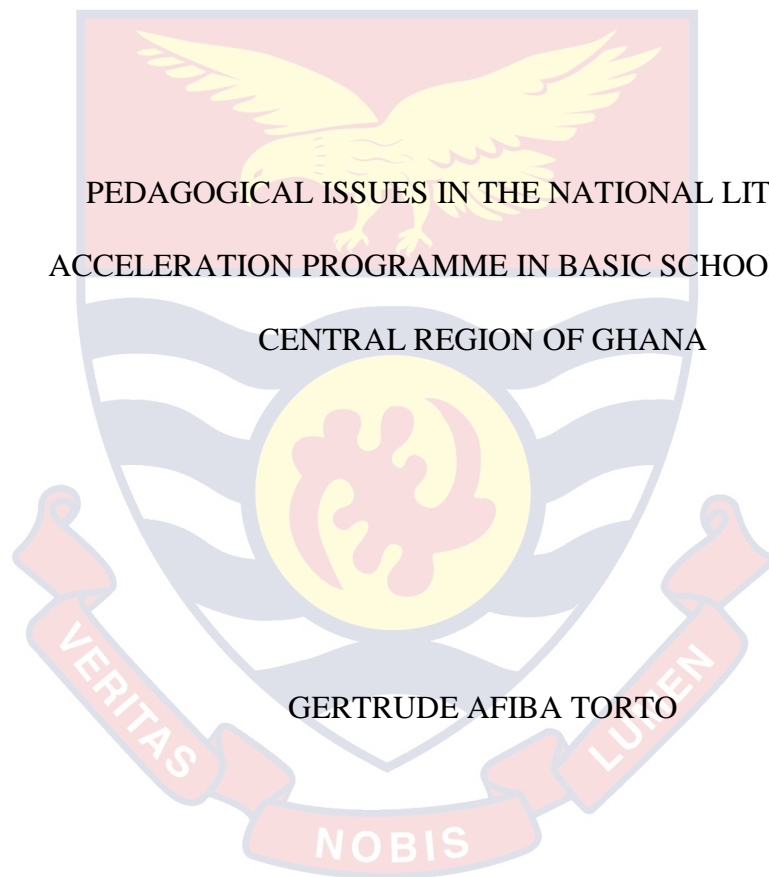UNIVERSITY OF CAPE COAST

PEDAGOGICAL ISSUES IN THE NATIONAL LITERACY

ACCELERATION PROGRAMME IN BASIC SCHOOLS IN THE

CENTRAL REGION OF GHANA

GERTRUDE AFIBA TORTO

2018

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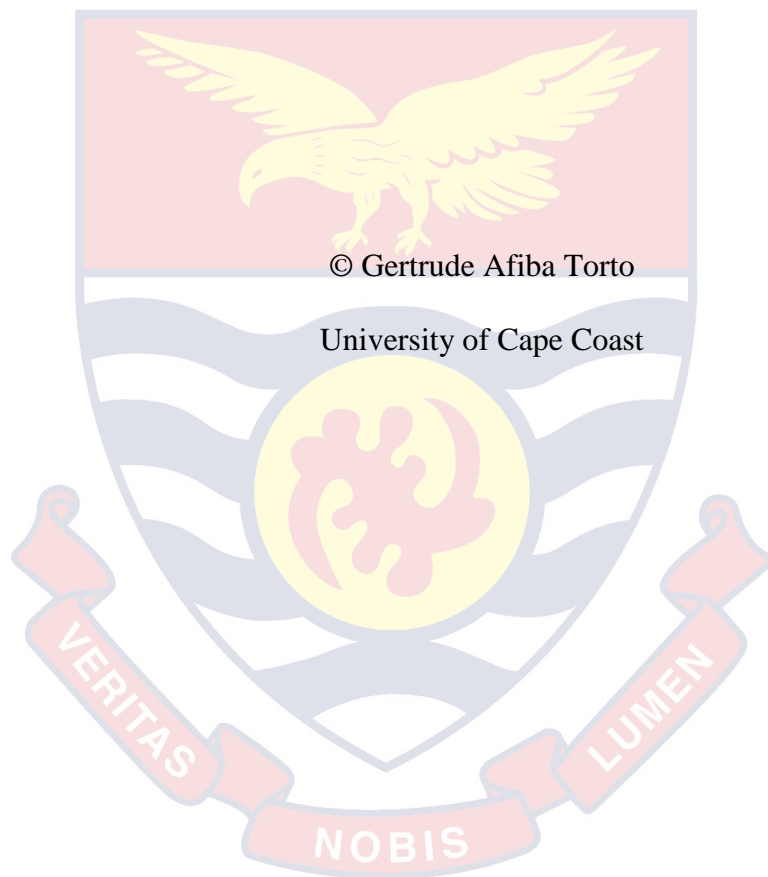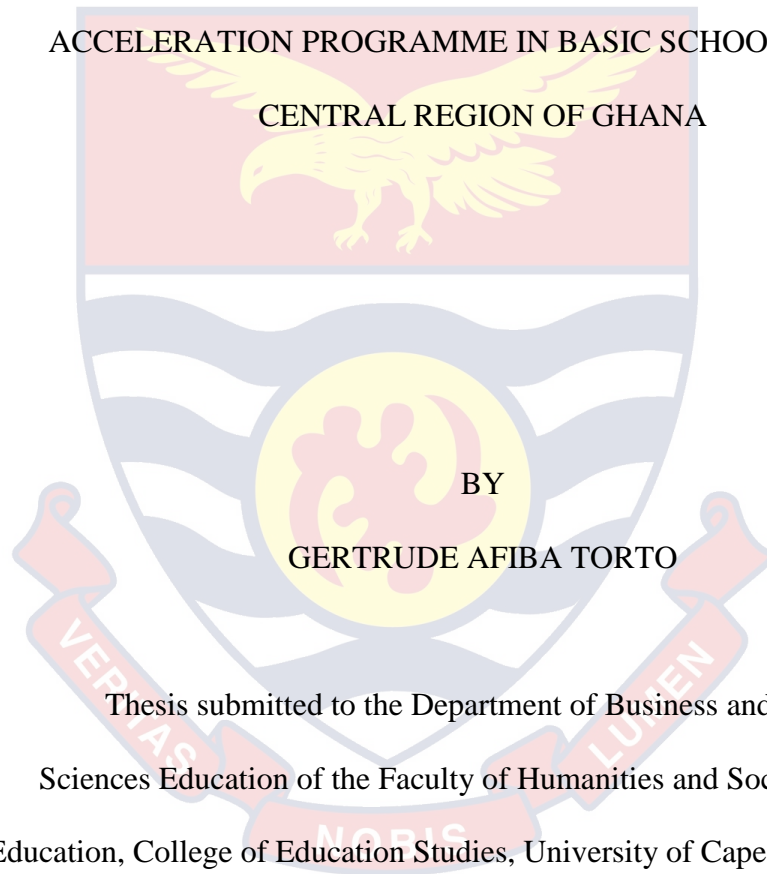
UNIVERSITY OF CAPE COAST

PEDAGOGICAL ISSUES IN THE NATIONAL LITERACY

ACCELERATION PROGRAMME IN BASIC SCHOOLS IN THE

CENTRAL REGION OF GHANA

BY

GERTRUDE AFIBA TORTO

Thesis submitted to the Department of Business and Social

Sciences Education of the Faculty of Humanities and Social Sciences

Education, College of Education Studies, University of Cape Coast, in partial

fulfillment of the requirements for the award of Doctor of Philosophy degree

in Curriculum and Teaching

JULY 2018

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………………………….   Date ………………

Name: Gertrude Afiba Torto

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast

Principal Supervisor's Signature …………………………….   Date ……….

Name: Prof. Clement Agezo

Co-Supervisor's Signature ……………………………..   Date ……………..

Name: Prof. Tsivanyo Yiboe

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ABSTRACT

The National Literacy Acceleration Programme (NALAP), which seeks to equip the Ghanaian child with literacies in both her mother tongue and in English, was implemented in Ghana in the 2009/2010 academic year. The implementation was followed by a study by EQUALL in 2010 which revealed a number of challenges encountered by teachers in the implementation. The EQUALL study made several recommendations and one of them was that there should be regular training on the approach so it does not fade away. The study however did not state the local language to be used in teaching pupils from different language background who happen to be in the same classroom. The Central Region of Ghana was not also included in this study even though it was one of the regions that was used in pilot testing the approach prior to its implementation. Using a pragmatic paradigm through the use of questionnaire, interviews and observations, this study sought to examine the pedagogical issues encountered by teachers in the Central Region of Ghana in using NALAP in teaching. The results of all the three instruments were triangulated to arrive at the findings of the study. The study revealed that teachers in the Central Region of Ghana do not teach according to the NALAP approach, however, they like to use the bilingual medium of instruction as they regard this medium as more beneficial in the teaching and learning enterprise. The study again found out that schools in the region are heterogeneous in nature with regards to language. It is recommended that schools in Ghana should be grouped according to local languages so that pupils will select schools that they would want to attend based on their own mother tongue.

KEY WORDS

Bilingual medium

Code-Switching

Common underlying proficiency

English only medium

Medium of instruction

Mother tongue

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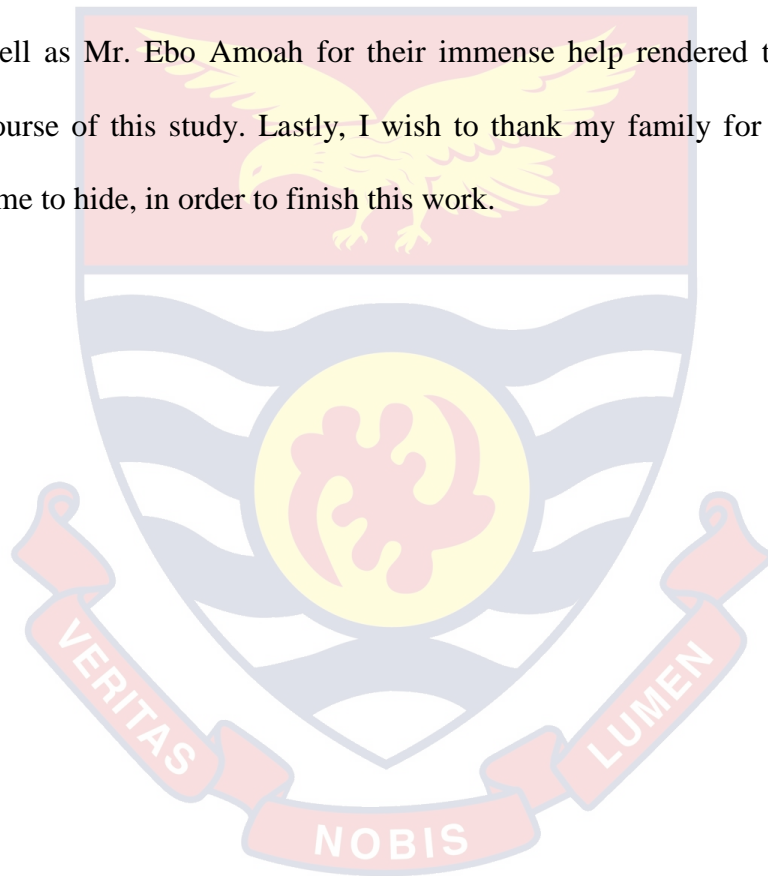
DEDICATION

To my children: Nii-Obodai, Adjah, Naa Oboshie and Nii Torto

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CHAPTER ONE

INTRODUCTION

This study seeks to explore the National Literacy Acceleration Programme (NALAP) method of teaching in the Central Region of Ghana, to find out from both teachers and head teachers in the region their views on a bilingual medium of instruction as well as the medium of instruction in their various classrooms that suit their learners. After NALAP was introduced and implemented, Education Quality for All (EQUALL) undertook an evaluation study to find out if the approach was going on well. This evaluation was done in various regions but the Central Region was left out of this evaluation study. Other studies that were conducted by Research Triangle International (R.T.I) on NALAP did not also include the Central Region. Again, teachers' views on the use of a bilingual medium were not assessed. This current study assesses the views of teachers and head teachers on the medium of instruction that suits a class better since the teacher or even the head teacher might insist on using a particular medium other than the medium put forward by government, if that medium the teacher is using makes teaching and learning better. The study will also bring out teachers' reasons for using the NALAP method or ignoring the method altogether.

Background to the Study

Language is described as the means by which a person learns to organize his experiences and thoughts. To Collier and Thomas (2001), language stands at the centre of the many interdependent cognitive, affective and social factors that shape learning. Language is therefore crucial for a

successful education since a person thinks with language and uses it for his or her daily life, be it formal or informal (Cantoni, 2007).

Ghana is a multilingual society, having as many as 79 languages spoken by her people (Lewis, 2009). Such a country, which has so many indigenous languages should be careful to select a language that will be used in her educational circles in order not to disrupt the success of education in the country. Selecting a language of instruction for a country is necessary because, a language of instruction plays a very crucial role in education since it could lead to the success or the failure of education (Obanya, 1999). For the sake of unity, Ghana has adopted English, the language of her colonial masters, as her official language. As an official language, English enjoys the prestige of being used as the language of communication in almost all the formal sectors of the economy, including education (Saah, 1986). The language of instruction is the vehicle through which education is delivered (Qorro, 2006) from teachers to learners and among learners. Thus, a language of instruction should be one that pupils and their teachers can effectively understand so that both the teacher and the pupils can discuss debate, ask and answer questions, ask for clarification and therefore construct and generate knowledge. When the language of instruction is a desired one, pupils are bound to understand the content of the lessons, all other things being equal. On the other hand, when the language of instruction is not a desired one, it may affect knowledge in those learning areas since learners may not understand the lessons in order to grasp the knowledge being imparted. The wrong choice of a country's language of instruction would definitely jeopardise the education of that country and could have a continuous effect on all other sectors of that

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country's economy. The reason for this jeopardy being that people who have been through school may not have understood concepts that will shape them to occupy certain key positions in the various sectors of the economy. Thus, we as a country may raise a generation of uneducated people, plunging the nation into serious academic doom. This assertion about the wrong choice of the language of instruction affecting a country's education has been confirmed by Myburgh, Poggenpoel and Van Rensburg (2004) who maintain that there is a strong correlation between the language of instruction and scholastic achievement.

The history of the language of instruction in Ghana

The language of instruction in Ghana's lower primary schools has always been an issue to deal with. Ghana's formal education dates back to the castle schools where the medium of instruction for teaching the mulatto children was the language of either the Portuguese, Dutch, Danish or English depending on which group was in power and where the group was stationed at (Owu-Ewie, 2006). During the missionary era, the medium of instruction was the indigenous languages of the indigenous people. The missionaries, especially the Basel and the Bremen, focused on the development of the mother-tongues or indigenous languages of the people. Thus, during this period, the language policies were as varied as they were independent (Ando-Kumi, 1999). Wherever each group of missionaries settled, the indigenous language of that area was used as the language of instruction in their schools and also as the language for propagating the gospel.

During the period between 1925 and 1951, when the British colonial government took over the administration of the country and its education, the

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indigenous languages were used as media of instruction following the Phelps Stokes report which stated that the tribal languages should be used in the lower elementary stages while in areas with a degree of linguistic differentiation, a lingua franca of African origin was to be used in the middle forms. Also, the language of European nation should begin in the upper standard only (Adika, 2012). This suggestion by the Phelps Stokes Report led to the extensive use of the Ghanaian languages in schools, thus, the use of the indigenous languages gained roots (Bamgbose, 2000) to the extent that the colonial government continued its use at the lower primary level and English used as the medium from primary four (4) and beyond (Owu-Ewie, 2006).

This mother-tongue language policy, however, changed and became unstable when the administration of Ghana was handed over to Ghanaian (Convention Peoples Party (CPP)) Government in 1951. English became the medium of instruction right from primary 1. The CPP administration which advocated for the African personality, however, believed that by making a Ghanaian language the medium of instruction in the primary schools, the people of Ghana would be made inferior to the British (colonial masters). This act of the Ghanaian government at the time rather made the Ghanaian society look down on our own indigenous languages. From 1957, the Ghanaian languages were not used at all in the primary schools (Owu-Ewie, 2006) until they became the media of instruction again for only the first year of primary schools during the administration of the National Liberation Council (NLC). The medium of instruction for the primary schools, however, changed during the administration of the Progress Party (PP) Government where it became the medium for the first three years of the primary school. The government that

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followed, the National Redemption Council (NRC) Government, again used the Ghanaian languages as medium of instruction for the first three years as well. The use of Ghanaian languages as medium of instruction then gained stronger roots during the administration of the Provisional National Defence Council (PNDC) regime as well as the first and second terms of the National Democratic Congress (NDC) administration in 1992 to 2000.

In 2002, when the medium of instruction in Ghana was the dominant Ghanaian language of the area where a school was sited, the English language became the compulsory medium of instruction from primary one (Ameyaw-Akumfi, 2002) again. This was after the government had realized that the pupils who sat for the BECE that year and previously performed abysmally. Some of the reasons the government outlined for her decision were that, teachers used the Ghanaian language as the medium of instruction right to primary six instead of using English from primary four upwards. Again, students were unable to demonstrate a good command of the English language in reading and writing by the time they left the senior high school. Furthermore, there were inadequate materials in the Ghanaian languages to be used in teaching, and the fact that English is the lingua franca of the state and that the acquisition of the right level of competency in both the spoken and written forms of the language was important, among others. This new policy led to lots of debates over the language of education by politicians, academicians, educators, educational planners, traditional rulers and the general public (Owu-Ewie, 2006). Even though the several educational reform committees set up by the various governments since the colonial era have all stated as part of their recommendations that a dominant Ghanaian language of

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an area should be used as the medium of instruction for the first three years of the primary schools, most of these governments have not really gone by these recommendations. Looking back and analyzing the use of language in Ghana's educational sector, one would surely realise that, indeed the Ghanaian language medium of instruction has had a checkered history (Owu-Ewie, 2006).

The Inception of NALAP

In 2002, the government of Ghana had again set-up an educational reform committee, the Anamuah-Mensah Committee, to review Ghana's curriculum in totality. Whilst the education reform committee was at work, the Ministry of Education (MoE) made her first education strategic plan for 2003-2015 (MoE, 2003) and had set the target that by 2007, primary 3 pupils would have achieved 30% literacy rate in Ghanaian language and in English and by 2010, primary 6 pupils would have achieved 50% literacy rates in both languages. These targets meant that something needed to be done urgently in literacy in both languages. The Ministry of Education and the Ghana Education Service, being cognizant of the research in South Africa with its implications and with the support of USAID, initiated a bilingual medium of instruction project in 2004 (on a pilot base system), drawing on the experience and framework of the South African bilingual early grade program, 'Breakthrough to Literacy (BTL). The pilot study, which took place in Accra and in the Mfantseman District of the Central Region, revealed the efficacy of using a bilingual approach to early grade literacy (Lipson and Wixson, 2004). With all these information at the background, the Ghana Education Service, with support from USAID in June, 2006, set up the National Literacy

Task Force (NLTF) to develop and implement the National Literacy Acceleration Programme (NALAP) (Leherr, 2009), to salvage the dwindling literacy rate in Ghana's basic schools. This NTLF started their work with a baseline assessment in reading in the Ghanaian languages.

The NLTF conducted a baseline assessment in 2007 (MoE, 2008) with the intention of gathering data on reading in the Ghanaian Languages at the early grade levels of basic schools in Ghana as well as data on teacher methods of teaching reading. The process they also developed a comprehensive system for future assessments of NALAP, to be carried out by GES. The study established that only 18 % of primary 1 - primary 3 pupils were literate in a Ghanaian Language. The report further mentioned that the teaching of prescribed Ghanaian languages and the use of Ghanaian language as a medium of instruction became a hindering factor to the baseline assessment since the teachers used for the study reported that either the languages used in the schools were different from the one designated by GES or that the school was not using a Ghanaian language at all since the pupils did not speak any of the 11 languages to be used in the NALAP approach teaching. In addition to the problem of pupils not speaking any of the 11 languages to be used for the NALAP implementation, the majority of the teachers were themselves not proficient in reading or writing in the Ghanaian languages to be implemented with NALAP.

This inability on the part of the teachers was going to affect the proposed NALAP at the time which was to be a bilingual approach (mother-tongue/English) and this meant that there was the need to train teachers to be literate in their mother-tongues. The study again demonstrated a relationship

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between teacher/pupil performance and established that pupils taught by effective teachers, that is, a teacher who scaffolds the pupils to learn (Vygotsky, 1962), were literate as compared to pupils taught by teachers who were not effective (Leherr, 2009). This assertion on pupil-teacher performance was proved by the NTLF study which showed that the pupils in the private schools used for the study performed slightly better at reading in the local language than their counter-parts in the public schools even though these private school pupils were taught using the English-only medium of instruction. This finding made by the NLTF shows that if perhaps a teacher is effective at teaching, that teacher would teach literacy better and the pupils of such a teacher would definitely read by the time the pupils reach the upper primary level (primary four to six). However, if the teacher has pedagogical problems, that teacher may not be able to teach reading to his or her pupils. To Leherr (2009), this ability of the private school pupils to read in the local language (even though they were taught in English), confirms research findings that says once a person learns to read, he or she is able to transfer literacy skills to a language he or she speaks. Thus, if a pupil learns to read in the local language, he will learn to read in English when he is taught to speak English and if he is taught to read in English, he will learn to read in the local language if he is taught to speak the local language. Therefore, it is the teacher's method that is of importance in literacy learning. However, a learner should be taught in a language he or she is comfortable with alongside the English language (Clegg, 2007) for better understanding of concepts in all subjects. The NLTF then came out with certain suggestions after the study had been done. It was recommended for Policy Reform which stresses the need to

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post or transfer teachers to areas based on their ability to read and write in the local language of that area, Teachers' professional development which emphasises the need to train teachers in NALAP both during pre-service and in-service, social marketing which also talks about continuous campaign of NALAP so as to draw the public's attention to NALAP and then NALAP evaluation which advises the GES to commit to a long term support to monitor the approach and evaluate it so that the expected gains in learner literacy rates would be achieved.

In 2007, the Anamuah Mensah committee report was published on the major curriculum reform conducted. The Government White Paper that had been issued on the report touched on the medium of instruction that must be used at the lower primary level. According to the White Paper on the report of the education reform review committee (GoG, 2004), the government had accepted the recommendation on the first language and the official language being used as the medium of instruction at the lower primary level. Government, however, realized that there was the difficulty of using the home languages since the country is multi-lingual and there are classes of diverse home languages. The White Paper stated that there was the need to establish an early and routine acquaintance with the second language so as to make the pupils proficient in the language by the end of the primary school (p. 14-15). Thus, even though the committee had suggested that an indigenous language of the area where a school is sited should be used as the language of instruction for the first three years of the primary school (GoG, 2002), and English taught in English, the White Paper considered an early introduction to English since there were classrooms of diverse linguistic backgrounds. This

report buttressed the use of both the mother-tongue and English at the early primary classes and directly supported NALAP.

The Implementation of NALAP

In the 2009/2010 academic year, the implementation of NALAP throughout Ghana began with the production and dissemination of teacher guides and other instructional materials, training of national and district education staff and conducting workshops for all primary head teachers and lower primary teachers on the teaching of NALAP. There was also the public awareness and public campaign (Education Quality for All Project (EQUALL), 2010) organized to create the public's awareness to the approach. All these activities were done to sensitize both teachers and the public about NALAP and also to get teachers well prepared to handle the NALAP approach in the classrooms. There was no mention of training teachers to read and write in their mother-tongues neither was there any mention of soliciting teachers' views on the approach nor equipping teachers with the skill of teaching pupils from different linguistic backgrounds.

Evaluation Studies on NALAP

In August 2010, EQUALL, in collaboration with USAID, undertook an evaluation study on the implementation on NALAP as a way of contributing to Policy Dialogue and Research, one of the components of NALAP. The purpose of that study was to find out the effectiveness of NALAP's introduction strategies (EQUALL, 2010). Associates For Change (AFC) was selected and charged to conduct the field work and to present their report. The study, according to EQUALL's document (2010), was to focus on how the NALAP materials were distributed, how teachers were utilizing these

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materials, the perceived level of difficulty of the materials by teachers and how relevant the materials were to teaching and learning. The study also investigated 'the timing, thoroughness, applicability and coverage of the training for both head teachers and teachers; the level of implementation observed within the schools and classrooms; and the coverage and impact of the public advocacy campaign (EQUALL, 2010). In all, thirteen districts in eight regions; Volta, Western, Northern, Ashanti, Eastern, Upper West and Greater Accra, were purposefully sampled for the study based on logistical considerations (EQUALL, 2010). The Central and the Brong Ahafo Regions were not covered in the study even though NALAP was implemented in all regions in the country and so in the Central and the Brong Ahafo regions, NALAP was supposed to be going on.

