEDIUM OF INSTRUCTION

1. What are the the significance of using English Language as medium of instruction?

Please indicate the significance of using English Language as medium of instruction.

1= Agree

2= disagree

3= Uncertain

No	challenges of using English Language as medium of instruction	1	2	3
2.1	It reduces ability to understand concepts	1	2	3
2.2	It leads to low-level of knowledge about the subject studied	1	2	3
2.3	It results in excessive consumption of time during lessons	1	2	3
2.4	The least amount of participation in the classes due to low level proficiency in English.	1	2	3
2.5	The failure to understand lessons delivered in English and text books written in English	1	2	3
2.6	Students that study in a language they do not understand tend to engage less with their learning material and learn by memorization.	1	2	3

### SECTION D

#### EFFECT OF USING ENGLISH LANGUAGE AS MEDIUM OF INSTRUCTION ON STUDENTS' PERFORMANCE



3. What effect does English, used as the medium of instruction have on your learners' academic performance? (Tick only one box)

- Causes them to perform poorly in my subjects
- Improves them academic performance (test scores)
- Does not affect students' academic performance

Could you please explain your choice:

.....  
 .....

4. Rank each of the following from 1-3 on the effect that you consider English has on your learners' academic performance. (You may use the number more than once, if necessary?)

**1= not a challenge at all; 2= poses a minor challenge; 3=poses a major challenge**

No	Challenge	Ranking		
		1	2	3
4.1	Students' ability to speak, read & write in English	1	2	3
4.2	Students' understanding of English	1	2	3
4.3	Teachers level of preparation in the subject	1	2	3
4.4	Teachers ability to explain concepts in English	1	2	3
4.5	Teachers ability to teach/speak in English	1	2	3
4.6	Teachers ability to challenge us in analyzing texts in English	1	2	3

5. Please indicate what the effects of using English Language as medium of instruction?

**1= Agree**

**2= disagree**

**3= Uncertain**

No	effects of using English Language as medium of instruction
----	--

5.1	Students develop positive attitude to English	1	2	3
5.2	It enhances carrier opportunities of students	1	2	3
5.3	It helps to improve proficiency level of students	1	2	3
5.4	It makes students globally accepted	1	2	3
5.5	Student cannot ask many question due to lack of vocabulary	1	2	3
5.6	It leads to school dropout since they cannot grasp the content of what they are taught.	1	2	3

6. What is the average performance at school for a learner who is proficient in the English Language (for all subjects)?

1	2	3	4
Below 40%	41-60%	61-80%	81-100%

7. Rate your learners' abilities in English

Abilities	1	2	3	4	5
	Poor	Satisfactory	Good	Very good	excellent
Speaking					
Reading					
Writing					

### Interview guide

8. Please could you tell me some of the significance of using English Language as medium of instruction?

9. Please could you outline some of the challenges of using English Language as medium of instruction?

10. What are some of the effects of using English Language as medium of instruction?

Thank you for your contribution.



**APPENDIX C: OBSERVATION TOOL**

**CLASSROOM OBSERVATION TOOL**

**NAME OF SCHOOL:** .....

**DATE(S) OF OBSERVATION)** .....

**IN CLASS OBSERVATION:**

Punctuality of teacher(s)	
Punctuality of Learners	
What happens to learners who come in late?	

**LESSON OBSERVATION:**

Criteria	Rating			
lesson language used by teacher	Mostly Twi with little English	A good balance between English and Twi	Mostly English with little Twi for clarity	Only English
lesson language used by learners	Mostly Twi with little English	A good balance between English and Twi	Mostly English with little Twi	Only English