The study found out that most schools received their NALAP materials late. The lateness in distributing the materials led to the approach having a very slow start (EQUALL, 2010). In some districts, EQUALL reported that the materials were received as late as during the third term of the 2009/2010 school year when NALAP had already started in other districts of the same region. In areas where materials were received late, the NALAP implementation would not have a smooth take-off. Teachers in these areas were bound to use the "old" approaches, that is, using either the English-only or the mother-tongue only in teaching English language which NALAP has replaced with Language and Literacy. EQUALL also reports about the problem of uneven delivery of materials to the schools and to teachers. By June 2010 according to the EQUALL report, only one-third of the schools had implemented the GES instruction to replace the subject English Language on

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their time-tables with Language and Literacy as a 90 minute period, combining the L1, and the target language, English. There was also the problem of pupils in Basic stage 2 and Basic stage 3 who had not benefitted from NALAP instruction in their earlier grades. These pupils may still carry over their problems in reading and their difficulty to understand concepts in their mother-tongue so as to transfer these concepts to English. As a result of this, they might have a weak foundation in education which might result in further educational challenges.

Another finding of the study which is worth mentioning was the non-availability of the NALAP materials during the training of teachers and head-teachers. Teachers did not have access to the materials so the training was done in abstract as teachers did not have copies of the materials to familiarize themselves with during the training. Real NALAP teaching might be challenging at the onset due to this problem. Teachers, who find NALAP cumbersome might resort to teaching in a way they were comfortable with or teach the way they understood NALAP teaching to be. EQUALL (2010) recorded this issue as a setback for implementation.

Furthermore, the issue of untrained teachers in the system coupled with teacher absenteeism was an issue to disrupt NALAP. The untrained teachers as well as the National Youth Employment Approach teachers who had received NALAP training were laid off before NALAP was implemented. According to EQUALL (2010), this loss of NALAP-trained teachers created a big challenge to the approach as a vacuum was created. This situation meant that teachers that were laid off had to be replaced with untrained NALAP teachers to implement the approach. These untrained teachers would definitely

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encounter some challenges in implementing NALAP and might return to their old methods of teaching English which were much comfortable for them. EQUALL again reported the issue of the school's choice for NALAP materials in a particular Ghanaian language as well as the challenge of teachers who were not literate in the Ghanaian language to be used in the school for the NALAP teaching. The report stated that, in some schools, the mother-tongue of the pupils was not one of the 11 official languages the NALAP materials had been written in. Again, some schools received materials in a language which the majority of the pupils did not speak. In these schools, NALAP might not be implemented well because the teacher guides and the other instructional materials will not be of much help to both the teacher and the pupils. In addition to these challenges was the issue of some teachers who were illiterate in their mother-tongues or the mother-tongue to be used for the approach. If teachers in such schools want to go by the approach at all, they might read the English version of the materials and try to explain the ideas in the language the pupils could articulate better. If it so happened, then there were going to be challenges in the teaching of Language and Literacy and these could lead to teachers reverting to their old methods and techniques of teaching that they were comfortable with. Above all, teachers were to re-orient their instructional practices which might be quite challenging for them. The EQUALL study, however, did not investigate teacher's view on the various media of instruction Ghana has ever used and on NALAP. Again the study did not seek to find out the medium of instruction that could be used in a classroom where pupils came from diverse linguistic backgrounds. If it becomes imperative for all teachers in the lower primary classes of public

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basic schools in the country to use the NALAP approach in teaching, these teachers should be made aware of the medium of instruction that must be used in a cosmopolitan classroom.

Research Triangle Institute (R.T.I) also conducted an evaluation study on NALAP in 2011 to obtain an in-depth data for GES and USAID. This study, which took the form of a mixed research, used a small sample size, using three schools in each of the three regions selected; Western, Eastern and Northern Regions. This study looked at the teacher's teaching according to NALAP design and also focused on the pupils reading rate. The study reported that the primary 2 pupils used for the study exhibited major difficulties in reading in their Ghanaian language. For instance, Fante speakers had a fluency rate of 4.7 words per minute and were only able to answer 7.3% of the reading comprehension questions, as compared to their counterparts in the Eastern Region who exhibited a fluency rate of 11.0 words per minute and answered 7.7% of the comprehension questions. The Central Region was not included in this study therefore the performance of pupils in the Central Region is not known. Among the findings of this study was that teachers followed some parts of the NALAP lessons, but they did not adhere very closely to the scripts in the Teacher's Guide. Clearly, teachers did not seem to understand the use of the NALAP materials very well. They only used the part that they found easy to understand. A conclusion of the study was that there was the need for further training on implementation since teachers only had a five day introduction to NALAP (RTI, 2012). Again, the teacher's view on various media of instruction, NALAP and the medium of instruction to be used in a cosmopolitan classroom was clearly not the focus of the study.

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In a third study conducted by GES in collaboration with USAID in 2013, a reading test was organised to assess the reading skills in the 11 Ghanaian languages used in NALAP as a way of measuring reading outcomes in Ghanaian languages and also to test pupils reading in English, The study known as Early Grade Reading Assessment (EGRA) conducted by RTI, undertook the study in all the 10 regions in Ghana, again, using primary 2 pupils in the study. They came out with certain findings among which was mentioned that, pupils were not reading in any of the languages as these pupils lacked the foundation of pre-reading skills on which to build fluency and comprehension. The study revealed that only 2% of pupils used for the study were able to read a passage fluently and with comprehension. The pupils used for the study were in KG 1 when NALAP was implemented in 2009/2010 academic year, thus by the time these pupils got to p2, they should have been reading simple sentences in the Ghanaian language and in English if they were taught well using the NALAP approach. This finding by RTI clearly shows that these teachers were encountering some problems with NALAP. The study thus recommended among others that, NALAP should be reinvigorated so pupils could be taught to read, develop their oral language skills, be taught the relationship between letters and sounds in a systematic and explicit fashion and that pupils should be helped to acquire the skill for recognizing words and to read with comprehension (R.T.I, 2014). Once again, the teacher's view was left out of the study and the medium of instruction to be used in the classroom where pupils came from different linguistic backgrounds was also not focused on even though the different linguistic background of pupils and the teacher

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illiteracy in the local language could be factors leading to pupils' inability to read.

NALAP has been introduced and it is said to be on-going. After these years of its implementation, there is the need for its monitoring, public marketing, further training and evaluation so that the program gets sustained and not fade away (EQUALL, 2010). EQUALL (2010) again states in their document that "there should be a collective effort of MOE/GES, district education officers, teacher training colleges and development partners including civil society to sustain NALAP". If the program is to run for long, then there is also the need for revision, publication and replacement of instructional materials, and also a program to provide a systematic professional support and training to teachers both during pre-service and in-service.

Statement of the Problem

In 2006, when the Anamuah Mensah Committee's report was yet to be published, the MoE and the GES were also at work on the medium of instruction, developing the NALAP approach and pilot testing it. Both the report of the Anamuah Mensah Committee and the Government White Paper that was subsequently issued on the Anamuah Mensah Committee report presented slightly different views on the medium of instruction presented. Whereas the Anamuah Mensah Committee considered teaching all content in the mother-tongue except English language lessons, thus making it more of a mother-tongue medium, the Government White Paper also established the bilingual medium but placed a higher premium on the English language (English based bilingual medium), stating the diverse linguistic backgrounds

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of the pupils as one of the reasons for government's choice for a higher English percentage. The language of instruction that came with the introduction of NALAP was quite different from both the medium proposed by the Anamuah Mensah Committee and the established medium put forward by Government. The MoE and the GES wanted a bilingual medium, one that will allow for the use of two languages in the same language lesson, and then merging English and Ghanaian language as one subject, calling it Language and Literacy in order to satisfy Government's need. However, this medium being considered by both the MOE and the GES though similar to the one established by the Government White Paper, yet was quite different in the sense that, English will be introduced gradually till primary three, where both English and the mother-tongue will both have equal percentages in the bilingual medium. This difference between the Anamuah Mensah report, Government's White Paper and MoE's choice for a bilingual medium, was surely going to create some form of confusion in teaching and learning in our basic schools. The reason for this confusion would be that since some teachers who found the NALAP cumbersome to use would tend to use the medium of instruction suggested by the Anamuah Mensah Committee or even that of the Government White Paper. NALAP proposed the use of two languages which the classroom teacher teaching Language and Literacy was supposed to be literate in. The teacher using the approach is supposed to teach first in the child's mother-tongue and then switch to English after some time, teaching the same concept as was taught in the mother-tongue. Thus teacher literacy in the mother-tongue was highly essential in order to help the child grasp the shape of some words in the mother-tongue so as to facilitate reading in the mother-

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tongue. Teaching in both languages was meant to facilitate the understanding of concepts first in the child's familiar language, and then transfer this learning to the target language whilst being introduced to English vocabulary for future use so that by the time pupils get to primary 4 where formal reading begins, according to NALAP principles, the child might have acquired the basic vocabulary and comprehension in both languages to serve as a springboard for reading in both languages. This approach if taught well was surely going to be an advantage over the mother-tongue based bilingual medium suggested by the Anamuah Mensah Reform Committee. The approach was also accompanied by teaching materials that was to aid teaching and some professional training on how to incorporate these materials in teaching. The teacher guides for example had in it the step-by-step activities that teachers were to follow during lesson. This was done to help teachers plan out their lessons well, there by teaching better.

The studies conducted by NTLF in 2006 found out that the majority of teachers were not literate in their mother-tongues. However, when teachers were to be trained for NALAP, the NALAP organisers and officials did not consider training them in their mother-tongues or in languages that were going to be used in teaching NALAP. This lack of training of teachers in their mother-tongues meant that they were expected to teach NALAP using the medium they were familiar with. Therefore, if teachers were illiterate in their mother-tongues, then the NALAP principle will not be realized. Considering the linguistic composition of Ghanaian basic schools, due to the fact that Ghana is a multi-lingual country, the NLTF whilst developing NALAP, did not factor in the very many languages spoken in Ghana in their discussion,

development of the approach and its subsequent implementation. It then becomes difficult for the teacher who teaches such a class with these different languages, in using the NALAP approach. Other studies conducted on NALAP by EQUALL (2010) and RTI (2012, 2014), all collected data based on the teaching of NALAP but did not consider the views that teachers might have on the medium of instruction in their various classrooms.

Studies by EQUALL (2010) again reported that some NYEP teachers had been laid off and had been replaced by teachers who had not received training in the approach. These untrained NALAP teachers might not have the know-how with regard to NALAP teaching and so may encounter many pedagogical challenges in their attempt to use the approach. The RTI study in 2012 established this fact, thus, if such teachers were not replaced with NALAP trained persons or they are not given the needed professional support on the approach, then NALAP could fail in such classrooms. The improper distribution of NALAP materials reported by the EQUALL study could also result in pedagogical challenges in the NALAP lessons and this could plunge the approach into doom.

All these studies with the exception of the RTI (2014) did not include the Central Region. If all the pedagogical issues raised by the various studies also exist in the classrooms in the Central Region, then it is expedient to find out what exactly, in terms of teaching, is happening in basic schools in the region. It is also necessary to find out from both teachers and head-teachers, their own views on the medium that should be used in instruction since they are the curriculum implementors.

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The Central Region, being one of the regions used for the NALAP pilot study, should have been involved in an evaluation study conducted, to find out if the pre-pilot study that revealed teacher illiteracy in the local languages still exists or the situation has improved. Again, the study was conducted in the Central Region and not in the Brong Ahafo Region because, the languages in the Brong Ahafo Region have not been reduced to writing, thus, the local language used in school is the Asante language. Since Asante may not be common among the people of the area, it is possible that NALAP may be implemented in their own way and they might have a good excuse for not implementing the approach. However, the Central Region did not have such an excuse; thus, the Central Region was selected for the study.

Therefore, conducting this study in the Central Region and focusing it on the pedagogical issues concerning NALAP, was imperative in order to find out what happened in the classroom of the teacher who might not be literate in the mother-tongue selected to be used for study, in the NALAP teaching. Again, to find out the challenges teachers encounter as a result of using the approach and also to find out the medium used in teaching the classes with pupils that come from different linguistic backgrounds.

Purpose of the Study

The study aimed at examining how teachers handle the teaching of Language and Literacy using the NALAP approach in the Central Region of Ghana, in order to bring to the fore some of the issues militating against its implementation or otherwise and to see how these issues can be addressed so that NALAP runs smoothly in our classrooms.

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Research Questions

1. What views do teachers and head teachers in the public basic schools in the Central Region have on the use of a particular medium of instruction?

2. What are the levels of knowledge teachers have on NALAP?

3. In what medium do teachers teach a class where there are pupils coming from diverse linguistic backgrounds?

4. What medium of instruction do teachers consider appropriate in their teaching and learning processes?

5. What teaching and learning materials are available to teachers for the teaching of Language and Literacy which has come to replace English Language on the basic school time table?

6. How do teachers teach language and literacy lessons using the NALAP approach?

7. What challenges do teachers in the Central Region of Ghana encounter in their teaching of Language and Literacy lessons?

8. What types of professional support for NALAP have teachers received since the inception of the approach?

Hypothesis

1. H_0: There is no statistically significant difference between the views of teachers across the various districts on the use of a particular medium of instruction.

2. H_0: there is no statistically significant difference between the views of teachers across the various districts on the medium they consider appropriate in teaching their pupils.

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Significance of the Study

This study brought to the fore the current state of NALAP. The study again brought to light that fact though NALAP is still being practiced in schools, it is a variant of it that is being practised due to the challenges teachers are encountering with the approach. This study also brought to light the views of teachers concerning the current medium of instruction at the basic school and what medium these teachers think instruction should be given in so as to help their calibre of pupils. The attention of the stakeholders of education will be drawn to take a critical look at the approach again and to see how best to solve pending issues which are to either provide in service training on the approach on a regular basis or to curtail the approach altogether and return to the usual policy of mother-tongue medium of instruction only during the first three years of basic education, as suggested by the Anamuah Mensah Committee on curriculum reform. The findings of this study will help teachers to realize some of their inadequacies and teach better, so that NALAP will forge ahead if necessary. It will also help head teachers, circuit supervisors, NALAP approach designers and Early Childhood coordinators to also realize some of the weaknesses of the approach and find lasting solutions to them as well as stressing the successes of the approach.

The findings of this study will again help policy makers of education as well as curriculum developers stress the importance of the approach and see how best to make up for the inadequacies of the approach in order to help stakeholders of education achieve their goals. This study will furthermore draw the attention of government to the regular interference of lower primary

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education with programmes and approaches, without fully evaluating the programmes to see what will help the Ghanaian education system best.

Delimitation

The study focused on examining the pedagogical issues encountered by teachers in the Central Region of Ghana in using the National Literacy Acceleration Programme (NALAP) in teaching and it was confined to the lower primary levels of public basic schools in the Central Region of Ghana. The reason for conducting the study in the Central Region is that the Central Region was one of the regions that were left out during the evaluation study on implementation by EQUALL in 2010. The Central Region was again used for the study because the region is home to two public universities which offer both regular and distance modes in education and there are three public Colleges of Education that train teachers for the basic schools. According to the second component of NALAP, pre-service teachers should receive NALAP training in their various training institutions. Therefore it is assumed that teachers that are being prepared by these training institutions have received training in NALAP. It is also assumed that since the majority of these teachers have their practice in the central region, teachers in the region are constantly reminded of the approach and so use it in their teaching.

Limitations

This study used a non-probability sampling technique, purposive sampling, which could be difficult when it came to generalization of results. However, there was the need to use this technique so that schools in the cities and major market centres would be selected for the administration of the questionnaires and for the observations. Though there could have been biases

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in the selection of schools, there was the need to select schools where pupils were likely to come from different linguistic backgrounds. Simple random sampling may not give such results. Again selecting schools purposively could result in selecting heterogeneous schools; however, all schools were seen as homogeneous in terms of NALAP teaching since NALAP materials had been distributed to all schools in the Central Region according to EQUALL (2010). Moreover, selecting schools using the purposive sampling could yield only schools using the NALAP approach but the use of classes known to practice NALAP teaching was an issue since the researcher's focus was to find out how teachers teaching classes of pupils with different linguistic backgrounds use the NALAP approach.

Furthermore, the issue of respondents responding to the questionnaire untruthfully was bound to arise but this problem was dealt with by using observations of lessons and semi-structured interviews in order to find out how teachers teach using the NALAP approach and how they teach pupils with different linguistic backgrounds in the same classroom. Also there was the inspection of NALAP materials to find out the true situation in the schools. The problem of the wording of the questionnaire which may have affected the meaning of the questionnaire items was handled when the instruments were given to my supervisors to be scrutinized and make the necessary corrections.

The presence of the researcher in the classroom to observe the lesson could have posed a challenge to the teacher. The teacher might have decided to teach using the NALAP approach even though he or she did not use it at all. This act by the teachers did not affect the results of the study since the main focus of the study was to find out the challenges and the prospects of NALAP

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as well as the medium of instruction the teacher uses in a multilingual classroom. If the teachers were not used to the NALAP teaching, their teaching revealed it.

Also, in order for the researcher not to miss any part of the lessons, the lessons were tape recorded and field notes taken to ensure that all data were captured. All observations were done twice and the semi-structured interviews were recorded so that verbatim reports could be achieved in order not to affect the validity and the reliability of the study. In addition to these, the instruments were piloted in order for further ambiguities to be removed. Even though generalizing results from non-probability sampling could be difficult to be made to a greater population, questionnaires were also used on a wider population so that the results of the study could be generalized to the whole of the Central Region of Ghana.

Definition of Terms

Pedagogical issues: These are the issues that arise as a result of teaching.

English as a Second Language (E.S.L): This is a language adopted by a country where English is not an indigenous language but that country uses the language for official purposes.

English as a Foreign Language (EFL):

Lower primary level: This level comprise the classes from Kindergarten 1 to primary 3 of the basic school in Ghana.

Second language/Target language: These two are refers to the same concept

Mother-tongue/first language/local language: These refer to the first language of a person.

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Emergent readers: Beginning readers, that is, pupils or children at the early stages of the basic school learning to read.

Medium of instruction: The language used for instruction in schools

Language of instruction: This is used to mean medium of instruction.

Bilingual medium: This refers to using two different languages by the same teacher and in the same lesson.

Pupils: This refers to the children at the primary level of the basic school.

NALAP Approach: this refers to the NALAP teaching.

Organisation of the Study

The study has been organized into five chapters. Chapter one looked at the background to the study, the problem statement, purpose of the study, research questions, significance, delimitations and limitations of the study. Chapter two considered the theoretical framework and the review of related literature. Chapter three looked at the methodology, that is, how data were collected and analysed. Chapter four discussed the data collected, comparing results with the theoretical framework as well as the related literature, drawing and examining implications. The last chapter, five, drew summary of the study, key findings made conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the theories within which this study sits, were discussed and related to the topic under study. The conceptual framework formulated by the researcher was also discussed. This chapter further discussed concepts such as the Breakthrough to Literacy, NALAP, and other various concepts that come to play when medium of instruction is mentioned. Empirical studies on the language policies of other African E.S.L. countries were again discussed to identify the gaps in these studies and see how this current study will fill those gaps.

Literature review looked at the theoretical frameworks within which this research sits. The study adopted the Input Hypotheses by Krashen (1985) which focuses on how a learner acquires a language, in this case, a second language, and Cummins' Linguistic Interdependence Theory (1981) because the theory focuses on the interdependence on the L1 in learning the L2. The conceptual framework for the study also considered how a teacher, who is literate in the mother-tongue and teaches well, helps a pupil who also knows his mother-tongue to be successful at both reading and learning.

Literature also reviewed concepts such as NALAP, Breakthrough to Literacy, mother-tongue medium of instruction with its strengths and weaknesses, second language only medium with its strengths and weaknesses and bilingual medium of instruction with its strengths and weaknesses. Literature again looked at the relevance of Code-Switching in pedagogy. The

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empirical study considered the medium of instruction in other African countries that use English as a second language.

Theoretical Framework

This study on NALAP falls within the acquisition of language and bilingualism, and the underlying theories were the Input Hypothesis by Krashen (1985) and Cummins' Linguistic Interdependence Theory (1981).

The Input Hypothesis states that humans acquire language by receiving comprehensible inputs, that is, messages they can understand Krashen (1982, 1985), or, that input which is slightly beyond the current level of competence of the language learner. This 'Comprehensible Input' is defined as the target language that the learner would not be able to produce but he or she can still understand, because the teacher uses this target language in context and also uses visual images and other teaching and learning materials that support learning, in teaching, to the extent that, the pupil gets to understand instruction in this target language. To Krashen, this comprehensible input goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. All these are done in order for the pupil to grasp meaning of a concept. The meaning successfully conveyed, constitutes the learning experience. This hypothesis infers that for a pupil to progress in a target language, this pupil needs to be able to understand what he is hearing and reading. That is, the input must be understandable in order for it to be useful and meaningful to the learner and help with acquisition (Krashen, 1982). On the other hand, if learners do not understand a sizable portion of the vocabulary in the language that they are being taught in, then this language is

not comprehensible and therefore cannot be useful for acquisition. This hypothesis then becomes imperative for a teacher to give instruction in the target language gradually so that the pupil learns this "unfamiliar" language slowly. In order for this learning of the second language to be successful, the teacher should be instructing the pupil in the mother tongue or the language that the pupil is very familiar with, so that the pupil will be able to connect what he or she is learning with what he knows. Thus the Input Hypothesis will depend on the familiar language of the pupil in order to be successful.

Although the Input Hypothesis has been criticized by Gass and Selinker (2008) for its vagueness of its definition, Swain (1993) attempts to rectify these inadequacies of the Hypothesis, by proposing an Output Hypothesis, which makes up for the assumed gaps in the Input Hypothesis. To Swain, language acquisition and learning may also occur through the production of language. He contends that, the output allows the second language learner to realize the gaps in their acquisition and then attend to relevant input. This can only take place in the advanced learner but for the pupil at the lower primary level who has just started receiving instruction in the target language and is yet to form his/her thoughts about the language, it will be difficult to do so.

Again, albeit the pupil will have to produce evidence that learning has taken place or that they have acquired the language due to the comprehensible input given by the teacher of the target language, there cannot be acquisition or output of the target language without comprehensible input.

NALAP which uses a bilingual approach to instruction, fits into the Input Hypothesis in the sense that, instruction is done first in the familiar

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language of the pupil and then switches to the target language so that the pupil gets to understand concepts whilst at the same time gradually acquires the target language. NALAP again makes use of many and diverse teaching materials that are geared towards making teaching meaningful to the pupil so as to ensure that the teaching of language is done in context in order to convey meaning to the pupil.

Another theory that this study has a bearing on, is Cummins' Linguistic Interdependence Theory states that, "… instruction in Lx is effective in promoting proficiency in Lx. According to Cummins (1981b), the transfer of this Lx proficiency to Ly will occur provided there is adequate exposure to Ly and there is adequate motivation to learn Ly." (Cummins, 1981b). This opinion held by Cummins means that when a learner is exposed to a language to the extent that he is able to speak it well and read in it, transferring cognitive or academic as well as literacy proficiency from that language to another would not be difficult if only the learner has been introduced to the other language and has acquired some vocabulary in it. According to Cummins, there is an underlying cognitive or academic proficiency that is common across languages. This underlying proficiency called Common Underlying Proficiency (CUP) makes it possible for the transfer of cognitive or literacy – related proficiency from one language to another (Cummins, 1981b). The CUP also shows that such cognitively demanding tasks such as literacy, content learning, abstract thinking and problem-solving are common across languages (Bilash, 2009). Cummins used the Iceberg Model to explain his point.

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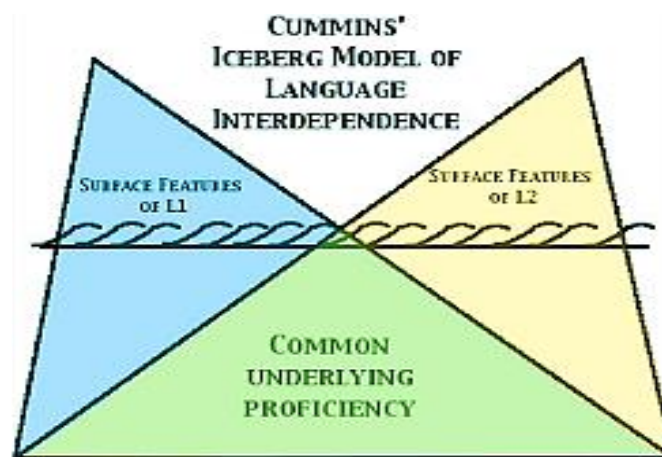
Figure 1: Dual Iceberg representation of Cummins' bilingual proficiency (Cummins, 1981)

This model according to Cummins shows that every language contains surface features; however underlying those features are proficiencies that are common across languages (Bilash, 2009). Cummins applied this CUP hypothesis to bilingual education approaches and realized that a correlation exists across quite dissimilar languages like Japanese and English (Cummins, Swain, Nakajima, Handscombe, Green & Tran, 1984; Genesee, 1979) as there is between similar languages such as Latin and English. This CUP theory then implies that a bilingual education teacher must teach actively and well in both languages in order for transfer to occur across languages. Thus a teacher must be biliterate in the languages to be used in instruction to be able to help pupils. This Linguistic Interdependence Theory has been supported by research.

Some Research work that Support the Linguistic Interdependence Theory

According to Cummins (1991) and Bernhard and Kamil (1995), research on the reading abilities of bilingual children has demonstrated a moderate but significant relationship between their L1 and L2 reading abilities. Verhoeven (1991) has stated that literacy skills being developed in

one language strongly predict corresponding skills in another language acquired at a later time. Thus, the transfer of linguistic proficiency takes place. This assertion by Verhoeven came about as a result of a research he conducted to examine the processes of bi-literacy development of 138 first grade Turkish children in the Netherlands. In that study, one group of learners was immersed in an L2 curriculum before these learners were given L1 instruction whilst the other group was taught using the L1/L2 bilingual medium. The result of the study was that both groups demonstrated a strong and positive transfer of literacy skills from one language to another. The study conducted by Verhoeven has revealed that when pupils are instructed in a language whilst they are exposed to another language, these pupil will be able to learn in this second language, transferring their literacy skills from the first language to the second language, provided the pupils were instructed well in the first language, thus, the pupils were able to transfer their literacy skills from the L2 to L1 because they already knew their L1 and so transferring knowledge to L2 was not difficult.

In another study, conducted by Williams (1996), to contribute to data on L1 and L2 relations in reading, the focus was on the comparisons of Chichewa (spoken in Malawi) and Nyanja (spoken in Zambia) and English. 290 Chichewa speakers and 227 Nyanja speakers who were all at the 5th grade were used in the study. In Malawi, at the time of this study, pupils were taught in Chichewa from p1-p4 and English was taught as a subject at this level whereas in Zambia, English was the medium of instruction right from p1. L2 reading performance of children in both countries was compared in the study. The areas of the language that the study looked at were: word recognition,

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identification of grammatical meaning and the generation of propositions within sentences. A modified cloze test was used as the appropriate format for learners to demonstrate their comprehension of four short English passages of different genres. A similar format was again used to investigate the learners' reading proficiency in both Chichewa and Nyanja. The English test was administered first. The result of the study was that the English reading ability of children in Malawi and Zambia proved to be the same. That is, Zambian children who were immersed in English were not better than Malawian children who were taught in their mother-tongue. The study again showed that Malawian children were better at reading in their mother-tongue than Zambian children were. The researcher also mentioned that the poor English reading performances in both countries was related to the poor pedagogic practices in both countries which involved a great deal of 'look and say' with little attention to meaning. This study proves that, reading instruction given in the mother-tongue helps the pupil to learn to read in the target language later, proving that, the common underlying proficiencies really aid the transfer of linguistic components from a language to another. The study again proves that, when pupils are taught in a familiar language, they are able to learn to read in another language. This assertion was proved when the pupils who were instructed in their mother-tongue were able to read in English. Even though both sets of pupils did not perform well in the study, those who were taught in their mother-tongue did better since they could read in the local language. Thus, if the teachers had exposed these pupils well to the English language, they could have performed better.

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Yet another study on the relationship between the L1 and the L2 was conducted by Van Gelderen, Schoonen, Stoel, de Glopper and Hulstijin (2007). This study was to investigate Dutch-as-L1 and English-as-L2 reading comprehension development of 389 adolescents during a 3-year period in reading comprehension, linguistic knowledge, processing efficiency in both Dutch and English and the metacognitive knowledge of these adolescents about their reading. In that study, it was found out that L1 reading comprehension had a positively strong correlation with L2 reading comprehension. This study proves that, reading proficiencies in the L1 could result in L2 reading. In the study, the students were exposed to the target language (L2) so transferring their literacy skills to this target language happened.

All these studies cited are connected to Cummins' Linguistic Interdependence Theory and they confirm what Cummins said, that linguistic proficiencies are transferred to learning a second language and also, that when a child is taught to read in a language he is familiar with, he learns to read in that language faster and better. There is, therefore, the belief that when the English infrastructure is weak, it impedes the development of English language proficiency. In order not for this unfortunate situation to occur, reading must be explicitly taught in both the mother-tongue and in the target language (Jackson, 2013).

However, in a study conducted by Verhoeven in 2000 focusing on the transfer of literacy skills from Turkish to Dutch, he found out that not all literacy skills can be transferred. For instance, he realised that pragmatic and phonological skills were possible from Turkish to Dutch but the lexical and

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syntactic skills were not possible. He realized that reading skills were highly interdependent between L1 and L2 but little evidence of interdependence was found where lexical and morphosyntactic skills were concerned, even though they were strong predictors of L2 reading abilities. He concluded that, in addition to L1 reading skills, L2 language skills are also important to L2 reading. Also, for L2 readers to improve their L2 reading ability, L2 learners need to develop their L2 language proficiency. Thus, a weakness of the Linguistic Interdependence Theory is that the importance of the L2 language proficiency is neglected (Jiang, 2011). Jiang (2011), also, conducted a study to find out about the interdependence of the L1 on the L2 using Chinese students in his study. He found out that there was a moderate correlation between L1 literacy and L2 language proficiency. He however concluded that the previous finding that L1 literacy was an important predictor of L2 reading may not apply to the Chinese students he used in his study. He stated that his finding remained tentative until further research was conducted with similar participants and similar mode of enquiry. Thus, Jiang was either not very sure of his conclusion of his study or that perhaps his methodology or the test items were not reliable.

All the studies, however, prove that there is some correlation between some aspects of the second language and the mother-tongue. Where learners are to learn to read, a dependence on linguistic proficiency in the mother-tongue offers a reliable assistance in reading in the second language.

The Input Hypothesis and Cummins' Linguistic Interdependence Theory are the theories that are suitable for NALAP, since NALAP pedagogy,

is based on similar standpoint. Thus the Input Hypothesis and Linguistic Interdependence theories put forward support NALAP instruction.

NALAP, which is a bilingual education approach, attempts to train learners in two languages; the mother-tongue of the child and the target language. The NALAP teacher first introduces the concepts to be taught in the mother-tongue of the child and then scaffolds the child to grasp the concepts. After the child has shown signs of understanding the concepts, the same concepts are now delivered in the target language, with the teacher now helping the child to transfer what he has learnt in the mother-tongue to the target language (Let's read and write, 2008. 3, p. vi). If the NALAP teacher will teach effectively in the mother-tongue so that learners become literate in their mother-tongue then expose the learners to the target language, learners will be able to read in the target or second language due to the underlying linguistic proficiency that exists in the languages. The learners will easily transfer their proficiency in the mother-tongue to the target language. Therefore, lack of literacy in one's mother- tongue is likely to impede the transfer of linguistic proficiency from that language to another. This assertion has been reiterated by Bilash (2009), who posited that, a learner having both fluency and proficiency in both his mother-tongue and a second language, experiences cognitive flexibility. On the other hand, learners with low proficiencies in two languages suffer cognitive deficits. Thus, NALAP, if taught well, will make learners proficient in the two languages and therefore succeed in learning.

NALAP might be realistic and might serve as a good and an achievable approach in helping the basic school child who has not been exposed much to

the target language, to read and to comprehend what he or she reads in his mother-tongue. Therefore, if that child is taught effectively according to NALAP approach, that child might learn to read in the target language. Teachers are to give learners the needed exposure in both the L1 and the L2 in order to make them fully bilingual (Moradi, 2014) so that they can develop cognitively and academically (Skutnabb-Kangas, 2000; Cummins, 1979). This statement has led to the conceptual framework for this study, to explain the implications of Cummin's theory as related to NALAP. Figure 2 presents a conceptual framework based on the implications drawn from the two theories that underlie this study.

Conceptual Framework

The classroom implications drawn from the Input Hypothesis and Cummins' theory have been developed into the conceptual framework for this study. The diagram for this concept has been presented in Figure 2.
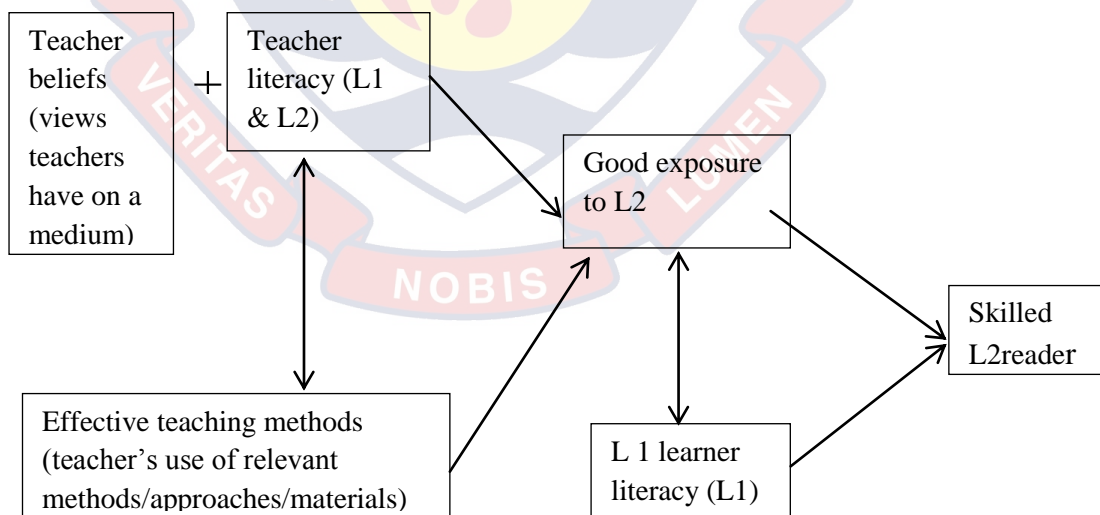
Figure 2: Classroom implications of Cummins' Theory

Researcher's own construct 2017

This model represents the explanation and the classroom implications of Cummins' Linguistic Interdependence Theory as well as the framework for this current study. This framework was developed with the strong conviction that desired success at reading in the target language for the ESL learner can happen when the teacher knows and believes in a bilingual medium of instruction and so is prepared to use this medium in the classroom. There is also the need for the teacher who believes in a bilingual medium to be literate in both languages (mother-tongue to be used and the target language). This bi-literacy of the teacher will aid him/her in teaching these two mediums better, in exposing the pupil to English so that the pupil gets to understand the concept and acquire some English vocabulary to use for communication and reading later. The flow chart again shows that the learner or the pupil in this bilingual class should be able to communicate in his mother-tongue in order for the teacher to help him become literate in this mother-tongue so as to sub consciously transfer linguistic proficiency from the mother-tongue to the target language. If all these variables are inter playing well, only then will the E.S.L. child be successful at reading (decoding and comprehension) and learning in the target language.

Teacher beliefs

Borg (2003) uses 'teacher cognition' to mean the cognitive aspects of teaching that are not observable, which are; what teachers do, believe and think. Woods (1996), however, uses the term 'teacher beliefs' to include beliefs, attitudes and knowledge. For this study, teacher beliefs in a bilingual medium refer to the beliefs, attitudes and knowledge that a teacher has about the bilingual medium of instruction. Teacher beliefs are an extremely resilient

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aspect of a teacher's decision to use a bilingual medium of instruction (Vaish, 2012) or any other medium in the classroom. When a teacher believes that a particular medium will be helpful to pupils in understanding the concept of a lesson, he or she will use it so as to make teaching easier and better. The decision for a teacher who hitherto has not been using the bilingual medium to now decide to switch to the bilingual medium might be as a result of the experience that the teacher might have gathered over a period with regards to teaching and learning. If a teacher realizes that the target medium of instruction is not helping the pupils, she might decide to use a medium which will better suit the pupils as well as help pupils acquire some vocabulary in the target language. Vaish (2012) concludes, in his study he of 'teacher beliefs regarding bilingualism in an English medium reading approach', that the more experienced a teacher is, the more likely he or she is to believe in the usefulness of the mother-tongue in helping children learn English. The degree of an individual's bilingualism is largely determined by the wider societal attitudes to the languages they speak. Therefore, if a teacher has a positive attitude towards bilingualism, he or she will use it in class to enhance teaching and learning (Sobrepena, 2010).

Teacher literacy in both the L1and L2

In addition to the beliefs of the teacher in the bilingual medium, the teacher must be literate in both languages that are to be used in pedagogy. That teacher must be able to speak, read fluently and write in the mother-tongue of the pupils and in the target language so as to be able to teach the pupils well in the two mediums. NALAP ensures that the teacher will read and write in both the mother-tongue of the pupil as well as in English. If the

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teacher is not fluent and literate in both languages, the goal of NALAP will not be achieved. The pupils will lose vocabularies in both languages which will impede their success at reading in the target language in future. Therefore, when a teacher believes that the use of a bilingual medium of instruction is beneficial to pupils (mother-tongue and English) and that teacher himself or herself is literate in both the mother-tongue to be used in teaching as well as the target language, he will use this medium to enhance both teaching and learning in his classroom. Again, if the teacher has received training in ESL and in bilingual education, he or she will be more supportive of bilingual education (Shin, 1994). NALAP brought in its wake the training of teachers in the bilingual medium of instruction, thereby encouraging teachers to embrace this medium in their teaching. If teachers really understand this medium and how to use it in the lesson, then the goal of NALAP will be reached. However, if the teachers are not literate in their mother-tongue or in the mother-tongue of the pupils they will be teaching, the goal of the approach could be lost since literacy in the mother-tongue to be used in the NALAP approach is of great essence. The study of Ghanaian languages at the Colleges of Education in Ghana is no longer a two-year compulsory course therefore, when a teacher completes the training college and is posted to a lower primary classroom, the use of the NALAP method becomes a challenge as NALAP requires that the teacher reads and writes instruction and concepts in the mother-tongue. This lack of trained teachers in the Ghanaian languages would definitely affect teaching in the bilingual medium, hampering the transfer of underlying proficiencies from the mother-tongue to the target language.

Effective Teaching Methods

There is also the importance of using effective teaching methods in lessons. These methods in addition to a good exposure of readers to the target language, will help readers to read in the target language with much ease. Effective teaching methods are the most helpful general principles, pedagogy and management strategies used for classroom instruction. Thus, these effective methods are the methods that the teacher employs in imparting knowledge that enhances the learner's performance (Smith, 2016). The teacher's method will be based on his or her philosophy, class population, maturation of pupils, the subject and the mission of the school. If the teacher knows the various educational philosophies and is inclined to a particular philosophy, the method that she selects to teach with will be informed by this philosophy. A behaviourist teacher will use teacher-centred methods whereas a constructivist teacher will use pupil-centred methods. Constructivist teaching is based on the belief that learners are directed to construct their knowledge through actively involving themselves in the learning process by interacting, analyzing, interpreting and evaluating ideas in order for these learners to learn (Anderson, 2009). The pupil-centred teaching is opposed to teacher-centred teaching which results in pupils passively receiving information. Constructivist teaching therefore fosters critical thinking, and creates motivated and independent learners. The pupil-centred teaching has been found to be of much benefit to pupils since more focus is placed on the student learning. The constructivist teacher uses varied classroom activities to direct pupils learning, therefore making the constructivist teacher an effective teacher. The USAID report issued on education, (USAID 2005), mentions that

quality education will be improved when "the teacher understands the subject matter, knows how to teach it effectively, and is motivated to help children learn". Thus, an effective teacher is a constructivist teacher. The NALAP teaching and learning materials have been designed in such a way that directs the teacher to engage the pupils in a variety of activities to help them grasp concepts as well as acquire vocabulary in two languages. If a teacher is strictly going by the NALAP teaching methods, then pupils will be learning concepts in two languages. Then pupils will definitely be exposed to the target language which will lead to the learning of the target language as stated by Cummins (1981b).

Another dimension to effective teaching is the use of instructional materials in the lessons. Instructional materials are the materials such as television, radio, teaching machines, textbooks, computer, models, pictures and the like, employed in instruction (Owoh, 2016) to foster understanding of concepts. According to Tok (2010), instructional materials are two kinds; the printed ones which include teacher guides, text books, work books, posters and the like and non-printed ones such as videos, computer-based information and its like. For language teaching, Tomlinson (2012) talks about materials that are informative, instructional, experiential, eliciting, and exploratory. Thus instructional materials used in English as Foreign language (EFL) "have an indispensable role as they facilitate language learning" (Tomlinson, 2008 as cited by Çakir 2015, p.70) by helping learners to grasp the language in a concrete and a meaningful way. The use of instructional materials in the language class is very necessary if the teaching and learning process to be effective. This statement is buttressed by the USAID report on education

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(2005) which further states that, it is when "all learners have access to appropriate workbooks and other learning materials that complement and reinforce teacher's efforts" that quality education can be said to be improved.

One of the NALAP deals with the provision of printed instructional materials which were developed with support from USAID and distributed to all schools in the country. Teachers were, therefore, obliged to use these materials in other for lessons to be taught well.

Pupils' demonstration of using their L1

The framework further mentions that pupils should be communicating in their mother-tongue. According to UNESCO, (2008a), a child's initial language is the most favourable language for early literacy and building foundational skills, therefore if the child or pupil is communicating in this language in the classroom, and it is the same language the teacher uses, then the pupil will become confident in speaking it. If the teacher teaches reading in this language, the pupil also learns to read in it which gradually forms the basis of his linguistic proficiency to be transferred to reading in other languages later. As Collier (1995) puts it, a five year old child who is gifted, entering the formal school system, still has not fully developed his first language. That child continues to develop his phonological distinctions, vocabulary, syntax and all other aspects of his first language. In addition to these, children at this stage begin to acquire additional language skills; reading and writing to their primary skills; listening and speaking. Therefore, the teacher must provide the necessary help so the child could succeed. Malone (2007) posits that, when learner's language, experiences and culture are not being regarded or where the culture of the learner is totally excluded from

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classroom interactions, and then learners are starting from a disadvantaged position. Everything the learner has been made to learn about life and the world up to this level is being regarded as not connected to school learning; there are few points of connection to curriculum materials or instruction and so learners are at this point expected to learn in an experiential vacuum (Cummins, 2001). Research has revealed that children who receive schooling in their mother-tongue in early grades have better learning outcomes overall and, in particular, perform significantly better in literacy (Cummins, 1981). When the teacher who is literate in the mother-tongue of the pupils she teaches, believes in and uses the bilingual medium of instruction, then this way of teaching will definitely help her pupils to become successful readers provided the pupils are proficient in their mother-tongue and they are also well exposed to the target language. The reason for this success is because teaching is tailored to the culture of pupils so that pupils are taught anything that does not seem familiar to them, in order not to be disadvantaged. Pupils learn better since their relevant previous knowledge is linked with the current concept, thus pupils are not made to learn in a vacuum.

Successful Reader

A successful reader or learner is one who is able to read a given text, no matter the language of the text, without any difficulty. Reading, according to Anderson, Hiebert, Scott & Wilkinson (1985), is the process of constructing meaning from written texts. It is seen as a complex skill that requires the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read and the context of the reading situation (Wixson, Peters, Weber, & Roeber,

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1987). Thus, a skilled reader relies on his schema (existing knowledge) on phonics and word attack skills to decode (pronounce words) fluently the words in the text whilst constructing meaning from the text at the same time. The goal of NALAP is for the pupil to read and to understand concepts taught. NALAP, therefore, trains teachers to take pupils through the decoding skills as well as comprehension skills in a gradual process right from kindergarten 1 through to primary 2 where the pupils begin to read in both the mother-tongue and in English. It is the vision of NALAP that by the time the pupil gets to primary 3, that pupil must have acquired these reading skills in order for the pupil to read independently.

When all the constructs mentioned in the conceptual framework are working, then the end result will surely be a skilled or a successful reader. The constructs in the framework, except the final one, will be investigated in this study since this present study focuses on all the other constructs but the final one. The reason is that, the study focuses on the teacher using the NALAP approach in the classroom in order to find out how he/she incorporates the NALAP materials in teaching. The study again focuses on how the teacher uses the NALAP approach in a multilinguistic classroom and also to find out from the teachers their views on the bilingual medium of instruction that NALAP uses, since having enough information on the approach and being in favour of it, will make them use it well. All these constructs are reflective of the research questions in that, the views of the teacher will always be informed by the teacher's beliefs, the teacher being able to teach using the NALAP approach, must be literate in the two languages being used and that will also make the teacher expose the pupils well to the target language. Again, for the

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teacher to be able to use the materials well in the lesson, will be as a result of the teacher having received professional support and is using this 'new' knowledge well in teaching. If all these variables are in place, the goal of NALAP will be achieved. Thus all the variables are well linked with the research questions. These variables are all short term except the final variable, skilled reader, which happens to be a long term one and therefore is not the focus of this study.

Conceptual Study

The conceptual study discusses the Breakthrough to Literacy concept, NALAP concept, mother-tongue medium of instruction, English only medium of instruction, bilingual medium of instruction, code switch and professional development in teaching.

The Breakthrough to Literacy concept

According to Molteno, institute for language and literacy NPC (n.d), Breakthrough to Literacy (BTL) is a mother-tongue literacy course for the first three years of elementary education. BTL implements the language-experience approach using the learners' existing life experiences and knowledge of language as the departure point for new learning (Kingwill, 1998). Thus, BTL applies the fundamental pedagogic principle of moving from the known to the unknown, in the sense that, it uses the learner's life experiences and knowledge of language to help young learners acquire functional literacy. The BTL methodology again is an extremely effective literacy methodology that responds to curriculum and educational contexts, ensuring that it achieves results both with the learners, who become literate within the three years of schooling and with their teachers, who develop the

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skill in early literacy pedagogy and classroom management (Letshabo, 2002). The approach is primarily a literacy approach but could be used in other subject areas (Nguvu, 2004) and its aim is to equip the learner with the skill to express himself orally with confidence and to read and write. BTL assumes that literacy skills are easily acquired in a person's language that he communicates in and that once this person has acquired these skills in his mother-tongue or the language he communicates in, he can easily learn to read and write in any other language such as English (MOE, Zambia, 2001). This assumption, put forward by BTL, is consistent with Cummins' Linguistic Interdependence Theory discussed under the theoretical framework of this study.

BTL stresses the organization of the learning environment into "social ability groups which are required to perform tasks interactively in a relaxed and highly stimulating atmosphere" (Letshabo, 2002 executive summary). Learners therefore, work at their own pace. The approach also focuses on the integration of the four language skills- listening, speaking, reading and writing, and it incorporates a continuous assessment monitoring mechanism that monitors or assesses learners regularly for success. There is, also, the aspect of teacher training where teachers are given the tools that will successfully empower the learners with literacy even in highly populated and most poorly resourced classrooms (Letshabo, 2002). The BTL teacher, therefore, is well equipped to scaffold a learner to read in his mother-tongue and also in the target language.

The BTL approach has been used in many African countries such as Zambia, Uganda, South Africa, and now adapted by Ghana. In a study

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conducted by Nguvu (2004), it was found that teachers did not have enough time to implement the approach. This finding shows that the implementation of the approach might take some time, proving that the approach might be quite technical. If teachers were given enough time to study the approach and to implement it, they were sure to be successful. The study concluded that the principles of the approach, if well implemented, can prove to be very effective in producing literate learners (Nguvu, 2004). Therefore, when teachers are introduced to a new approach and they are given regular training on an approach for teaching, they get to understand how the approach is implemented well. All things being equal, they become well-equipped to implement the approach well.

Uganda also used the BTL approach with the aim of developing literacy functional skills in young learners. The Ugandan approach projected that, by the time the primary 1 learners who were to receive the BTL instruction got to primary 3, 85% of the girls and 85% of the boys would be able to read and to write in their local languages. A pilot test was done and the results showed that 50.7% could read as compared to 26% of pupils who did not take part in the approach (Letshabo, 2002). The teachers of these pupils were reported to have said that the pupils had 'broken through' meaning, the pupils could now read and could even compose their own stories. Based on the success of this approach in these countries, Ghana decided to adapt it and use it to help salvage the high illiteracy rate of young learners in the country.

The NALAP Concept

NALAP is a literacy instruction approach initiated by the Ministry of Education (MOE) and the Ghana Education Service (GES), which focuses on

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reading comprehension and also aims at providing the quality instruction which is much needed to yield improved learning outcomes (Daaku, 2010 cited by Ghana News Agency, 2010). It is a bilingual early exit medium of instruction approach that aims to equip learners to learn in their mother-tongues or the local language they are familiar with and at the same time learn English. As already stated in this study, NALAP was developed and implemented by the NLTF established by MOE and GES with assistance from USAID and with technical support from EQUALL (EQUALL, 2010).

NALAP is based on the notion that pupils learn to read and write better when they learn in the language they speak and understand (EQUALL, 2010). Therefore, under NALAP, language is taught using a meaningful and connected text rather than disconnected words and phrases (NALAP Teacher's Guide, 2008). Thus, NALAP lessons are geared towards building students' skills in each of the components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension (NALAP Teachers Guide, 2008) which are done holistically and meaningfully. The NALAP teaching is done in context so that pupils get to draw meanings out of the text and learn to construct meaningful sentences later, on their own. This method of teaching is the Experience Approach adopted from BTL.

With the NALAP approach to teaching, pupils learn to read and write in their local languages while English is introduced gradually so that pupils get to learn and understand concepts in the mother-tongue whilst learning English for as well. The reason for teaching pupils in their mother-tongue is that pupils learn better in a language they are very familiar with since the 'use of a familiar language to teach beginning literacy facilitates an understanding of

sound-symbol or meaning-symbol correspondence' (Benson, 2014) which leads the pupil to know his/her language better.

The NALAP approach also gives the pupils the opportunity to learn various contexts that are situated within their culture so that pupils situate the concept being taught in a familiar context that aids their understanding and learning. Thus when the concepts of reading and writing have been established in the mother-tongue, learning a second language becomes easier. On the other hand, where pupils are not familiar with the language of instruction, authentic teaching and learning cannot take place (Myburgh et al, 2004). It is, therefore, important that pupils, especially those in their earlier years, are taught in their mother-tongue so that they grasp the foundational concepts upon which they will build further learning (Department of Basic Education (RSA), 2010) whilst English is introduced a little at a time. In implementing NALAP, reading instruction is designed to address the Literacy Standards and Milestones so pupils get to learn concepts in the two languages, in a context that is familiar. Pupils are also gradually taught lessons using lots of meaningful activities throughout the 90 minutes duration that the NALAP approach stipulates. The duration is pegged at 90 minutes in a bid to engage the pupil in lots of activities geared towards helping the pupil understand the concept. The 90 minute duration was a policy by government calling for increased instructional time for the teaching of literacy. Table 1 presents the time slots for each language within the Language and Literacy lesson

Table 1: The time slots for using the two languages in NALAP teaching

Class	Ghanaian Language	English Language
KG1	80 minutes	10 minutes
KG2	70 minutes	20 minutes
Primary 1	60 minutes	30 minutes
Primary 2	50 minutes	40 minutes
Primary 3	45 minutes	45 minutes

Source: EQUALL (2010).

This schedule presented in table 1 shows the bilingual learning goals for each class. In the child's first year of school, English instruction is limited as children build on the oral language skills they bring from home and begin to develop written language capability in the school's Ghanaian language. Time spent on English increases each year. Reading of English starts in Primary 2 and the amount of time spent on English allows for learning this new skill. In Primary 3, there is an equal amount of time for both Ghanaian language and English. Therefore, for the first five years of primary school, there is a gradual transition to English for pupils. Just as the BTL organizes the learning environment into social ability groups, NALAP design also stresses the classes, teaching each class with different time schedules so that as the pupils' progress, they get to be instructed in English. NALAP seeks to equip the majority of children leaving the basic school with the skills of literacy which will provide them the needed foundation for further academic pursuit (EQUALL, 2010).

In KG 1, pupils are to be made to recite rhymes and sing songs whilst acting them out, through which their oral skills in English will be developed. The teacher is not supposed to explain the English words to pupils, however the teacher draws pictures and also makes use of the conversational posters to provide context for the songs and rhymes. Pupils get to understand what they say or sing through the use of actions and pictures. Thus, with the NALAP approach, teaching and learning materials are greatly depended upon for successful teaching and learning. Selecting the right material and incorporating it well in the lesson is of utmost importance with NALAP implementation.

The components of NALAP

NALAP came with its three components that will ensure that the approach gets sustained (EQUALL, 2010). Public Advocacy Campaign, the design and production of Instructional materials and teacher guides, and Policy Research and Dialogue.

Public advocacy campaign

The Public Advocacy Campaign is concerned with the marketing of NALAP and the promotion of community participation and support for the approach. NALAP needs to be marketed so the stakeholders of education get to understand what it is all about in order to give it a strong backing. The attention of the public was drawn to the approach through both the written and the electronic media. Seminars, conferences and talk shows were held in a bid to make pupil aware of the approach. The designers of the approach also intended for it to be marketed every now and then so that the approach does not fade away.

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The design and production of materials and teacher guides

The designing of the teaching and learning materials- teacher guides, pupils' books, conversational posters, big books, alphabet cards- was produced in all 11 Ghanaian languages selected for the approach. These languages were those that were to be used for the mother-tongue aspect of the approach. These languages were: Asante Twi, Akuapem Twi, Fante, Nzema, Ga, Ga Dangme, Ewe, Dagbani, Gonja, Dagaare and Kasem. These materials were printed and distributed to all schools for the implementation of the approach. Each school received a set of materials in a local language spoken by the school as well as in English.

Table 2 presents the details of materials distributed to various lower primary classes.

Table 2: The Distribution of NALAP Materials in all schools across the Country

Grade Level	Type of Material	No of Stories/Units
KG1	Big books	10 stories
	Teachers guides	24 units
KG2	Big books	10 stories
	Teacher guides	24 units
P1	Big books	10 stories
	Teachers guides	24 units
	Pupils' books	
P2	Teachers guides	24 units
	Readers	14 stories (fiction)
	Pupils' books	10 informational texts (nonfiction)
P3	Teacher guides	24 units
	Readers	14 stories (fiction)
	Pupils' books	10 informational texts (nonfiction)
KG1-p3	Conversational posters	30 per school
KG 1&2	Alphabet cards	2 packets per school

Source: EQUALL, 2010

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Table 2 shows the various NALAP materials, according to the EQUALL document, that were presented to all schools both public and private in Ghana for the implementation of NALAP. Each class in each school received the same quantity of materials, both in English and in the local language for the area, as shown in Table 2. The teacher guides were written in English with certain portions written in the local language, to ensure that teachers teach the lessons in the two languages. Each Teacher's Guide contains 24 units made up of five lessons per unit, one lesson for each day of the week. Each lesson includes a section on Ghanaian language and a section on English language (Let's Read and Write Teacher's Guide, 2008). The NALAP teaching is done in a thematic integration style where teaching of concepts is woven around themes such as Greetings, Family, and Friends. The guides contain detailed information on teaching each lesson with reference to the other teaching and learning materials.

According to NALAP, active reading begins from primary 2 so readers were distributed to only primary 2 and 3 classes, Primary 1 to 3 classes were given pupils' books. Again, only KG1 to primary 1 class were given the big books meant for conversation lessons. Each of these classes was given 10 big books whereas 2 sets of alphabet cards meant for only the KGs and 30 conversational posters meant for KG to primary 1 were distributed to each school. Thus, each school received 2 sets of the alphabet cards and 30 posters. It is important to note that, the NALAP approach being used in Ghana is based on the culture of the country; even though pluralistic in nature yet similar and familiar to the people of the country. Text passages and concepts had been presented to cover all cultures of the country so pupils would be able to

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identify with these cultures. Pupils also learned the sound-symbols in their mother-tongues and this helped in "attacking" the sound-symbols of the English language and then subsequently decoding a word in the English language.

Policy Research and Dialogue

The third component of NALAP centred on the Policy Dialogue and Research. There was the issue of Teacher postings that needed to be dealt with. Under this component, posting of teachers was to be enforced so that teachers who were literate in the local language of the area where a school was sited, was to be posted to the lower primary classes of such schools. Under this component was also the Research and analysis of pupil learning, based on the current literacy levels of primary school pupils. Thus there was the need for research to be done to find out about the literacy rate of pupils being taught using the NALAP approach (EQUALL, 2010).

Teacher Training prior to NALAP implementation

The training of teachers on NALAP began with the training for a National Resource Team known as the Trainer of Trainers, who also trained district trainers, who also trained the early primary teachers and head teachers of basic schools. The training focused on introducing the bilingual approach to literacy, the NALAP materials, the components of reading and writing addressed in NALAP, teaching ESL, and the most frequently used instructional strategies. Training activities included lecture, demonstration by the trainers, teaching practice (one teacher practiced teaching a NALAP lesson and others played the role of pupils), and discussion. There was also guided scanning of the teacher guides so that teachers could become well aware of the

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structure and contents. Trainers developed their own lectures using a collection of background information on the topics to be highlighted in the training of a concept under NALAP. Tutors at the Colleges of Education also received training with the new bi-literacy approach for primary schools so as to train their student teachers with this new approach to teaching language.

However, during the NALAP training for teachers and headteachers, no real teaching practice was done. Trainees taught their colleague teachers as their pupils so the real problems in the practice of the approach might not have been recognised. Again, each trainer trained this/her group of teachers the way he/she understood the concept. Thus, if a trainer got the concept wrong, then there was going to be the passing on of wrong information. In addition to these problems, the training period for NALAP was five working days which was woefully inadequate since the approach was a new concept and teachers needed enough time to unlearn their old behaviourist methods and understand this new method or approach. Thus, there was the need for constant training of the approach to get many teachers get hooked to it.

Teacher Professional Support/Development

Inherent in the NALAP and the BTL approaches is the teacher professional support. In both approaches, teachers were given training on how to incorporate the teaching and learning materials in their lessons to ensure that teachers understood how the approach worked so that it became successful. Fullan (2001) sees professional development as the development of a person's learning experiences both informal and formal throughout the person's career until retirement. Desimone, Porter, Garet, Yoon, and Birman (2002), also looking at the concept from a teacher's point of view posit that it

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is an effective tool for promoting teachers' content knowledge and improving upon their classroom practices. Thus, teacher supports are "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (p. 49). The Australian Council for Educational Research refers to Professional Development for teachers as "a vital component of policies to enhance the quality of teaching and learning in schools" (ACER, 2005). Darling-Hammond, Hyler & Gardner (2017) have also defined the concept as a "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes". All these definitions bring to focus the fact that professional development empowers the teacher with content, strategies, skills and the like to help the teacher improve upon his or her teaching so as to bring about desired outcomes in learning. Thus, professional development suggests that if learning is to be improved, then one pathway for doing so is the provision of more effective professional learning activities that lead to positive change for teachers and their pupils, for teachers in schools (Opfer & Pedder, 2011), thereby bringing about a quality education. Day stated that:

> "Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone, and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop

critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives" (p. 4).

This definition by Day sees professional development as planned activities that seek to review and renew existing knowledge that will benefit both the teacher and the school and bring about desired change in teaching and learning. Professional development is therefore essential to the teaching profession since it does not only help the teacher, but it also leads the learner to better learning since the teacher's new skills will impact positively on his teaching, all things being equal, and result in students understanding the concept taught. Darling-Hammond et al (2017) agree with this stand when they mention that teachers need to demonstrate sophisticated teaching if learners will develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction. This statement means that teachers' use of very good teaching methods leads to holistic learning.

The preceding statement, therefore, presupposes that teachers must be abreast with new strategies, methods, approaches and skills which must be incorporated in their teaching in order for them to teach well Teacher professional support then becomes an integral part of the teaching profession if teachers are to perform their teaching tasks well and if learners are to be successful and function well in society. 'Teachers …. participate in professional development activities not just for their own professional and personal development, but to also increase student learning, school

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improvement and the quality of the education system' (Ozdemir, p.261). Teacher professional support, therefore, must be frequent in every institution in order to coach teachers on new trends in teaching, so that teachers give off their best to ensure better learning outcomes. Professional development can be given through workshops, school-based in-service training, seminars or even through an educational institution. However it is given, this professional development must be given frequently as a support for teachers.

Even though professional development is crucial for teaching and learning and teachers may value it, Opfer and Pedder (2011) maintain that some teachers don't necessarily implement it. The lack of implementation of certain practices, learned during professional development, may be a result of the professional development not tailored to the teacher's needs. This misalignment of concepts or practices with teachers' needs could result in the programme introduced during the professional development sessions to be unimplemented. This stand is supported by Cuban when he posits that "innovation after innovation has been introduced into school after school but the overwhelming number of them disappear without a fingerprint" (1988, p. 86). This problem could be a result of teachers being usually resistant to changing their 'old' methods and approaches which they find very comfortable with for 'new ones' (Phillips 2008). Professional development needs must then be aligned with individual teacher's needs, beliefs, practices and levels of experience or expertise so as to capture the interest of the teacher to want to implement it (Kervin, 2007). Thus, if the activities for professional development are not what the teacher needs, or that the teachers do not understand what they are taught during the professional development sessions,

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they become unenthusiastic about implementing the new information or knowledge. In other words, teachers exhibit positive attitudes towards professional development if they see it as beneficial but exhibit negative attitudes toward professional development if they feel themselves burned out (Özera & Beycioglua, 2010).

Professional Development is, also necessary whenever there is curriculum change or reform. Phillips (2008) posits that it is the key to any educational or school reform especially when professional development is relevant and systematic. Therefore, whenever there is any innovation in the approach to teaching, implementors are trained in using that approach so that the teaching and learning enterprise will go on well. Thus, professional development and curriculum change or innovation are linked. The introduction of NALAP and BTL were preceded by professional developments. Whether the professional development given was adequate, whether teachers understood what was taught or whether issues discussed or taught were aligned with teachers' needs are all very necessary for the longevity of the programmes.

Mother-tongue medium of instruction

The mother-tongue is the language that is naturally acquired by members of a speech community and employed by them as the first medium of vocalised communication (Iyamu & Oglegbaen, 2007). It could be seen as the language that a child acquires first from the parents before entering school (Begi 2014). It is also seen as the language spoken within the child's immediate environment. So a child is literally born into that language, grows in it and tends to communicate in that language. It is that language that the

child thinks in and which the child translates difficult texts into for better understanding. When the child is able to speak a language, think in it and then that child is able to translate a difficult text which is in another language into this language, then one can say the child is very familiar with the language and knows it. When this same language is used to teach the child in the formal setting, then it is said that the mother-tongue medium is being used to teach the child. Therefore, using the language a child speaks most at home and understands well enough as a channel for instructing academic content through is the mother-tongue medium of instruction (Gacheche, 2010). The mother-tongue is a very valuable tool for learning in that, experiences in the mother-tongue promote the cognitive abilities of the child. As the child interacts with parents and immediate relations in the language, he comes into proper understanding and grasping of his mother-tongue (Iyamu & Ogiegbaen 2007). The child also learns his language through the naming of various objects around him and the immediate environment because he has acquired a proficiency in the mother-tongue, and built up a vocabulary covering a lot of the objects of sense expression and daily activities (Adetunberu & Oluwafoise, 1992).

In fact many studies have shown that teaching the child using the child's mother-tongue in the early classes enhances the child's ability to learn the concepts better (UNESCO, 2003; Skutnabb-Kangas 2003 as cited by Rai, Rai, Phyak & Rai, 2011), and this child is even able to learn the second language as posited by Taylor and Coetzee, 2013 in a study they conducted. In that study, they concluded that receiving mother-tongue instruction for the first three years of schooling leads to a better English proficiency at the upper

levels. The reason is that, the child is able to understand the concept that is being taught and, therefore, makes teaching and learning effective (Begi, 2014). Thus, the child's mind is trained in understanding his world in a language he knows well (Emenanjo, 1996). UNESCO (2005) also posits that the use of the mother-tongue as a medium of instruction boosts the child's confidence and his academic performance because the child gets to participate in class activities and also contributes to class discussions well. These activities tend to boost the child's confidence as the child understands concepts better, especially when his home culture becomes visible through the language that is being used in the classroom, allowing the child to talk about his prior knowledge and experiences and linking them to the new information he is receiving thereby improving the child's academic performance. This fact is reiterated by Mohanlal (2001) and Blake (2004) who believe that an important goal of education is to impart the universally recognised moral values to the individual and integrate these with the ethnic values, cultural norms and the worldview of the learner's community. According to them, when this is not done, a gap which is as a result of using a language other than the language of the child and his society as the medium of instruction is created between the education system and the society. This gap leads to learning difficulty and future poor performance/achievement.

As Gacheche (2010, p.4) puts it "Learners who understand the language they are instructed in are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of new things. Thus, the mother-tongue plays a significant role in the development of the individuals (Abiri 2003).

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This stance on the mother-tongue then proves that children who start their education in their mother-tongue have a good start, and perform better, than those who start school in a foreign language. Again, teaching a child in his mother-tongue, apart from bringing the home and the school closer together, also opens up communication between families and teachers and goes a long way toward resolving many of the access and quality issues that beset education (UNESCO, 2008 p. 2).

Pinnock (2009, p. 9) notes that 72% of out-of-school children are found in linguistically diverse countries that enforce a non-indigenous language for schooling. This assertion by Pinnock demonstrates that the majority of school-going children who drop out of school do so because they do not find school interesting as they do not understand concepts taught to them. The assertion made by Pinnock has been buttressed by Zafeirakou, (2015) who stated that teaching the foundational skills (early literacy and numeracy) and critical thinking in a language that the child speaks and understands is one of the most effective ways to reduce school failure and drop out in the early grades. And more importantly, these foundational skills significantly increase learning later on. Thus, mother-tongue based education has a positive impact on educational and learning outcomes as it improves the quality of education and increases the number of educated people in the country leading to better living standards and reducing crime rates (Wilkinson & Pickett 2009, p. 103). Teaching a child in the mother-tongue enables the child to transfer the foundational literacy skills acquired to a second language. According to Zafeirakou (2015), there has been field evidence that, in the Gambia, students who participated in the Early Literacy in National

Languages (ELINL) program in 2014 and received additional instruction on reading in their mother-tongue in one of the five national languages outperformed students who received only reading instruction in English.

Even though the mother-tongue enjoy such strengths, there are certain inherent weaknesses. A study conducted by Khejeri (2014) revealed some weaknesses of the mother-tongue education. According to the teachers used for the study, mother-tongue has limited vocabulary in subjects such as Creative Arts and Mathematics. The teachers also stated that the Examining body in Kenya, like examining bodies in most African countries like Ghana, test candidates in the English language since questions are set in English and not in the mother-tongue. Thus, premium is placed on the English language. In situations where the English language is the primary means of communication in most homes or where children in the classroom come from different linguistic backgrounds, the mother-tongue medium of instruction would not only be ineffective and destabilising, but meaningless for the psychosocial development of children (Iyamu & Ogiegbaen 2007).

In a study conducted by Iyamu and Ogiegbaen (2007), where they considered the constrains of mother-tongue medium of instruction in primary schools, they found out that there was the lack of trained mother-tongue education teachers. They realized that there was a linguistic heterogeneity of Nigerian primary schools with a non-existent curriculum approaches in other school subjects written in local languages. They also found out that, there was parental indisposition to their children being taught in the mother-tongue, and the push for a language of wider communication. Therefore, using the mother-tongue as a medium of instruction will not be a welcomed idea. In Ghana at

the moment, teacher trainees only study Ghanaian language compulsorily for a year. These student teachers are made to study the Ghanaian language(s) that the training institution teaches. Thus, every student has to study a Ghanaian language during the first year, whether that student knows the language or not. Studying an unfamiliar language just for a year might not make a person literate in that language. Therefore, if such a teacher who does not know a language well is to teach in that language, that teacher will definitely encounter some difficulties with the use of the NALAP approach.

English-only medium of instruction

The English–only medium of instruction is where English is solely used in the delivery of the content of the subject. According to the interim report of the British Council (2014), there is a fast-moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. The most common factors accounting for this surge in international use include globalization, economic development, internationalization, technological development and the expansion of education (Vu & Burns, 2014). In a study conducted by Oxford University Department of Education and the British Council between September 2013 and March 2014 in 55 countries including Ghana, they found out that EMI is a growing global phenomenon, the reason being that EMI is increasingly being used in universities, secondary schools and even primary schools. In public primary schools alone, the results in that study showed that 52.7% allowed for the use of EMI. Another finding of the study was that EMI was seen as a passport to the global world (British Council, 2014; Sriprabha,

2015). This, according to the study, is a view held by many teachers, parents and students and policy makers who consider EMI as a way to internationalise their educational offer, creating opportunities for students to join a global academic and business community. Teachers again stated that EMI is more ideal since it was thought to be a way to 'improve upon communication, to exchange ideas and create relations between countries, a way of facilitating world peace' (p. 4). This finding by British Council (2014) has been reiterated by Sriprabha (2015) that "apart from our mother-tongue we need to have a common language which makes us able to communicate with other part of the world" (p. 296). She, however, stated that the mother-tongue disrupts the smoothness of communication and students with lack of confidence tend to use the mother-tongue instead of proper English. This comment by Sriprabha (2015) according to current research has no basis because the mother-tongue rather facilitates the learning of the second language.

The British Council study again revealed that teachers saw EMI as a personal challenge, a way to improve their personalities and their professions as teachers and advance in their careers. However, in a study conducted in South Africa by Heugh (2000b), it was found out that primary school teachers do not themselves have sufficient English to teach through English. They do not teach in English in their classrooms despite the fact that they tell researchers that they do teach through the English medium. Even though some countries such as Uzbekistan and Croatia are prioritising EMI to increase international mobility, some countries such as Israel, Senegal and Venezuela are not allowing EMI in public education. According to the report, some countries were determined to protect a home, unifying language(s) or

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education system. The rapid spread of EMI does not imply immediate success. In fact, the realities of implementing EMI according to Hamid, Nguyen, and Baldauf Jr, (2013) are beset with challenges. In their study of ten Asian countries, they realized that EMI leads to social division, inequitable resource allocation and "language apartheid"; a phenomenon whereby local languages are dominated by English at school. The British Council study, 2014 found out that EMI was seen as controversial in the public's opinion for pedagogical reasons as well. The study, also, presented concerns about the fact that not all teachers were competent or able to teach through EMI since 83.6% of countries reported that there were many unqualified EMI teachers in the system. Walter (2010) as cited by Begi (2014) mentions that learning is effective when both learners and the teachers speak well the language of instruction. Therefore, in a situation where the teacher being a second language learner is not able to articulate well the English language or where pupils do not understand well the language of instruction, learning will not take place.

The majority (60%) of the countries used in the same study by the British Council again reported that there were no clear guidelines on how to deliver education through EMI. The countries, also, cited lack of teaching resources and lack of guidance on Code-Switching as challenges in using the EMI.

In another study conducted by Wong (2009), using two senior secondary classes in a bid to investigate the effectiveness of using English as the sole medium of instruction in English classes: student responses and improved English proficiency, she concluded that students should be exposed

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to as much English as possible, as English proficiency is the main objective of English teaching and learning. However, these participants for this study were not at the early primary level but at the senior school level. The description of the participants stated that they were admitted with either a grade D or a grade E in English. Thus, the participants who could speak their mother-tongue already had some English vocabulary in their schema; therefore if they are immersed in a strict English language, there would not be any adverse effect on their cognitive growth (Collier & Thomas, 2001). In addition to this, the participants were being prepared to write to pass an English examination, thus, immersing them in English was not just using English as a medium of instruction for all subjects but it was a subject that was being taught.

Bilingual medium of instruction

A bilingual person, according to Hornby (1977), is one who has some varying degree of competency in two languages. Bilingual education or Bilingual medium of instruction is the use of two languages as media of instruction for a child or a group of children in part or the entire school curriculum (Cohen 1975, p. 18; Pacific Policy Research Center (2010)). The US Congress in its Bilingual Acts define bilingual education as a form of education designed for pupils with limited English proficiency in the elementary school or the secondary school in which instruction is given in both the English language and in the native language of the pupil with appreciation for the cultural heritage of pupils so that pupils will progress effectively through the educational system (U.S. Congress P.L. 95-561)

The definition by the US Congress incorporates the cultural background of the child which serves as a scaffold for the child to learn. The

reason being that the child is familiar with his/her environment and may understand concepts better if teaching is done drawing examples from this background. Therefore, if a child learns concepts in both the mother-tongue and in the English language, using examples drawn from the child's cultural background, learning takes place better. This form of learning is supported by Ovando (2003) who argues that it is imperative for the pupil to receive quality instruction whilst "developing communicative and academic competence" in the second language (p.15).

Scholars in this field of study have come up with certain goals associated with the bilingual instruction. Blanco (1977) posits that experts in the field of bilingual education agree that this form of education positively affects both the cognitive and affective development. A child in the bilingual class learns in two languages, understands concepts and is able to transfer learning to the second language. Such a child will also appreciate his/her culture as well as appreciate other cultures. Thus, the primary goal of this education is not necessarily to teach English but to teach concepts in the language the child knows best and reinforce this information through the second language (Malarz, n.d). This way of teaching and learning is what Anderson and Boyer (1970, pp. 43–44) stress in their definition of bilingual education. According to the authors, it is a way of planning education for the new entrant to formal education where the curriculum is designed and enacted based on the child's best instruments for learning, and his own identity and potential for growth and development. Bilingual education is seen as the best medium in teaching younger children as this medium ensures the maintenance of the child's culture while learning the target language (Malarz, n.d).

Cummins and Swain (2014) have stated that though some scholars are against bilingualism thinking that it may have negative effects on cognitive development, others have argued strongly that this phenomenon will rather enhance cognitive growth in the child. The child will have two names for an object and this "will force an early separation of word from its referent ...... resulting in an analytic orientation to language and to the substance it conveys, thus enriching conceptual development" (p. 3). McLaughlin (1984), as stated by Cummins and Swain (2014), agrees that a bilingual child has a linguistic advantage over the child who is monolingual, since bilingual children become aware that there are two ways of saying the same thing. This fact has been buttressed by Chang, Crawford, Early, Bryant, Howes, Burchinal, Barbarin, Clifford, and Pianta (2007) that children who are taught concepts in their mother-tongue and continue to learn the target language tend to perform better than those who are immersed in the English-only approach

Benson (2004) in her article, 'Importance of mother-tongue-based schooling for educational quality' stated some strengths of the bilingual medium. She posits, among other strengths, that the bilingual medium facilitates literacy learning in that pupils understand the sound-symbols and this knowledge equips them with decoding skills and "psycholinguistic guessing strategies" that aids them in reading (p. 3). Again, pupils tend to transfer their linguistic and cognitive skills acquired in the mother-tongue to bilingual programs. Benson stresses that "once students have basic literacy skills in the L1 and communicative skills in the L2, they can begin reading and writing in the L2, efficiently transferring the literacy skills they have acquired in the familiar language" (p.3), In addition, pupils' affective domain gets

strengthened since pupils become active in the teaching and learning process. Pupils also feel proud of their own indigenous language thereby developing their personality due to the build-up of confidence in the them as well as developing their intellectual capacity due to their active participation in lessons.

Some researchers have, however, argued against bilingual education or the bilingual medium of instruction stating that many people have succeeded without it. The New York Times carried an article by Fainberg (1982), on bilingual education where one Rodriguez, a Spanish immigrant to the United States, mentions in an interview the fact that the home language or the mother-tongue of the child should be kept from the classroom. In that interview, Rodriguez states how he was quiet in class during the very early days he was sent to school and how his teachers advised his parents to speak English with him at home till he acquired native like competence in English language. However, the article makes it clear that Rodriguez was living in an all-white English community in California and was put in an English speaking school with native speakers as teachers. If such a child acquires native like competency in the language, it is not surprising because he would be learning from "experts". According to Krashen (1997), Rodriguez had advantages that other ESL pupils may not have. Krashen sees his living in an English speaking community as an advantage. In addition, he was an ardent reader of English books and this habit might have led to his improvement on his English speaking and reading skills. It is also worth mentioning that Rodriguez was not at the early level of schooling at the time. He knew his mother-tongue and so had acquired some underlying linguistic competencies (as Cummins calls

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it) so, he could transfer these competencies to learning the target language. Krashen (1997) again mentions another opponent of bilingual education. De la Pena (1991) (as cited by Krashen) reports that he migrated to the U.S at the age of nine with no English background but then came tops in his education without bilingual education. Krashen, however, points to the fact that De la Pena was already in the fifth grade in his home country and knew his mother-tongue well before going to the U.S. In the U.S, he was placed two classes below his original level and these helped him to learn the English language and to use the language in learning. In addition, he was put in a native English-speaking environment, surrounded by relevant books and was taught by native speakers. These, therefore, facilitated his learning and eventual success in education.

Thus, when a child who knows his mother-tongue is placed in a literate English environment, being instructed by native speakers of English language, that child stands a high chance of succeeding in English education. The reverse might also be true that a child who can speak his mother-tongue but is taught in English by non-native speakers in an ESL context, with little or no English materials might face challenges with regards to reading.

The relevance of Code-Switching in pedagogy

Code-Switching (CS) is defined as the alternation between two or more languages in a communicative event (Rathert, 2012; Akindele & Adegbite, 1999). De Klerk (2006) also defines it as the use of more than one language in communication. It is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Skiba (1997) writes that in a normal discourse between two bilinguals, code -

switching consists of eighty-four percent single word switches, ten percent phrase switches and one percent clause switching. This is to say that when bilinguals are in a diaglogue, they are bound to insert the grammar of another known language in the language that is in use and, in so doing, convey a complete idea to the listener. It is, therefore, a tool a person uses constantly in speech to switch between one language and another whilst speaking intending for meaning to take place. For instance, in speaking Fante, the speaker may insert some vocabulary of another language in the speech stream knowing very well that the listener of this speech understands what is being said. A speaker, therefore, uses this phenomenon knowing very well that the listener understands that which is intended by the speaker well. Thus, in Code-Switching, the speaker and the listener are both bilinguals who 'have communicative competence in both languages' (Modupeola, 2013, p. 92). Code-Switching then could be employed to solidify the meaning of a context thereby building interpersonal relationships among people who share the same code. This phenomenon has been said to be performed unconsciously as such it is regarded as an automatic and unconscious behavior (Modupeola, 2013). Other researchers view it as a tool to aid conversation where lack of vocabulary in a particular language choice is evident. Thus, these researchers view Code-Switching as filler.

Code-Switching in the classroom is not an unconscious behavior but rather a very useful tool that teachers employ in the classroom. It is a careful strategy employed by the teachers to explain concepts to pupils. Modupeola (2013) in his study observes that teachers use Code-Switching as a tool to offer pupils with opportunities to communicate and enhance their

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understanding of concepts. He also maintains that Code-Switching further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion that may arise. Thus, lessons where Code-Switching has been employed are bound to be successful since these lessons become as communicative as possible and learners learn from the known to the unknown. Clegg and Afitska (2011) also agree with Modupeola on the usefulness of Code-Switching in pedagogy. To them, Code-Switching increases classroom participation (Clegg & Afitska, 2011, p. 18). Pupils tend to grasp concepts taught because the language through which the lesson is delivered is a language they understand. This fact has been buttressed by Widdowson (2003) who contends that the use of Code-Switching in an ESL classroom eases the frustration on pupils who have to learn in an unfamiliar language. These pupils get to understand the concept better when the teacher uses both a known language and a target language in teaching. Thus, the frustration on the part of pupils that stems from the inability to understand the concept wholly in the target language is eased. Clegg and Afitska (2011) again maintain that Code-Switching helps to improve upon classroom relationships as this good relationship allows pupils to get closer to their teachers to interact with them, answer questions in class and also ask questions which results in effective learning.

Ferguson (2003) (as cited by Clegg & Afitska (2011)) mentions that the lower the learner's age, the more often a teacher needs to code switch in order to help them comprehend a concept. Modupeola (2013), in agreeing with this stand point, posits that Code-Switching is a very useful tool that helps in

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the teaching and learning of English at the foundational stages (lower primary level) as it allows for effective transfer of concepts to the learners, a gain in the level of proficiency and also leads to success in the learning enterprise. The learning environment becomes an interesting one as pupils are less stressed to enable them to participate fully in the lessons. However, if the code switch is aborted, pupils will tend to have difficulty in understanding concepts which could lead to pupils who have been through school but are uneducated. In another study conducted by Ahmad and Jusoff (2009) found out that there was a significant relationship between teachers' Code-Switching and positive affective learning state. Thus, Code-Switching helped pupils to enjoy lessons since they were able to comprehend concepts which led pupils to feel relaxed in the study environment. Albeit Ahmad and Jusoff noted some limitations to the study such as using only low proficient learners and also the fact that the results were just the perceptions of students, the positive side to the issue was that the students were satisfied that they could take part in the lessons and that could translate to good performance in examinations. They concluded that Code-Switching was positively related to success in learning.

Modupeola (2013) states that C.S may be considered negative when the teacher uses it to make up for the inadequacies in a particular language. For instance in an African ESL country like Nigeria where English is the target language, the teacher is expected to transfer standard forms to the pupil but when the teacher uses Code-Switching because he or she has some inadequacies in the use of the English language, then the goal of the phenomenon gets defeated. He again thinks that, when Code-Switching is employed in teaching, pupils will not get serious with learning as whatever

that is taught in the target language will be repeated in the local language and this will not make pupils pay attention in class and will also slow down the learning of the target language. Again in classes where pupils have come from different linguistic backgrounds, Code-Switching will not work because pupils speak different local languages and this could lead to psychological issues in the classroom.

A careful examination of this phenomenon reveals its similarity with the use of language under the NALAP approach. In using this approach, teachers are asked to use two languages (mother-tongue and the target languages) in the same lesson. The goal of this approach is to help pupils to understand the concepts well and gain vocabulary and knowledge in the two languages. A critical study of this approach shows that NALAP is also an approach that employs Code-Switching. The point of diversion for NALAP is that, with NALAP, the local language is used in teaching concepts for a particular duration and then there is a switch to teaching the same concepts in another language (English), and being careful to assist pupils to transfer their learning gained in the local language aspect of the lesson to the English language aspect.

Empirical Study on the Language Policies in Africa

The empirical study looks at the language policy and studies of the policy used in other E.S.L. countries in Africa and how successful or otherwise the policy has been for the people.

Studies in Tanzania

Tanzania boasts of some 127 languages (Gordon, 2005) but uses Kiswahili, a language which has the structure of a Bantu language and draws a

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great deal of its vocabulary from Arabic, which is also the native language of the people living along the coast and in Zanzibar, as a lingua franca. This lingua franca is spoken by a great majority of the population (99%) (Brock-Utne 2005), and is used for cross-tribal communication (Gordon, 2005). Allidou (2004) mentions that Tanzania's indigenous languages were the languages that children were educated in before the country was colonised. This language of instruction changed to Swahili when the Germans colonised Tanzania, because the Germans wanted them to use a language that the people of the colony were conversant with and Swahili was the obvious choice. Roy-Campbell (2001:42) states that the use of Swahili in schools during the administration of the Germans led to the increase in the spread of the language. Later, both Swahili and English became the media of instruction when the British took over the administration of Tanzania; Swahili being the language of instruction for the first five years of the primary school and English the language of instruction for the last three years of the primary school and throughout the secondary school (Rubagumya, 1990), making the medium of instruction mother-tongue during the first 5 years of the primary school. Presently, Kiswahili is the language of instruction at the primary school and English is the language of instruction at the secondary school. However, in the pre-primary schools and private primary schools, English is increasingly being used as the medium of instruction (Swilla, 2009). Swilla mentions that the use of Swahili as the medium of instruction in Tanzanian primary schools led to the implementation of the Universal Basic Education in 1974 which led to a great increase in the number of school-going children as there was the support of the government in the provision of free social services

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as a way of sustaining the Universal Basic Education and other government policies. The free social services, however, became a thing of the past when the country faced major economic problems 'such as rising oil prices, the falling prices of raw materials on the world market, drought, famine, and the war against Idi Amin of Uganda' (p. 4). This situation led to the government removing subsidies for education and so pupils had to pay fees (Boesen, Havnevik, Koponen & Odgaard, 1986). These changes in the educational system led to the setting up of private primary schools and the introduction of English as the medium of instruction in these schools. According to Swilla, (2009), the English medium used by the private schools was legalized by government in 1992 whilst Swahili remained the medium of instruction in public primary schools as maintained in the government policy, United Republic of Tanzania, 1995: 39. The contradiction in the document became more pronounced when in the education policy of 1997, the government stated that English and Swahili should be compulsory subjects at all levels of pre university education, but concerning the medium of instruction, the document read, "A special approach to enable the use of Kiswahili as a medium of instruction in education and training at all levels shall be designed and implemented" (United Republic of Tanzania, 1997: 3). Thus, this document placed English as a de facto language of instruction, especially when a special approach was going to be designed. Parents who had the resources sent their children to English medium schools with the perception that these children stood better chances of gaining entry into good quality government secondary schools or private ones and eventually getting access into good jobs since 'proficiency in English is a crucial qualification in securing well-paid

employment within Tanzania' (Swilla, 2009 p. 9). Even though there were contradictions in the document statement, Kiswahili remains the only medium of instruction in public primary schools whilst English remains a compulsory subject as well as the only medium of instruction in secondary schools and higher learning institutions (Tibategeza & du Plessis 2012). Education in Tanzanian public schools thus is bilingual.

Various studies conducted into the language of instruction in Tanzania reveal that students at the secondary level do not perform well academically due to their lack of a basic command in English (Qorro, 2006). Other studies have also found out that the teachers are handicapped in the use of English (Brock-Utne, Desai, Qorro & Pitman, 2010) and this challenge prevents these teachers from assisting students in a smooth transition from the primary school to the secondary school. These problems could be the result of the lack of proper teaching and learning materials in the local language at the primary level. It could also be the results of the continuous use of the local language in instructing pupils and the absence of the English language, since proper code switch equips the pupil in understanding concepts and at the same time learning in the target language. Thus, if the teachers had used code switch, the pupils would have been well exposed to the target language so that by the time these pupils got to the secondary school, they would have had a better grasp of the English structure.

In a study conducted by Telli (2014), he found out that though some stake-holders of education (policy makers and teachers) want the English only medium to start from the primary school, buttressing their argument by comparing the public schools with the private schools, they agree that the

government has not got the finances (for payment of competent teachers trained in English) to execute this desire. Thus, their inability to use the EMI is not a result of research but financial constraints. In these private schools, English is the language of instruction yet the pupils perform better. What these group of people are missing is the fact that in these private schools, supervision is strengthened, teachers are well paid (teachers in private schools in Tanzania are paid four times better than teachers in public schools, Telli, 2014) and parents of pupils in these schools are prepared to spend money on learning materials whereas parents of pupils in the public schools expect the government to provide all logistics for education and others. Thus, the government's failure to provide teaching materials affects the public schools greatly. This study then suggests that, the issue of the language of instruction is not a problem when instruction is done well. What the study failed to mention was the calibre of teachers teaching in these private schools. If the teachers were native speakers of English, then the pupils would be learning from the 'experts' of the language. However, if the teachers were not native speakers, then it could mean that the teachers had higher education in English studies and they perhaps had native-like competence of English.

Some teachers complained that the shift from Kiswahili to English language of instruction was too swift and this swift transition caused the failure of students. However, if the teachers had used Kiswahili as language of instruction but then taught English in English, and also if the teachers had not had their own challenges in English, there would not have been the problem of swift transition at all. Also, if there was the use of code switch, pupils would have had enough exposure to English so instructing them in English later

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would not have been a problem. According to Telli, parents used in the study rather advocated for the Kiswahili as the language of instruction at all levels as learners knew the language and would understand concepts better in the language. They, however, agreed with the government workers on the cost that would be involved. The parents rather considered the cost involved in translating books written in English to Kiswahili and not the cost involved in the payment of competent teachers. Another group of respondents in Telli's study were researchers and people who belonged to non-governmental organisations. This group of respondents advocated for the mother-tongue medium of instruction because they thought that the students knew their language better and learning in it will lead to greater learning.

Telli's findings point to insufficient resources, the prominent use of English worldwide, ill-informed language policy as having directed the views of policy makers of education. He, thus, makes a submission for the stake-holders in education and other researchers to apply the findings of his research to provoke a debate that will inform people on the use of a language of instruction that will salvage the situation in Tanzania.

Telli states in his study that the views of students and those of the maginalised in society-the poor, people with disability, women in rural areas and people with limited access to education were not considered. Perhaps this group of people would have presented information that might have changed the conclusion of this study.

The study on Tanzania has brought to the fore the fact that teachers who have not been trained well in teaching English, find it difficult in preparing their pupils for the English only medium at the secondary level.

Again, school either use the mother-tongue only or the English only mediums, instead of using the bilingual or the code-switch in instructing pupils at the primary schools.
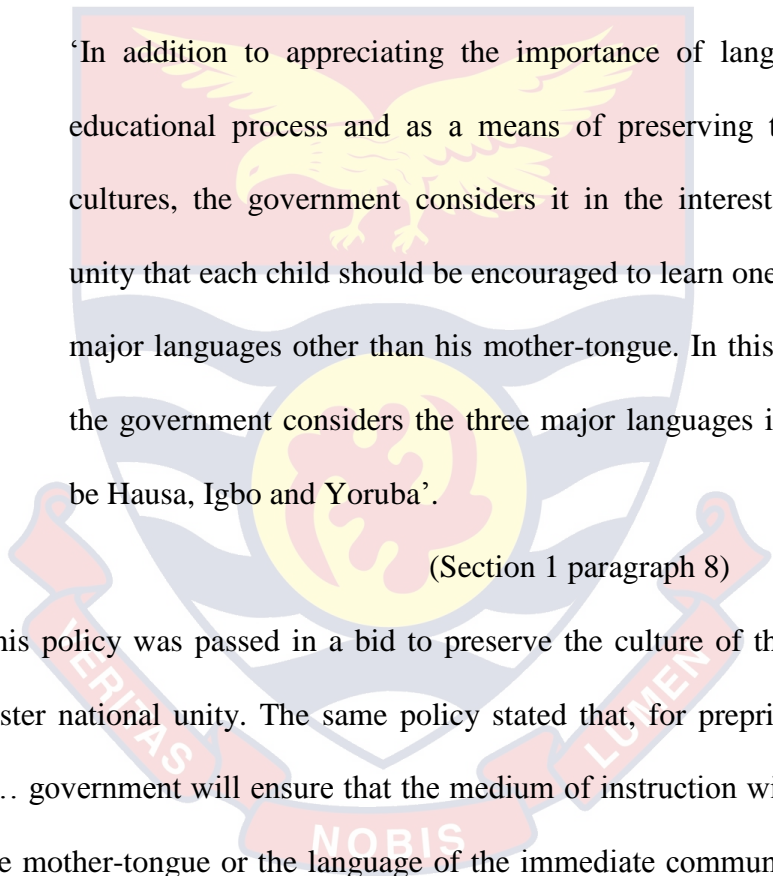
Studies in Nigeria

The use of the local languages in formal education in Nigeria, according to Olagbaju and Akinsowon (2014), dates back to the pre-colonial era. Olagbaju and Akinsowon mention again that, though there have been many activities concerning the use of the mother-tongue medium of instruction in the country such as the Education Edict of 1926 and other 'noble sentiments of indigenous federal and state governments and valiant activities of the Linguistic Association of Nigeria' (p. 123), not much success has been chalked in the education of mother-tongue languages in the country even though there have been some studies that have proved the mother-tongue education as effective. There is the Ife Six Year Primary Project (SYPP) of 1989, where primary school pupils were taught in their mother-tongue (Yoruba). The Ife Project started in 1970 with two experi-mental schools receiving six years of Mother-tongue instruction (Yoruba) and one control school receiving the traditional three years of Mother-tongue instruction and then switching to English as language of instruction. There were results that proved that learners achieve better when taught in their mother-tongue (MT) or the language of the immediate community, as the pupils in the experi-mental schools out performed those at the control school. Even though the study was criticized as using a small sample size and the fact that the experi-mental schools received teaching and learning materials during the study period, it is still cited by many researchers on the mother-tongue medium as a

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good case study. The results of the study show that learning in the mother-tongue has positive effects on a child's academic performance.

Nigeria is a multilingual country with over 400 living languages spoken across its length and breadth but has three major languages; Igbo, Yoruba and Hausa. These major languages were selected as a result of the national policy on education which was passed in 1977 and reiterated in 2004. This policy states that:

> 'In addition to appreciating the importance of language in the educational process and as a means of preserving the peoples' cultures, the government considers it in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his mother-tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba'.
>
> (Section 1 paragraph 8)

This policy was passed in a bid to preserve the culture of the people and to foster national unity. The same policy stated that, for preprimary education, "… government will ensure that the medium of instruction will be principally the mother-tongue or the language of the immediate community". (Section 2, 11 (3). At the primary educational level, the policy states, 'government will see to it that the mother-tongue or the language of immediate community and at a later stage English'. Section 3, 15 (4). Thus, the policy advocated for the use of the mother-tongue of the child as the language of education at the lower level of education. The policy went on to state that the government would develop the orthography of many more Nigerian languages and produce

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textbooks on them (Tondo, 2011). In practice, however, the policy is rarely implemented in nursery and primary schools which are owned by private persons (Igboanusi, 2008b) even among the states where the three major languages are used for initial literacy. Again, the problem of language loyalty in linguistic minority areas whose speakers think that their languages were being sidelined as compared to the three major languages being promoted by government, continue to see the education in those three languages as a conflict with mother-tongue education.

There has also been the unavailability of trained teachers who will handle the teaching of these languages since, as Tondo puts it, the current calibre of teachers cannot in any way master the language well not to think of teaching others. Tondo concludes in his paper, that there is the need for adequate teaching coupled with other motivational materials in order to enhance and reinforce pupil's understanding of language and concepts. He goes on to say that the teacher should be resourced with both software and hardware materials to teach these languages better. Thus, Tondo was advocating for the use of good and adequate teaching materials in teaching in local languages if instruction will go on well and if pupils will grasp the reading and the writing in the local languages.

In another study conducted by Iyamu and Ogiegbaen (2007), they found out that the majority of parents and teachers reported 'that early education in the mother-tongue helps to bridge home and school experiences and this medium also gives illiterate parents the opportunity to support their children's learning at home. These two groups, however, disagreed on the issue of the child learning better in the mother-tongue medium. Whereas the

teachers agreed that the use of the mother-tongue was better where pupils needed to understand concepts, parents, on the other hand, disagreed on this issue. Again, whilst the majority of teachers agreed that children exposed to early education in the mother-tongue have wider scope of experiences which support learning through English language later in life, the majority of parents disagreed to this statement. Teachers, again, reported that there were no instructional materials to be used in the teaching of the mother-tongue and also parents were not enthusiastic about the use of the mother-tongue. Thus teachers saw the lack of teaching materials as the reason that militated against the pupils' learning in the mother-tongue. Teachers, also, saw the multi-linguistic nature of Nigerian schools as a constraint on the implementation of mother-tongue policy. In the study, the majority of teachers reported that mother-tongue education does not provide equal learning opportunities for all, especially pupils from other linguistic backgrounds. Thus, the teachers asserted that using the mother-tongue medium in a class where pupils were coming from different linguistic backgrounds was almost impossible as some of them may be at a disadvantage. This revelation reiterates Bamgbose's (1977) statement that the mother-tongue medium policy can only be successful in rural areas where pupils' languages are linguistically homogeneous. This statement means that, in the cosmopolitan areas, where there are likely to have different languages that may be mutually unintelligible, mother-tongue teaching will be impossible. Benson (2014), however, mentions the solution to this issue of linguistic difference by mentioning the research by PRAESA, an NGO based at the University of Cape Town South Africa that specializes in academic research, in conducting the linguistic mapping project that will

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group the various speakers of a language so that these pupils receive instruction in those independent languages and another project where individual schools will select their local language to be used for instruction.

Another study conducted by Bodunde (2009) set out to investigate the language choice of both parents and teachers in education. The researchers used a sample size of one hundred respondents drawn from Ogun, Edo, Anambra, Kwara, Kaduna, and Plateau states, each state representing each geo-political region of Nigeria. According to the researchers, the choice of six geo-political regions was to provide an objective coverage of the policy since it was a national issue. The study revealed that English is the choice of both parents and teachers. The reasons for their preference for English were that they saw the use of English as prestigious as the nation chose it as the lingua franca. Again, examination questions were set in the language so learning in it was seen as rewarding. And, also, the use of the language brought about easy communication since it is a language that cuts across all languages.

Igboanusi (2008c) posited that language education in Nigeria does not provide a solid foundation for literacy development. This is a result of learning done in the English language before the child gets to know the language. Such teaching is seen especially in the urban centres where children come from different linguistic backgrounds. He went on to say that, even in areas where bilingual education is implemented, the transition from the mother-tongue to English is abrupt and this abruptness interrupts the cognitive and academic development of children. He attributed low achievement in literacy, English language proficiency and science to the premature use of the English medium. Igboanusi concluded that there is the need for all stakeholders to cooperate and

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participate actively in education so that the mother-tongue education works efficiently.

These studies have shown that, though Nigerians seem to understand the importance of mother-tongue education, they do not prefer its use due to lack of trained teachers who will teach in the local languages, the minority groups' position on the local language to be used in instruction, the lack of teaching materials that will support teaching in the local languages, the negative societal perceptions such as the prestige attached to the English language such that fluency in English is seen as education, and the fact that the Nigerian indigenous languages have not been developed (Olagbaju & Akinsowon, 2014). Other challenges are the negative attitudes of elite parents who think that their children should have an acceptable level in the speaking of English by the time they leave school. Olagbaju and Akinsowon again put the blame on government while stating the challenges of using the mother-tongue in education by identifying gaps in the National Policy on Education of 2004. The policy states that the English medium of instruction begins from primary four and beyond. This policy, according to the researchers, clearly shows that the government does not support the mother-tongue education. If the government had provided teachers with the required teaching materials in the local languages, perhaps the problem of pupils not reading in both the local languages and in English could have been resolved.

Studies in the Republic of South Africa

The current constitution of South Africa regards 11 languages (Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu) as official languages (RSA, 1996 a) and all

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these languages according to section 6(4) of the constitution, "must enjoy parity of esteem and must be treated equitably". Therefore, according to the constitution, all these indigenous languages in addition to the English and Afrikaans languages which are foreign, are seen as having equal status. Each of these official languages according to Banda (2000) is spoken by people not found solely in a particular province but in all the nine provinces in South Africa. Again, section 29(2) of the Bill of Rights, which forms part of the constitution, states that all learners in public education must receive education in any of the official languages of their choice. This statement means that every child will have access to any medium used in the school provided the constitution makes room for it. Again the statement suggests that the government has put or will put measures in place to provide all citizens with their kind of school according to the medium they desire.

In addition to the demands of the constitution, is the Language in Education Policy of South Africa which has the principle of maintaining the home languages as the language of instruction while learning additional language(s) (Department of Basic Education (S.A), 2010). The policy stated that every learner was to be offered at least one approved language initially and from grade 3 onwards, they were to be offered their language of learning and teaching and at least an additional language as a subject. That is to say, the learner starts school learning in his or her language of instruction but from grade 3, the learner learns in his or her language and also learns an additional language as a subject. Thus the learner learns two languages which could both be indigenous languages or other languages mentioned in the constitution. The policy also made provisions for this pronouncement to be abided with by

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stating that where the child's LOLT is not being offered, the provincial education department upon request should provide the child with education in that child's chosen language. Again, all language subjects were to receive equal time and resources. Therefore, all languages were seen as equal per the policy. One can safely conclude that primary education in South Africa is based on the mother-tongue medium.

However, although there are 11 official languages in South Africa, Afrikaans and English which are both foreign, are the only languages with a developed academic literature. A great majority of school children choose to learn English rather than Afrikaans as the second language, due to the prestige English enjoys as a global language (Taylor & Coetzee, 2013).

In a study conducted by Banda (2000), he found out that the majority of respondents who were black South Africans, were multilingual as compared to English respondents who tend to be monolinguals. English was again seen as the preferred language to be used outside of the classroom though Xhosa speakers preferred to use their mother-tongue. Banda (2000) concludes that South Africans, especially the blacks, tend to regard the English medium "as a tool for socio economic mobility, while preserving their linguistic and cultural identity". However, the majority of the respondents in Banda's study, including Xhosa speakers preferred the use of English as a medium of instruction even though the language in education policy of South Africa does not coerce any learner to learn in a particular language, but to learn in any of the 11 official languages as already stated. Perhaps this finding by Banda seems to be one of the reasons schools continue to use both Afrikaans and English as the preferred language of education. On a broader scene, however,

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South Africa uses a mother-tongue based education at the initial stages and this stand by South Africa results from the Threshold Project that was carried out in the early 90s (Luckket, as cited by Banda, 2000) which revealed that many black children could not have a smooth switch from the mother-tongue to the English language medium. The Threshold Project again revealed that, pupils could not transfer knowledge acquired in the mother-tongue to English and they could not also transfer what they had learnt in English to their first language. This situation clearly showed that pupils had not understood the concepts taught. Thus, the situation then makes the mother-tongue education more viable so that pupils will understand concepts taught. The results of the Threshold Project led to some other monolingual schools (Afrikaans and English only) to now teach Zulu and Xhosa (African languages) as subjects (Banda, 2000). Thus, in South African schools, the language of instruction at the primary level is the English language though the language policy does not say so. However, there is the problem of transferring linguistic issues from the mother-tongue to English and vice versa. This situation is confirmed by the Progress in International Reading Literacy Study (2016), when it was found out that a higher percentage of Grade 4 pupils could not read for meaning in English and they could not also read in the local language, even at a time when stakeholders are calling for decoloniality in education. This lack of reading in both the English language and in the local language shows that, pupils have not been taught well to grasp the reading and the writing of the language of instruction. It could be a result of the lack of teaching materials and perhaps the lack of trained teachers to teach in those languages.

All these studies conducted on the language of instruction prove that in some African countries, English is used as the medium of instruction because, there is the lack of teaching materials in the local languages that the language policies have stated that they could be used in instruction. There is also the lack of teachers to teach in these local languages. Thus, the lack of instruction in the pupils' familiar languages, prevent the transfer of underlying proficiencies from a language to the target language. This could be the reason most African countries experience a low reading rate.

Summary and gaps in the review of related literature

The literature has thrown light on the various media of instruction and the relevance of Code-Switching in a lesson. Empirical studies conducted so far in the countries on their language of instruction all prove that in Africa, most countries are multilingual and even though colonialism has brought about the use of some foreign languages as official languages in these countries, the use of our local languages in education has been seen as feasible. However, the use of English is still held prestigious and so parents desire English education for their wards but since English-only medium for the beginners seem problematic, the bilingual medium, where both the mother-tongue of the child and the English language are used in the same lesson, seems more viable. The choice of the bilingual medium seems to place NALAP in a good light in Ghana's early primary education. As to whether NALAP is being implemented well needs to be investigated. All the studies that have been conducted on the medium of instruction collects the views of parents, teachers and other stakeholders in education. Some other studies mentioned the lack of training of teachers or the unavailability of trained

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teachers to use the mother-tongue medium well. On the other hand, The Breakthrough to Literacy project mentioned that teachers were trained but the teachers complained of insufficient time to grasp the concept. The NALAP implementation also started with the training of teachers on the approach for five days before it was implemented nationwide. This study therefore appears similar to other studies, however, the point of departure from the other studies is that, this current study takes into cognizance the views of teachers in the Central Region of Ghana on the medium that best suits their classes since some classes are heterogeneous in terms of language. Again, the EQUALL studies did not find out from teachers the medium that they consider appropriate in teaching in their lower primary classes. None of the other studies also considered the kind and number of professional supports teachers have received in order to make them teach the approach better, so gaps have been created here. If these teachers have been well trained on the approach and have been given regular professional support, then there will be a positive impact on the approach. This current study considers the views of teachers concerning the medium that best suits their pupils, how NALAP is taught, learning materials that are available in teaching NALAP and the professional support teachers have been receiving to teach the approach. This study is therefore unique and has not been conducted anywhere. The results from the study will fill gaps in literature with regards to the views of teachers on the medium that will suit their pupils who have diverse mother-tongues best, challenges of teachers in implementing NALAP in the Central Region of Ghana and how literate teachers are in the local languages of the pupils they teach.

CHAPTER THREE

RESEARCH METHODS

Introduction

The study examines the pedagogical issues teachers in the Central Region encounter in using the NALAP approach in classrooms that may have pupils with different linguistic backgrounds. The study again collects teachers' views on the language of instruction that they regard as appropriate to be used in their classrooms. This chapter presents the paradigm that underpins the study and presents the research design, study area, population, the sampling procedure, data collection instruments and data collection procedure and then how the data will be analysed.

Research Design

The paradigm that underpins this study is the Pragmatic Paradigm which allows the researcher to question the dichotomy of positivism and constructivism and call for a convergence of quantitative and qualitative methods (Hanson, 2008; Johnson & Onwuegbuzie, 2004). Pragmatism avoids the issue of truth and reality but then accepts the fact that there are singular and multiple realities that are open to empirical inquiry and lends itself to solving practical problems in the real world (Creswell & Plano Clark, 2007; Rorty, 1999). It is thus 'a departure from the age-old philosophical arguments about the nature of reality and the possibility of truth' (Morgan, 2014. p. 1049). Pragmatism allows the researcher to be free to use all means possible to collect data and analyse that data in order to solve pending issues. Thus, the Pragmatists do not seek to accurately represent reality or to present an accurate account of how things are in a research, but for research to be useful to aim at

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utility for us (Rorty, 1999). The Pragmatist researcher focuses on the research problem to understand it and so uses pluralistic means to derive knowledge about the problem (Creswell, 2009). Such a researcher focuses on the 'what' and 'how' of the research problem (Creswell, 2003, p.11) and then places the research problem as central. The study suited the pragmatist philosophy since it sought to find out how teachers taught using the NALAP approach and what medium of instruction was suitable for their classes.

The pragmatist philosophy again allows for mixed methods research where both quantitative and qualitative data are collected, utilizing the strengths of both forms of research (Creswell 2009), for analysis so as to answer the research problem (Creswell & Plano Clark, (2007); Greene (2007) & Teddlie & Tashakkori, 2009). Mixed methods research thrives on the assumption that "the combination of quantitative and qualitative approaches provides a more complete understanding of a research problem than either approach alone" (Creswell, 2014 p. 32). Thus, this study used data collection and analysis procedures that provided insight into the research question with no philosophical loyalty to any alternative paradigm (Mackenzie & Knipe, 2006).

This mixed methods study used the convergent parallel mixed method design where the researcher collected both qualitative and quantitative data at roughly the same time, analysed them separately and then compared the results to see if the findings confirm or disconfirm each other (Creswel, 2014), whilst using the side-by-side approach in the discussion of the two methods, in order to provide a comprehensive analysis of the research problem leading to a strong interpretation of the overall results. Thus both data had equal

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weightings (QUAL+QUAN). The reason for the adoption of the mixed methods for this study was because the study which is a survey, collected quantitative data using questionnaires, from a wider area in order to gain an overall picture on the views teachers hold on the language of instruction. Since questionnaires are likely to yield only superficial information about how teachers in the Central Region of Ghana implement the NALAP approach, qualitative data (observations and interviews) on how Language and Literacy lessons were taught in the various basic schools in the Central Region were also collected on a smaller proportion of the sample in order to probe deeper into teachers' views on issues concerning NALAP teaching and the language of instruction since a detailed view of participants would reveal what actually is the truth of the situation. Thus the strengths of both the quantitative and the qualitative methods provided the best understanding of the research problem so that the results of the study could be generalized to the whole population.

Target Population

The target population for the study was all the 6745 lower primary teachers teaching at the lower primary schools in the Central Region as well as all the head teachers of the1349 public basic schools in the Central Region of Ghana. Also, all the 20 Early Childhood Coordinators (E.C coordinators) in all the 20 districts of the Central Region formed part of the target population for the study. Language and Literacy, which according to GES has been introduced to replace English language, is a subject taught in all schools in the country because of the introduction of NALAP. It is thus, assumed that all lower primary class teachers in the Central Region of Ghana are adhering to this directive which makes every lower primary class teacher in the Central

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Region a target for this study. Again, it is assumed that all head teachers are ensuring that the approach is used in the schools and the E.C coordinators seeing to its success by organizing regular in-service programmes for teachers. The target population according to Burns & Grove (1997) is "the entire aggregation of respondents that meet the designated set of criteria". It is the population to whom the findings of the study are generalized.

Accessible Population

The accessible population for the study was all the 1710 lower primary teachers (EMIS data, 2016/17), 78 head teachers and all the 6 E. C. Coordinators found within the 6 districts used for the study.

Sample

The total sample was 390 lower primary teachers who answered the questionnaire. Also, 78 head teachers of primary schools responded to structured interview in order to collect their views on the language of instruction which should be used in the primary schools and to find out from them if the school took delivery of the NALAP materials.

Furthermore, 6 E.C coordinators also answered a structured interview concerning the Teacher Professional support they have given on NALAP, as a way of buttressing the responses of teachers concerning the professional support they have received since the inception of the approach.

According to Raosoft Sample size calculator (2004), a population of 1710 should have a sample of 314. The accessible population for this present study was 1710 lower primary teachers, however, the sample for this study was 390 because as Cohen, Manion and Morrison (2007) put it, "the larger the sample, the greater is its chance of being representative" (p.1 03), and to have

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an equal number of schools selected from within each district where the respondents were drawn from, the researcher settled on 390 as the sample size. This sample was at a margin of error of 5% and at a confidence level of 95%. Out of the 390 lower primary teachers who answered the questionnaire, 24 teachers had their lessons observed twice in order to find out how these teachers taught English or Language and Literacy in their classrooms. These 24 teachers were selected randomly, 4 teachers from each of the 6 districts selected for the study. Cohen et al (2007) point out that if the population is homogeneous, a smaller sample size for a qualitative study must be used since one occurrence of a data is potentially as useful as many in understanding the process behind it (Mason, 2010). Lower primary teachers in the Central Region are considered homogenous when NALAP teaching is considered because all teachers have received NALAP training either as in-service training or pre service training (EQUALL, 2010). Therefore, by selecting only 24 teachers, 4 lower primary teachers from each district, the researcher was able to collect the data needed for qualitative analysis. The language and literacy lessons of 24 teachers were observed because the researcher needed to do a thorough observation to find out about how these teachers taught Language and Literacy using the NALAP approach. For this reason, she visited a school where an observation was to be conducted and spent time with the selected class to get acquainted with the teacher. In order to have and to gather more insight into the research problem and to answer the research questions that need qualitative data to answer them, teachers who were selected for the observations had their lessons observed twice at different times and the researcher had an interview session with them after the second

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observation. A sample according to Sarantakos (1997) enables the researcher to study a relatively small number of units in place of the target population, and to obtain data that are representative of the whole target population. Fraenkel and Wallen (2000) also posit that a sample refers to any group on which information is obtained. A sample is also a carefully selected proportion of the accessible population, which is considered to be representative of the target population as to the aspects to be investigated and enumerated (Kumekpor, 2002).

Sampling procedure

In this study, two sampling methods were used. A simple random sampling technique which is a probability sampling procedure and then a purposive sampling technique which is a non-probability sampling procedure. The purposive sampling technique was employed to select 6 districts from the 20 districts in the Central Region. The reason for selecting the 6 districts purposively was to be sure of selecting the districts that were likely to have people with diverse linguistic backgrounds living there due to the availability of government jobs or major market centres (major districts) in such areas. In all the 20 districts that the Central Region has, 6 of them possessed the strong characteristics that I was looking for, thus the 6 districts selected for the study. These districts were: Cape Coast, Komenda Edina Eguafo Abream (KEEA), Effutu, Mfantseman, Awutu Senya East and Agona West districts. These areas mentioned were very likely to have schools where the pupils had come from different linguistic backgrounds due to the availability of a major market centre or the availability of white-collar jobs. In each of the districts, 13 schools were again purposively selected, being careful to select schools in the

district capitals and other major towns. The reason for this selection was still to be sure to use schools where pupils were very likely to come from different linguistic backgrounds. Again, because the district education offices happen to be found in the district capitals, schools in these areas were most likely to receive frequent visits from the education officers such as the circuit supervisors, the inspectorate team and even the district director of education, as compared to schools outside the district capitals. Therefore all things being equal, teachers who taught in schools in the district capitals were more likely to conform to the principles and goals of the Ghana Education Service.

In each of the selected schools, all 5 lower primary teachers (K.G 1 to P3) were selected to answer the questionnaire. Using all the teachers in a school would paint a better picture of what pertains to the school concerning the medium of instruction and NALAP implementation than selecting some of the teachers in a school. The purposive sampling technique was again used in selecting most primary two and three teachers in schools with double streams. The selection of primary two and three teachers in schools with double streams was to have the opportunity to use more of such classes were reading is to be done according to NALAP standards. Selecting more of primary two and three classes gave a better scenario of what was actually happening in the classrooms when NALAP teaching was concerned as it revealed if teachers were encountering challenges or not.

Purposive sampling was again employed in selecting all the head teachers of all the selected schools for a structured interview. The reason for collecting data from the head teachers of the various schools was to find out from them their views concerning the medium of instruction that the school

uses and to further find out if the school received NALAP instructional materials and whether these materials were being used. The head teachers were again used to find out their views about NALAP since they also received the NALAP training. In addition to selecting head teachers purposively, the Early Childhood coordinators in the districts where the study was conducted were all selected, purposively, to find out from them the number of times they organize workshops and training sessions for the teachers within their jurisdiction.

Furthermore, in order to collect qualitative data to answer the research questions that require qualitative data analysis, 4 schools out of the 13 initially selected schools from within each of the 6 districts were purposively selected again and a school from each of these 4 schools was simple randomly selected. One class teacher in each of the selected schools was again randomly selected to have his or her lessons on Language and Literacy observed. The reason for the purposive sampling of 4 schools out of the 13 schools in each district was still to be sure to select schools that have pupils from diverse linguistic backgrounds as this was partly the focus of this study. This was to enable the researcher to observe how teachers in these classrooms handled the teaching of Language and Literacy. Simple random sampling technique was used to give a fair chance to all the selected schools which have been recognized to have mixed linguistic backgrounds of pupils. According to Brink (1996), simple random sampling is most likely to yield a sample that truly represents the population as each subject has an equal and independent chance of being selected. Each class was observed twice to ensure that the observed teacher either knew how to teach using the NALAP approach or not. After each

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lesson, these teachers who had their lessons observed, were interviewed based on how the lesson was taught. After the two observations, the NALAP materials available in the school were inspected.

Research Instruments

Questionnaires (Appendix A), observation(Appendix B), checklist for NALAP materials(Appendix C) and semi-structured interviews(Appendix D) as well as structured interviews for head teachers(Appendix E) and structured interviews for EC coordinators (Appendix F)were used to collect the data for the study. Questionnaire or social survey is a method used to collect standardised data from large numbers of people – i.e. the same information is collected in the same way. They are used to collect data in a statistical form (Ackroyd & Hughes, 1981). According to Ackroyd & Hughes, though respondents answering questionnaires may not present the exact truth, questionnaires however could be administered to a large number of respondents within a short period of time. There was the questionnaire for class a teacher which was in two parts. The first part (part A) sought for their demographics whilst the second part (part B) was based on their opinion of NALAP and how NALAP is helping with their lessons. Part B of the questionnaire was made up of both closed-ended and open-ended questions seeking to answer the research questions.

The questionnaire items were all constructed in positive statements in order to avoid the situation where respondents would find the questions ambiguous and difficult to draw spontaneous responses (Cohen et al, 2000 & Oppenheim 1992). A 5 point Likert scale was used to collect responses from teachers. Respondents were forced to select responses that ranged from No

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Agreement to Agree to a very high extent. The 5 point Likert scale was used because it made it easier for participants to read and complete it. Answering a 5 point Likert scale according to Babakus and Mangold (1992), increases response rate and response quality along with reducing respondents' "frustration level". Even though 5 point Likert scales are seen to have biases such as central tendency, acquiescense as well as social desirability, the set of responses used for the questionnaire for this study lowered these biases since the researcher used responses and set of statements that either showed a no agreement or agreement at varying degrees. In this case, the middle statement was not a neutral one. This way of presenting the statements forced participants to select a response that reflected their views. Questionnaire were used in order to collect views from a wider population so that the results of the study could be generalized to the region.

The head teachers' structured interview also sought to find out their views on what language should be used as the medium of instruction in the school, whether the school was going by the NALAP approach and whether the school received NALAP materials prior to NALAP implementation. The questions that were posed were simple straight forward questions and their responses were both recorded and written down.

Participant observations, where the researcher carved out a role for herself in the English language classroom in order to observe proceedings in the natural setting, was used. The researcher, acting as a teacher trainee on observation, observed the lessons, taking lengthy and descriptive notes of what happened with the aid of a voice recorder. The NALAP Classroom Observation Instrument (NCOI) developed and used by EQUALL (2010), was

modified for use in this study. This instrument is a checklist that shows what goes into a NALAP lesson; the instructional material, classroom environment, teacher behavior and learner behavior. Anytime the teacher and the pupils displayed a particular characteristic or phenomenon, the researcher ticked that characteristic on the checklist. The observation gave an insight into how teachers taught using the NALAP approach. GES and MOE have certain methods and techniques spelt out in the Teacher's Guide, which teachers have been trained with in the teaching of Language and Literacy. Thus by observing teachers teach, I could judge if a particular teacher used the approach well or not.

The unstructured interviews were based on the outcome of the lessons taught and they took place after the observation of the second lesson. These interviews were meant to find out from teachers why they taught in a particular way. These interviews further brought to light the teachers' knowledge about NALAP and their views on the language of instruction. The head teachers' structured interview also revealed the language of instruction a school was using and how this language affected or supported the NALAP concept.

Validity of instruments

To ensure the validity and reliability of the instruments, these instruments were scrutinized by the researcher's supervisors and then field – tested by the researcher. The instruments were tested in the Western Region of Ghana. Thirty schools were sampled from all the schools in the Shama-Ahanta East Metropolis, using a purposive sampling technique. The selection of the Shama Ahanta East of the Western Region was because, though Ahanta is the

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indigenous language of the area, Fante is the common local language spoken among the settlers in the vicinity and in schools. Again, the area experiences the phenomenon of diverse languages due to the availability of various jobs. Thus, pupils who attend schools in the vicinity were likely to come from different linguistic backgrounds. I then decided to use schools in the Shama-Ahanta East metropolis because Fante was the common local language in the area and because the area had people with diverse linguistic backgrounds living there.

All head teachers in these schools were interviewed. In each of these schools, all lower primary teachers were selected to answer the questionnaire. Ten teachers were again purposively selected so as to have their language and literacy lessons observed. The selected teacher was interviewed after the lesson observation. The testing of the instruments also helped to restructure some unclear items on the questionnaire so as to make them more clear for easy understanding.

To determine the validity of the interview, I read and also played back recorded responses to the interviewees so that they could clarify what they had said, confirm or otherwise what they had said. To Cohen et al (2007), a misperception on the part of the interviewer of what the interviewee says and the misunderstandings on the part of the interviewee could affect the validity of the interview. I also established a rapport between myself and the interviewee so as to avoid any biases (Oppenheim, 1992)

All respondents were reassured of their confidentiality and the reason for the study was well explained to them.

Reliability of instruments

The data collection instrument (questionnaire) was drawn from 8 research questions, however, the reliability was calculated using 5 subscales. The reason for calculating the reliability for 5 subscales was that, research question 5 only collected data on teaching materials available in the various schools. Research Question 6 also collected only qualitative data and then Research Question 8 collected data which were both qualitative and quantitative in nature. The quantitative questions collected mostly nominal data, thus calculating the reliability was going to present a wrong reliability coefficient.

Reliability was tested for all the subscales which were multi-dimensional in nature, since each subscale measured an independent construct, using Cronbach's alpha (α) reliability co-efficient. Due to the multi-dimensional nature of the constructs, the reliability coefficient for each construct was estimated separately since an overall reliability coefficient will result in bias in the estimation (Widhiarso & Ravand, 2014). The reliability for the testing of the instrument (questionnaire) yielded for each subscale were as follows: subscale 1(α = .498), subscale 2 (α = .534), subscale 3(α = .525), subscale 4 (α = .438), subscale 5 (α = .891). After the testing of the instrument, ambiguous statements and poorly constructed ones were either removed or reworded before the actual data collection.

The reliability after the main data collection yielded the following results. Subscale 1 showed a good internal consistency with an overall α of .660. This level of internal consistency was also seen for subscale 2 (α = .659), subscale 3 (α = .653), subscale 4 (α =.676). The internal consistency for

subscale 5 α= .806 was however high. Even though the first 4 subscales had reliability not as high as the last subscale, Kim (2016) contend that a Cronbach Alpha of .65 for a four item scale may not indicate low internal consistency. Thus subscales 1 to 4 which had few statements, were considered reliable. Generally, the item-total correlations for each of the items under the various factors were at least moderate. The square multiple correlations were generally good for all the items under each factor. That is, the squared multiple correlations confirmed that variance was at least moderately explained throughout.

To determine the reliability of the observation, an inter rater scale technique was employed. This technique was carried out by asking a trained colleague to rate the teacher's teaching and tick the scale just like the researcher. The two raters both sat and observed the lesson and only ticked the behavior that was portrayed by the teacher. The results were compared at the end of the exercise to find out if both raters got similar results which meant that the items were clear in meaning.

Data Collection Procedures

Data collection is a systemic way of gathering relevant information for the research. An introductory letter was taken from the Department of Arts Education, University of Cape Coast, and sent to the Regional Director of Education, Central Region for permission to conduct the study in the region. With the Regional Director's permission (see Appendix G), further permissions were taken from the various district education offices (see Appendix H) in order to undertake the study in the various schools within the districts. On the first visit to each school, I informed the head teacher of the

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reason for the visit and established some form of friendship with the teachers in the school so that both the teachers and I could have a good rapport. If the school had not been selected for the observation and interviews, I just gave out the questionnaire to the teachers selected and I requested for an interview with the head teacher, using the structured interview guide. Head teachers who were not ready, fixed a date for their interview. I went through the questionnaires with the teachers to ensure they understood the questions and then gave them time to fill the questionnaires. Using a checklist, I then inspected the NALAP materials available in the school and to find out what state they were in. The respondent of the questionnaire and I then agreed on a date to collect the answered questionnaire. In schools where observations and interviews took place, I agreed with the teachers on suitable dates to observe their lessons. On the first agreed date, I asked the teachers to teach for me to observe. On the second date, I took their permission to interview them. When they gave their permission, I interviewed the individual teachers after they had taught, based on the lesson taught and also on their view concerning NALAP. I then administered the questionnaire and allowed them time to fill them. I collected their questionnaire on an agreed date.

Data Processing and Analysis

Data on the demographic result of Part A of the questionnaire was analysed using frequencies and figures (bar graphs and pie chart). Data on research question 1 'What are the opinions of teachers and head teachers in the public basic schools in the Central Region on the use of a particular medium were collected using questionnaire, semi-structured and structured interviews. Whilst teachers were given questionnaire, the head teachers were interviewed.

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The questions that elicited responses from teachers were both open ended and closed ended questions where teachers were required to either give their responses or to select their responses from a set of responses. Questionnaire was suitable for these in order to collect the views from all the 390 teachers. Seventy - eight head teachers were also interviewed using a pre-determined set of questions. The questions were a mixture of closed and open ended type. Teachers' responses to Research question 1 was analysed using frequencies and narratives. The frequencies were used to find out the number of respondents that gave same responses. Responses by head teachers to question 1 though were open ended, were coded and analysed using frequencies and they were also presented narratively.

Data on research question 2 'What views do teachers have on NALAP?' were collected using questionnaire with the help of closed ended questions and was analysed through the use of descriptive statistics. The means of each statement was recorded and in order to draw a conclusion on the research question, the mean of means was also calculated.

Data on research question 3 'How do teachers teach a class where there are pupils from different linguistic backgrounds?' were collected through questionnaire, observations and semi-structured interviews. The researcher needed to find out for herself how the teacher handled the situation where pupils come from different linguistic backgrounds. The teacher again needed to be interviewed on her views on the issue as well. Thus questionnaires, observations and unstructured interviews were appropriate for this question. This question was analysed both quantitatively and qualitatively. Quantitative data were analysed through descriptive statistics whereas qualitative data were

analysed by putting data into themes and discussing results narratively. Both the interviews and the observations were analysed narratively and side-by-side the quantitative analysis.

Data on research question 4 'What medium of instruction do teachers consider appropriate in their teaching and learning processes?' were collected through the use of the questionnaire and analysed using descriptive statistics. Both closed and open ended questions were posed in the questionnaire to collect data on this question. Head teachers were also involved in answering structured interview questions on this issue because usually in schools, the head teachers' opinions inform practices in the school.

Data on research question 5 'what teaching and learning materials are available in the school?' were collected using questionnaires, structured interviews and observation checklist as well. The questionnaires were to collect the views of all teachers whilst the observation checklist was used to find out if the schools really had those materials and in what state they were. The responses of head teachers by way of a structured interview, were also collected as a way of delving into the background of the situation. This question was analysed using frequencies and percentages and also by narratives.

Data on research question 6 'how do teachers teach language and literacy lessons using the NALAP approach?' were collected using observations and semi-structured interviews since the researcher needed to observe lessons and also engage the teachers in conversations to find out their views on NALAP and how the teaching and learning materials were incorporated in the lessons. The observations were analysed along themes

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whereas the interviews were transcribed and used to support the analysis of observation. These were done narratively.

Data on research question 7 'what challenges do teachers in the Central Region of Ghana encounter in their teaching of language and literacy lessons?' were collected using questionnaire, observation and semi-structured interviews. The questionnaire requested all teachers to state their challenges in the NALAP teaching. In order for the researcher to find out for herself the true situation with regards to teachers' challenges in their teaching, she observed lessons of some teachers as well. Furthermore, the semi-structured interviews again brought out some of the challenges teachers encountered in their teaching. The quantitative data on this question were analysed using descriptive statistics whereas the qualitative data were analysed using narratives.

Data on research question 8 'what types of professional support for NALAP have teachers received since its inception?' were collected through the use of questionnaire and structured interviews. Close ended questions were employed to elicit responses that answered this research question. The EC coordinators were also interviewed (structured) to find out the number of professional support they have been able to render teachers.

For all questions that were collected through observations, video cameras were used to aid the data collection process and for unstructured interviews, audio recorders were also used so as to get verbatim reports. Field notes were taken as well. The two databases (quantitative and qualitative) were analysed separately and then compared to determine if there was convergence, difference or some combinations.

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Both hypothesis 1 and 2 were analysed using one-way ANOVA. This analytical tool, one-way ANOVA, was used to find out if there were differences in the responses between the various groups (teachers in the various districts) and responses within a group. This was done with the help of SPSS.

Return rate of questionnaire

Three hundred and ninety questionnaires were distributed throughout 6 districts in the Central Region of Ghana. In each district, 65 questionnaires were given out to teachers at the lower primary section of 13 schools. Data were collected from Efutu Municipality, KEEA Municipality, Mfantseman District, Cape Coast Metropolis, Ewutu Senya East Municipality, and Agona West District of the Central Region. This information is presented in Table 3.

Table 3: Districts used in the study and the return rate of questionnaire

District	Number given out	Number returned	Percentage returned
Efutu	65	65	100.0
KEEA	65	64	98.5
Mfantseman	65	53	81.5
Cape Coast	65	65	100.0
Ewutu Senya East	65	58	89.2
Agona West	65	65	100.0
Total	390	370	94.9

Source: Field survey, Torto (2017)

Table 3 shows that not all questionnaire were returned. Sixty-five questionnaires were given out in each district but in the Mfantseman District for example, as many as 12 questionnaires were not returned. 1 questionnaire was not well answered so eventually, 370 questionnaires were used for analysis in the study.

Ethical Considerations

This study though was not about the private lives of participants, it concerned their professional lives. I therefore assured all participants of their confidentiality, letting them know that their responses would only be for academic purposes and it will never be used in any other way that could jeopardise their profession. I also assured them that their identity will be kept confedential. I ensured respondents that they could withdraw their participation in the study whenever they wished. I made sure participants to be observed were informed at least two days earlier so as for them to decide either to be part or otherwise. After the observation, I endeavoured to discuss what I observed with each participant before proceeding to the interview session. I again informed them of my intention to record the interviews before doing so. After the interview, I played back the recording for them to listen to it in case they decide to make clearer what they had earlier said or to change their views stated earlier. No participant was coerced into taking part in the study neither was any participant lied to for the sake of gaining access to the participants. I made all participants aware that what they were about doing was only voluntary so they were at liberty to pull out whenever they desired to. All observations and interviews took place in the participant's classroom according to the participant's choice. I acted as a trainee teacher giving

assistance to the teachers by distributing books to pupils. I ensured that that the interviews took place only between the participant and myself, with no other person around. No pictures of both pupils and teachers were taken in order to further keep the participants' identity anonymous. Concerning the questionnaire, I allowed time for each respondent to skim through and ask questions before leaving them to answer them.

Chapter Summary

This study adopted a mixed method approach to investigation where both quantitative and qualitative methods were used in the data collection. A sample of 370 teachers, 78 head teachers and 6 Early Childhood Coordinators were actually used in the study. The purposive sampling technique was used in selecting 6 districts in the Central Region of Ghana with schools sited in major areas being the focus. This technique was to ensure that areas that have residents with varied linguistic backgrounds get selected. The purposive sampling technique was again used to select schools that have pupils from different linguistic backgrounds in order for the researcher to find out and establish the medium through which these pupils were taught. Questionnaires, observation and interviews, (both structured and semi-structured), were used for data collection so that the result could be generalized to the region. Teachers were given questionnaires to answer with 24 out of the number having their lessons observed, after which an interview was conducted to ascertain why teachers taught the way they did. Also, the views teachers have on NALAP were elicited using interviews. Head teachers were also interviewed (structured) on the medium of instruction and on the NALAP materials available in the school.

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In order to get the truth of the situation regarding NALAP teaching, observations were conducted so that the reality of the situation is gathered. The observations were conducted twice so that the teacher's actual teaching style and familiar method of teaching gets revealed. The observations were also video recorded so the researcher gets the actual picture of events. Responses to questions posed on the interviews were both recorded and written down as well.

Furthermore, 6 districts EC coordinators within the districts used for the study were interviewed (structured) to find out the number of professional supports on NALAP they have been able to organise for the teachers in their districts so that the picture teachers painted concerning the number of professional supports given them could be buttressed.

Due to the nature of the sampling techniques used for this study, there were bound to be some limitations that could affect the results. The study used a purposive sampling technique which could be difficult when it came to generalization of results, but this technique help for schools in the major cities and that which were close to major market centres to be selected for the study since I wanted to used schools that were likely to have pupils coming from different linguistic backgrounds, though this technique could have resulted in biases in the selection of schools. Simple random sampling may not give such results. Again since all schools were supposed to be going by the NALAP approach, all schools were considered homogeneous in that regard. Moreover, in selecting schools using the NALAP approach purposively was my focus since I wanted to find out how teachers teaching classes of pupils with different linguistic backgrounds use the NALAP approach.

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Furthermore, the issue of respondents responding to the questionnaire untruthfully though could have been a challenge, observations of lessons and semi-structured interviews were employed in order to deal with that challenge. These observations were conducted twice after being familiar with the teachers so as to record the true state of the situation. With the aid of a video recorder device, I recorded the teaching of the lessons as well as take down field notes so that I did not miss anything activity.

Also the inspection of NALAP materials in the schools helped to find out the true situation in the schools. Instruments were scrutinized by my supervisors and pilot testing of instruments were done to further remove all ambiguous items as well as rewording difficult ones. All these were done to enable me to generalise the results to the region.

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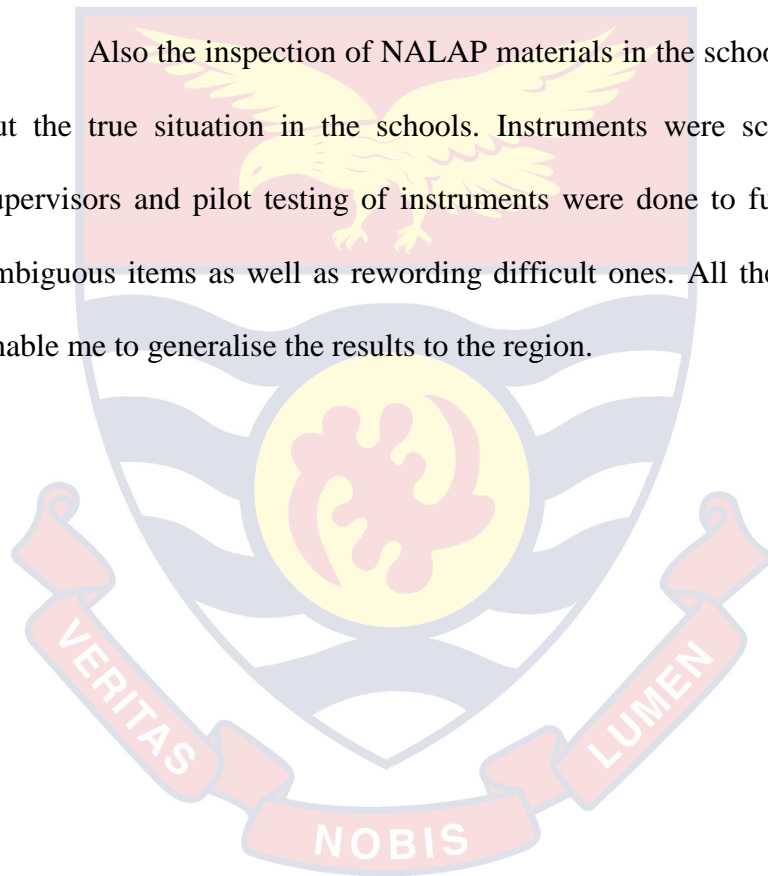
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study examines the pedagogical issues teachers in the Central Region encounter in using the NALAP approach in classrooms that may have pupils with different linguistic backgrounds. The study again collects teachers' views on the language of instruction that they regard as appropriate to be used in their classrooms. This chapter deals with the presentation and discussion of the results that were gathered from the questionnaire, interviews and the observation conducted. The respondents used for the study were 370 teachers of the lower primary classes of 78 basic schools within 6 districts in the Central Region of Ghana and the 78 head teachers of the schools selected for the study. Also, 6 EC coordinators were used for the study. Questionnaire, observations and interviews were the instruments used for data collection. The results of the study were analysed using frequencies and percentages, Oneway ANOVA and narrative descriptions.

The results of data collected are presented based on the research questions posed in Chapter One. The questions are re-stated in subsequent discussion sections of this chapter.

The questionnaire had two sections, the demographic section and the section that dealt with the research questions. The questionnaire collected data based on districts and location of school or school type. The observations were done twice and interviews were conducted after the observations.

Results of Demographic Data

On demographics, respondents' age, sex, number of years in the teaching service, class, languages respondents speak, read and write were demanded from teachers. Data were collected according to the school type or the location. This information is presented in Figure 3.
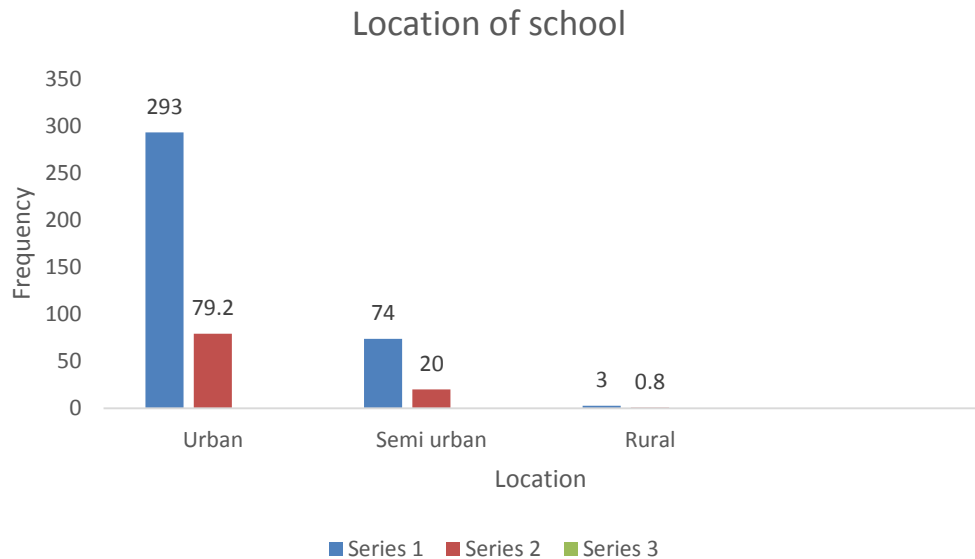
Figure 3: Location of school
Source: Field survey, Torto (2017)

Figure 3 reveals that a greater majority of schools where data were collected are found in the urban centres. Only three respondents (0.8%) answered that their schools were located in the rural areas. This result shows that with the majority of schools used for the study were located in the urban centres and so these schools were likely to have children coming from different linguistic backgrounds since there was the availability of government jobs that attract workers from all over the country. These workers migrate to these areas with their families as well as with their cultures that define them. These schools are also likely to have access to teaching materials and frequent

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visits from the Ghana Education Service (G.E.S) officials that are stationed in the urban centres. Thus such schools are very likely to conform to the directives and practices of the GES.

The questionnaire again demanded the age ranges of respondents. This information is presented in Figure 4.

Age range of respondents
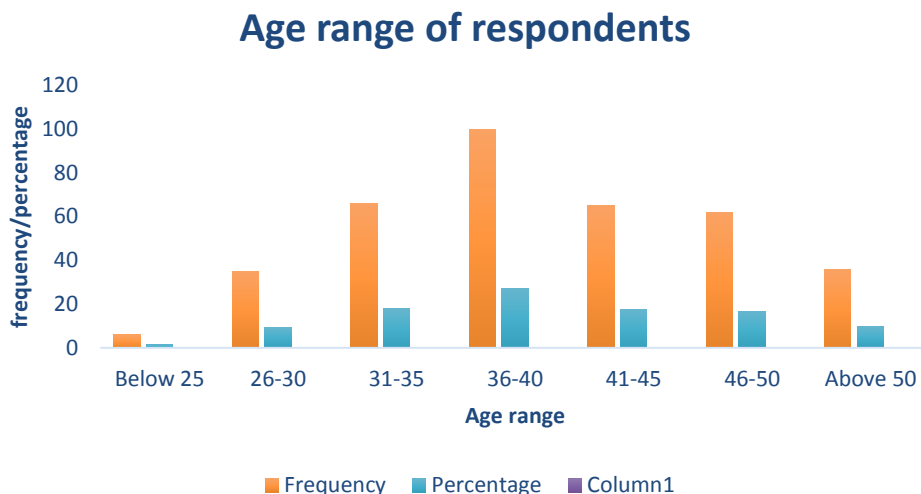
Figure 4: Age range of respondents
Source: Field survey, Torto (2017)

Data collected on the age range of teachers reveal that an active group of teachers, with regards to their ages, teach in the lower primary classes in the Central Region. This shows that teachers, all things being equal, will teach better since they have the energy to work for longer hours. These teachers will then be able to teach a NALAP lesson that lasts for 90 minutes every day of the 5 school days within the week. The respondents were asked to state their sex as part of the demographics. Figure 5 presents the data on sex.

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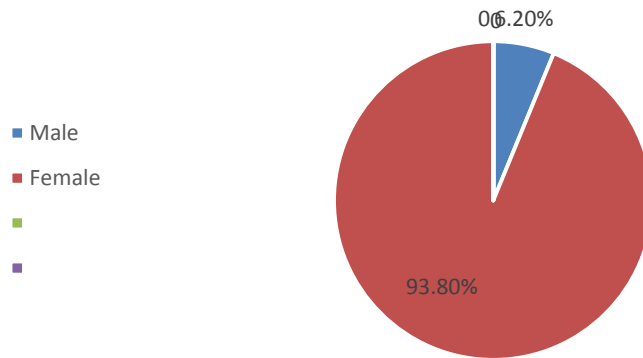
Figure 5: Sex of respondents
Source: Field survey, Torto (2017)

Data collected and presented in Figure 5 reveal that there are many females that teach in the lower primary levels in the public basic schools in the Central Region.

Respondents were again asked to state their professional qualifications. This information is presented in Table 4.

Table 4: Professional Qualification of Teachers

Qualification	No.	%
Certificate A	10	2.7
Diploma	104	28.1
Bachelor's Degree	252	68.1
Masters	4	1.1
Total	370	100.0

Source: Field survey, Torto (2017)

The information as presented in Table 4 shows a greater majority of teachers who teach at the lower primary level in the sampled schools being Bachelor's degree holders. The table again shows that in some of the lower primary classes, there are teachers who have attained their second degrees. The table further reveals that there are no NYEP teachers in the classrooms used for the study as it was during the NALAP training. Thus in these classrooms, teachers are permanent and are professionals.

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Respondents' number of years spent in the teaching profession was furthermore inquired of from them. This information is presented in Table 5.

Table 5: Number of Years in Service

Number of years	No.	%
5 years and below	33	8.9
6-10	95	25.7
11-15	106	28.6
16-20	66	17.8
Above 20	70	18.9
Total	370	100.0

Source: Field survey, Torto (2017)

With regards to the number of years in service, Table 5 reveals that only 33(8.9%) of the teachers were not in service when NALAP was implemented. The table further reveals that in the Central Region, the teachers in the lower primary classrooms are well experienced if the number of years spent in service is anything to go by.

Table 6: Class the Respondents Taught

Class	No.	%
KG1	49	13.2
KG2	75	20.2
BS1	82	22.2
BS2	87	23.5
BS3	77	20.8
Total	370	100.0

Source: Field survey, Torto (2017)

Table 6 revealed that most class 2 teachers were willing to be participants of the study and so took part. This situation happened due to double streams some schools were operating which the research did not take into consideration because it was not known to her. Again, some schools did

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not have KGs whilst some other schools had only one KG 1 class but two KG 2 classes. These situations brought about the unequal use of the level and number of classes. Where there were double streams, I used teachers of the primary two and three that were willing to be part of the study. The reason for this was that reading begins in primary 2 according to NALAP so using primary two will reveal whether NALAP is being successful or otherwise. However, some teachers were absent and their classes were being taught by National Service persons. These service persons were not included in the study. Again, since I needed to know what was going on in the other kindergartens, some of these classes were also used. Thus more primary two classes were used as compared to the other classes. This realization did not result in an equal number of classes used for the study.

The table again reveals that a high percentage of respondents taught in classes where pupils were not required to read and the other half taught in classes where pupils were required to read under NALAP approach standards. This information helped to bring to the fore difficulties teachers were encountering both at the level where pupils were not supposed to do active reading and the level where pupils were to be engaged in active reading.

The respondents' literacy in Fante was again required by the questionnaire. NALAP teaching requires speaking, reading and writing of a Ghanaian language. Teachers' responses have been tabulated and presented in Table 7.

Table 7: Teachers' Literacy in Fante

Response	Spoken		Read		Written	
	No.	(%)	No.	(%)	No.	(%)
Yes	333	89.8	291	78.4	285	76.8
No	38	10.2	80	21.6	86	23.2

Source: Field survey, Torto (2017)

The questionnaire revealed that 333 (89.8%) out of 370 teachers spoke Fante which is the dominant language in the Central Region. However, 291 (79%) out of the number that could speak Fante stated that they could read Fante whilst 285 (77%) stated that they could write Fante. This statistics means that there are teachers who teach in the lower primary levels in the Central Region who can speak the Fante language but they may neither read nor write in it. NALAP being a bilingual medium of education requires teachers to read and write in a local language but where the teachers only speak the language without reading or writing in the language could be problematic. This data has revealed that there are lower primary teachers in the Central Region who are non-speakers of the dominant language of the area as well as teachers who can speak the language but are not literate in it. Having such teachers at the lower primary level could pose a great challenge to the approach.

Results on Research Questions

Research Question 1: What views do teachers and head teachers in the public basic schools in the Central Region have on the use of a particular medium of instruction? This research question sought to find out from both teachers and head-teachers their views on the use of a particular medium of instruction. The responses of teachers have been presented in Table 8.

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Table 8: Views of Teachers on a Particular Medium of Instruction

Statement	No Agreement	Agree to a low extent	Medium	High	Very High
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
The English-only medium allows me to express myself in my teaching better	228 (61.6)	96 (25.9)	32 (8.6)	12 (3.2)	2 (0.5)
My pupils understand my lessons better when I use the English only medium	258 (70)	75 (20.3)	23 (6.2)	9 (2.4)	4 (1.1)
My pupils participate better when I use the local language in teaching	11 (3.0)	39 (10.5)	73 (19.7)	124 (33.5)	123 (33.2)
I like to mix local and the English languages so pupils understand concepts as well as learn the English	13 (3.5)	21 (5.7)	57 (15.4)	134 (36.2)	145 (39.2)
Mixing the two languages makes me express myself better	33 (8.9)	20 (5.4)	67 (18.1)	143 (38.6)	107 (28.9)

Source: Field survey, Torto (2017)

Scale
1: do not agreement
2: agree to a low extent
3: agree to a moderate extent
4: agree to a high extent
5: agree to a very high extent

Data collected revealed that the majority of the teachers (228) forming 61.6% respondents disagreed with the fact that the English only medium allows them to teach their pupils better. A significant number of respondents stated some level of agreement though. Whilst 96 respondents (25.9%) had a low agreement to the statement, 12.3% of the respondents demonstrated a moderate to a very high extent of agreement. This information then shows that even though most teachers do not rely on the English only medium, some others use this medium since they are able to express themselves better in their teaching. Further questions revealed that teachers use the local language medium because the pupils understand the lessons better when they are taught in this medium. The majority of teachers (258) forming 70% stated that pupils do not understand lessons well when they teach them in the English only medium. This further means that, 30% of teachers had varying levels of agreement to the statement. Thus in these classrooms where pupils tend to understand lessons in English, teachers may either code-mix English with a local language or use English solely since to them, the English code is not a barrier to the understanding of concepts. It may also mean that the pupils in these classes where English is used might be coming from different linguistic backgrounds and so using the local language of the majority of pupils might not help the minority language speakers. Two hundred and forty-seven (247) teachers forming 66.7% of the sample used however stated from a high extent to a very high extent that their pupils understand lessons better when they are taught in the local language even though 112 teachers demonstrated a low agreement to a moderate agreement. Eleven (11) teachers, however, did not agree that their pupils participate better when they used the mother-tongue in

teaching. This result reveals that in 3% of classrooms, though not statistically significant, pupils do not participate well in class discussions due to the local language used. This result shows that some teachers prefer the English only medium or a combination of the two codes in teaching due to the calibre of pupils they teach as 96.5% of teachers recorded that they preferred the bilingual medium since it helped pupils to understand concepts better.

Data were also collected from head teachers concerning the medium they thought was better in concept delivery. The responses of these head teachers have been tabulated based on the uniformity in responses and presented as table 9.

Table 9: Tabulated responses of head-teachers

Medium	No.	%
Mother-tongue (L1)	2	2.6
English (L2)	16	20.5
Bilingual with more English	17	21.8
Bilingual with equal English & Local language	43	55.1
Total	78	100

Source: Field survey, Torto (2017)

Data collected from the head-teachers within the region also revealed that a greater majority was in favour of the bilingual medium of instruction. Sixty (60) head-teachers representing 76.9%, reported that they preferred the bilingual medium. Out of this majority, 17 head-teachers preferred more English component than the local language component explaining that since the pupils already spoke their mother-tongues, they needed to learn the

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English language, using their mother-tongues for the understanding of concepts. They also maintained that even though the pupils need to understand what they are taught and so the mother-tongue is to be used, these pupils also need some English for a smooth switch to the English-only medium when they get to primary four. Sixteen (16) head-teachers however wanted the English only medium, citing the fact that the pupils needed to be taught in English since all examination questions, except Ghanaian language, were set in English. These head-teachers again mentioned that the pupils already use their mother-tongues at home and on the school's premises therefore teaching them in their local languages will be doing them a disservice. These head-teachers stated that children need to be taught in the L2, so that they get to grasp some vocabulary in order to make good English constructions and to become confident speakers of English. Only 2 forming 2.6% head-teachers mentioned that they wanted their pupils to be instructed solely in the local language.

Discussion on views teachers and head teachers in the public basic schools in the Central Region have on the use of a particular medium of instruction.

Results gathered from Research Question 1, 'What are the opinions of teachers and head-teachers in the public basic schools in the Central Region on the use of a particular medium of instruction?' have therefore revealed that both teachers and head-teachers had similar opinion on the bilingual medium of instruction where both the English language and the mother-tongue or a local language are both used in the same lesson. That is, they were in favour of the form of bilingual medium that is used for NALAP instruction. The teachers and head-teachers believed that this medium would help pupils to

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understand and grasp concepts better which would result in long-lasting learning. Ghanaian school children are second language learners so they definitely have a limited proficiency in English therefore as the U.S. Congress P.L. 95-561 stated, pupils with such limitations should be instructed in both English and their local languages with appreciation for their culture so that they progress through the educational system since these children are already familiar with their environment. Thus linking the known language with the target language becomes easier and in so doing, pupils' cognitive and affective domains get developed (Blanco, 1977). As the teachers and the head-teachers intimated, this way of teaching obviously is not to teach the English language per se, but to reinforce information through the second language as Marlarz (n.d) posited.

Upon a further examination of the medium teachers and head-teachers advocate for, it is clearly realized that the Code-Switching is what they prefer since it gives pupils the opportunity to hear and use two languages in the lesson and so get to understand concepts better. This is in agreement with Modupeola's (2013) stand that Code-Switching enhances pupil's understanding of concepts. Again, pupils' frustration is eased as they learn in a language they know and then transfer what they have learnt to the language they are learning, confirming Widdowson's (2003) contention. Teachers again stated that the pupils participated well in lessons where the bilingual medium was used. This also confirms the finding put forward by Clegg and Afitska (2011) on the premise that code- switching increases classroom participation.

Furthermore, if pupils are taught in a known language first and the teacher provides enough exposure to the English language, as Cummins

(1981b) suggested, they will be able to transfer their underlying proficiencies to learning English. This is the medium NALAP advocates for.

The research question further revealed that some teachers and head-teachers prefer to use the English only medium in instruction because to them this medium would help pupils better by providing them the needed atmosphere to learn more English vocabulary and to use them in context. Providing pupils the needed environment to use language correctly is not negative however, as Cummins (1981b) contended, if the pupil is instructed in a known language and adequate provision is made for him/her to learn a second language, then the learning of the second language will take place since that pupil will use his/her underlying proficiencies gained in the first language in learning this second language. In Ghana, the majority of pupils are familiar with their mother-tongue before the school age and so instructing these pupils first in their mother-tongues and then creating the opportunity for them to learn English should be beneficial to them.

Research question 1 has therefore revealed that both teachers and head-teachers desire the bilingual medium of instruction where both the mother-tongue of the pupil and the English language are used for a better teaching and learning enterprise.

Research Question 2: What views do teachers hold on NALAP?

This research question sought to find out the ideas teachers have concerning NALAP and their understanding of the concept. Questionnaire was the instrument used in the collection of data in order to answer the research question. Quantitative data was collected using 6 statements that demonstrated the understanding of NALAP. The frequencies and the means of each

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statement were arrived at. The results of research question 2 have been presented in Table 10.

Table 10: Teachers' Level of Knowledge on NALAP

Statement	Mean	S.D
NALAP is an approach that allows for teachers to teach their pupils in the mother tongue only.	2.04	1.32
NALAP is an approach that allows for teachers to teach a lesson using two languages.	3.69	1.28
In using the NALAP approach, a teacher asks a question in the English language and pupils answer in the local language.	2.42	1.42
NALAP teaching allows for the teacher to write in English on the board but explains in the local language	2.93	1.41
NALAP teaching is only meant for the pupils at the KG	1.49	1.00
NALAP teaching is meant for KG to Primary Three	3.61	1.43
Mean of Means/Average Standard Deviation	2.70	1.31

Source: Field survey, Torto (2017)

Scale

1: do not agree

2: agree to a low extent

3: agree to a moderate extent

4: agree to a high extent

5: agree to a very high extent

The majority of teachers registered a no agreement to the statement, 'NALAP is an approach that allows for teachers to teach their pupils in the mother-tongue only', showing that the majority of teachers know that NALAP does not make use of solely the mother-tongue of the child. Some teachers however demonstrated varying agreements to the statement which also reflects the views of teachers regarding the approach. Some teachers however do not

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know this fact and so think that NALAP only deals with the mother-tongue of the child since a mean of 2.04 (low agreement) proves this. The mean for the statement was 2.035 showing an agreement to a low extent. Thus the majority of teachers knew that NALAP made use of the pupils' mother-tongues at some percentage. A greater majority of teachers also knew that NALAP made use of two languages, the English language and the dominant language of the area where a school is sited as a mean of 3.7 was recorded for this statement. Teachers again demonstrated a low agreement with a mean of 2.41 to the fact that whilst teachers asked a question in English, pupils answered in the local language. This proves that teachers have some idea of how the two languages are manipulated in NALAP teaching though not all teachers have this understanding.

Furthermore, a mean of 2.9 was recorded representing a moderate agreement to the statement that NALAP allows for teachers to write in English but explain in the local language. This revelation shows that though teachers are aware that two languages are used in NALAP teaching, a few of the teachers think that it is just about translating from English to the local language. Teachers also knew that NALAP teaching was for the KG to Primary Three as the mean recorded 3.06 showing a moderate agreement to the statement. However, some teachers seem to have no idea about what level NALAP is to be used. A mean of 1.49 was recorded when teachers were to state their degrees of agreement on the statement that NALAP teaching was for the KG only. Teachers therefore know that NALAP is not meant for the KG only but then the agreement to the statement which says that 'NALAP is meant for KG to Primary Three' is not very high either.

Considering the responses of teachers and the means recorded, a mean of means was calculated and it was recorded as 3.1 showing a moderate agreement of teachers' responses on their views on NALAP. This result shows that teachers have some level of understanding of what NALAP is but there seem to be some lapses in their understanding of how it works or how it is to be used.

Discussion on the views teachers hold on NALAP.

The results of this research question have revealed that not all teachers who teach at the lower primary level of public basic schools in the Central Region of Ghana know much about NALAP. Teachers do not really know how the two languages are manipulated in NALAP enactment and so they do not restrict themselves to the various language segments during lessons though teachers have an idea that the approach deals with the bilingual medium. In a situation where teachers do not restrict themselves to the language segments, teaching absolutely in a particular language will be difficult with regards to the concept that must be taught. Cummins (1981b) posits that teaching concepts in a familiar language makes it easy for transfer to another language to take place because pupils understand the first language. However in a situation where the concept is delivered in two languages, a known one and an unknown one, there will definitely be gaps in the acquisition of knowledge and that knowledge will not be whole.

In an interview, some teachers stated that to them, NALAP uses two languages. This idea about NALAP is right but the use of these two languages is bound by rules as depicted by the NALAP time slots (EQUALL, 2010). The research question has again revealed that there are teachers who do not

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understand the concept and how it works. The NALAP lesson observations further revealed this as most teachers found it difficult to teach without consulting the teacher guide every now and then with some teachers not knowing what to do. This therefore proves that either teachers were not well trained to understand the approach or that teachers were not trained at all. According to BTL which was adapted and repackaged as NALAP for Ghanaian schools, teachers were trained and given tools to help learners to be successful (Letshabo, 2002), but the situation where untrained NALAP teachers are to teach the approach will surely spell doom and the approach will be unsuccessful. Thus teachers do not know much about NALAP and so hold distorted views on the approach.

Research Question 3: In what medium do teachers teach a class where there are pupils coming from different linguistic backgrounds?

This research question sought to find out in what medium teachers who have pupils coming from different language backgrounds deliver their teaching and the motivating factor that makes them use a particular medium. Questionnaires and semi-structured interviews were used to collect the data needed to answer this research question. The results gathered have been presented in Tables and in narratives. The research question needed to find out the linguistic heterogeneity of pupils. The results are presented in Table 11.

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Table 11: Linguistic Heterogeneity of pupils

Statement	Do not Agree	Agree to a low extent	Medium	High	Very High
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
The pupils I teach have different mother-tongues	134(36.2)	52(14.1)	47(12.7)	112(30.3)	25(6.8)
The pupils I teach have a similar mother-tongue	83(22.9)	19(5.2)	77(21.3)	134(37.0)	49(13.5)
The pupils I teach though come from different linguistic backgrounds they can understand the language(s) spoken by the people in the area where the school is sited	38(10.3)	18(4.9)	63(17.0)	165(44.6)	86(23.2)

Source: Field survey, Torto (2017)

Scale
1: do not agree
2: agree to a low extent
3: agree to a moderate extent
4: agree to a high extent
5: agree to a very high extent
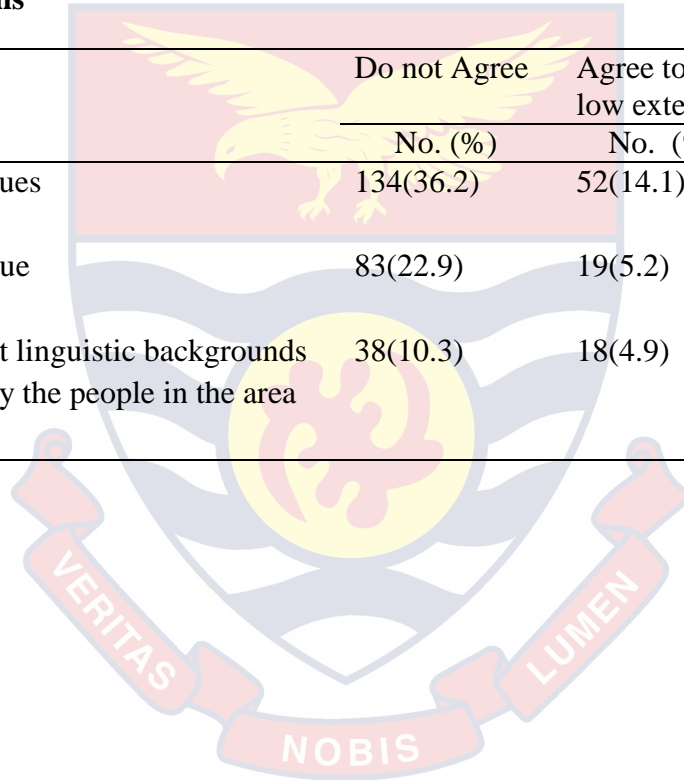
Results gathered and presented in Table 10 shows that the majority of teachers who answered the questionnaire do not have pupils coming from different linguistic backgrounds. 134 teachers forming 36.2% responded that their pupils do not come from different linguistic backgrounds, meaning pupils have a common language background therefore the teacher might use the common language in instructing pupils during the local language segment of NALAP teaching. However, a good number of respondents, 112 forming 30.3%, agreed to a high extent that there are pupils with different linguistic backgrounds in their classrooms.

When teachers were asked if their pupils had a similar mother-tongue, a greater majority of respondents agreed to a high extent to this statement. Even though these teachers had initially stated that their pupils had different mother-tongues, they again stated that they had similar mother-tongues. This therefore reveals that the pupils spoke the different varieties of the Fante language which were mutually intelligible. The result again reveals that in these classrooms, there were some pupils whose mother-tongues were mutually unintelligible with the Fante language and these pupils could be disadvantaged when Fante is used in the NALAP enactment.

Again, a whopping 165 teachers forming 44.6% intimated that even though their classrooms have pupils coming from different linguistic backgrounds, these pupils understand the language spoken by the people in the area where the school is sited, which makes teaching in a particular medium easy to some extent. Again in such a situation, there will still be a disadvantaged group because not all teachers agreed to the statement.

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The questionnaire further found out from teachers the medium of instruction they used with the calibre of pupils they had in their classrooms. The results are presented in Table 12.

Table 12: Medium of Instruction used by Teachers

Statement	Do not Agree	Agree to a low extent	Medium	High	Very High
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
I teach my pupils using the local language of the area	40(10.8)	20(5.4)	69(18.6)	137(37.0)	104(28.1)
I teach my pupils in my own mother tongue	160(43.2)	29(7.8)	52(14.1)	78(21.1)	51(13.8)
I teach my pupils in the English language since they speak different local languages	195(52.7)	51(13.8)	38(10.3)	59(15.9)	27(7.3)
I teach my pupils in the language the majority of them speak	74(20.0)	32(8.6)	68(18.4)	131(35.4)	65(17.6)
I teach my pupils in the language they use during play	56(15.1)	47(12.7)	46(12.4)	153(41.4)	68(18.4)

Source: Field survey, Torto (2017)

Scale

1: do not agree

2: agree to a low extent

3: agree to a moderate extent

4: agree to a high extent

5: agree to a very high extent

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Table 12 has revealed that, though the majority of classes are taught using the mother-tongue of the area where the school is sited, some classes may encounter problems with the choice of language due to the fact that not all pupils have the same mother-tongue as it was realized that 241 teachers forming 65.1% agreed from a high extent to a very high extent on the statement that they taught their pupils using the local language of the area where the school was sited.

Teachers again showed various degree of agreement that they taught their pupils in the mother-tongue of the teacher as 56.8% of the teachers stated on the questionnaire. This result meant that there were teachers who had the same mother-tongue as the one spoken in the area where the school is sited and there were teachers who though do not have the language spoken by the people in the area where the school is sited as their mother-tongue, they can still speak that language. Again, the results showed that there were teachers who did not speak the language of the area but had to teach in that area. Such teachers will use the English medium only in instructing pupils. Furthermore, a greater majority of the teachers, 195 being 52.7%, stated that they do not use the English only medium in instruction whilst 314 teachers stated from a low agreement to agreement to a very high extent also demonstrated that they teach pupils in the language pupils use during play. Interviews also revealed that teachers used the pupils play language in explaining concepts.

Discussion on the medium teachers teach a class in where there are pupils coming from different linguistic backgrounds.

Data collected on research question 3 has revealed that though many classrooms in the central region have pupils who speak the same mother-

tongue or a similar mother-tongue which also happens to be the language of the area where the school is sited, there are some other classrooms that consist of pupils with different linguistic backgrounds. In these classrooms where pupils have different mother-tongues, the data has revealed that the majority of pupils are able to interact in the dominant language though they might not be native speakers of the language in use. Teachers tend to teach their pupils in the mother-tongue of the majority of the pupils in the class, which happens to be the local language of the area. In an interview, I found out from teachers that "*the children learn the language very fast because they play using the language*". So if teachers teach the dominant mother-tongue of the class, the others who come from different language groups might be at a disadvantage since though they have the play language, they might not know the language well therefore might not be able to understand certain vocabulary of the dominant language. This situation might cause the minority speakers to lose out on grasping concepts taught them at the initial stages of being admitted to the class and it could affect their academic performance because the foundation of concepts may not be well solidified as a result of their lack of understanding of the Fante language in teaching. This situation could further affect the pupils' interest in school as asserted by Pinnock (2009). Teachers who demonstrated that they taught their pupils in their own mother-tongues seem to have the same mother-tongues as their pupils. Teachers who do not have the same mother-tongue as their pupils might be teaching their pupils using a medium the pupils are not familiar with and might be doing pupils a disservice. Teachers, who taught their pupils in the pupils' mother-tongue but are themselves not native speakers of the language the pupils speak, will

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definitely encounter some problems in the NALAP delivery. It is very likely that such teachers may not read and write in the language. If it so happens, then the goal of NALAP will not be achieved. The reason for the goal not being achieved will be because teachers might read and write in English but explain the main concept in the mother-tongue. When this happens, pupils will not be able to read in their mother-tongues and so transferring their underlying proficiencies (Cummins, 1981) to English might not occur. The data further revealed that 175 teachers representing 47.3% teach their pupils in English at different degrees. This result shows that in such classrooms, NALAP teaching is not going on. It might be because the teachers are not speakers of the language spoken by the pupils or that the pupils have many different languages. If the teachers' reason for not teaching in the mother-tongue of pupils is because pupils have different mother-tongues, then obviously, teachers' use of a common language such as English will definitely happen. This finding is in agreement with Iyamu and Ogiegbaen's (2007) finding that using the mother-tongue medium in a class where pupils are coming from different linguistic backgrounds is almost impossible as some of them may be at a disadvantage. It, in a way, confirms Bamgbose's (1977) stand that the mother-tongue medium can only work in linguistically homogeneous areas. Even though the Central Region is home to Fantes who have different dialects but are mostly intelligible, the same region is also home to the Efutus whose language is mutually unintelligible to that of the Fante language. Apart from this, there are people from all walks of life and from all language backgrounds who are living in the Central Region. These people have their own mother-tongues, work in this region and have put their children into schools in the

region. Thus there is the presence of different linguistic groups in the classrooms in this region. Therefore, the classrooms in certain parts of the Central Region cannot be described as homogeneous anymore and even though there is the need for the use of a mother-tongue to boost teaching and learning, one common local language may not be feasible in instruction in these areas. The majority of teachers had further stated that they used the pupils' play language which is also the language the majority of pupils speak in teaching them but a few of the teachers demonstrated a no agreement stand on the issue. Thus some teachers use a language apart from the one pupils interact in often, in teaching them. That is, using an unfamiliar language in teaching. If this happens, then teaching and learning in such classrooms will not be successful as pupils will not be able to understand concepts well and will end up failing. This assertion agrees with the flip side of Zafeirakou's (2015) contention that when children are not taught the foundational skills in a language that they speak and understand, it brings about failure and drop out in the early grades.

Research question 3 has thus revealed that there are some classrooms that have pupils who have different mother-tongues and in such situations, the teachers may either use the children's play language, dominant local language or the English language in instruction.

Research Question 4: What medium of instruction do teachers consider appropriate in their teaching and learning processes? This research question sought to find out from teachers the medium of instruction they needed to use considering the language background and academic level

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of their pupils. Again, questionnaire was used to gather data on the question. The results have been presented in Table 13.

Table 13: Medium of Instruction Teachers Find Appropriate in Teaching

Statement	Mean	SD
Using the mother-tongue of the child is appropriate in teaching the child	3.79	1.16
Using the English language is appropriate in teaching the child	2.14	1.16
Using both the mother-tongue and the English language in the same lesson is appropriate	3.95	1.07

Survey, Torto (2017)

Scale

1: do not agree

2: agree to a low extent

3: agree to a moderate extent

4: agree to a high extent

5: agree to a very high extent

The results showed that a greater majority of respondents, 265 representing 71.7% agreed from a high extent to a very high extent to the fact that using the mother-tongue of the child is appropriate in teaching the child. Few teachers, 29 representing 7.8%, however did not agree to this fact. To buttress the stand by the majority of teachers on the use of the mother-tongue, a statement that finds out from teachers whether the English only medium is appropriate was posed. 148 teachers representing 40.2% demonstrated a no agreement to the statement. Furthermore, when teachers were asked whether they found the bilingual medium appropriate, 279 teachers forming 75.6%

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agreed from a high extent to a very high extent on this statement. Sixty-eight (68) teachers also forming 45.4% also had some form of agreement. However, 6.0% of teachers demonstrated a no agreement on the issue. Thus, the majority of teachers found the bilingual medium appropriate. A descriptive statistics was again calculated to find the mean and the standard deviation on the research question for further analysis.

The means and the standard deviation on the medium of instruction teachers find appropriate in the teaching and learning process shows that a mean of 3.7919 was arrived at for the statement that finds out from teachers whether they saw the mother-tongue medium as appropriate in teaching. The mean shows that the responses were a little above moderate revealing an above-average stand by teachers. However, the mean for that of the statement that finds out whether the bilingual medium was appropriate was higher than the mean for the mother-tongue medium. This result means that though teachers like to use the mother-tongue medium, they see the bilingual medium as more appropriate as it makes teaching easier and pupils get to grasp the concept taught whilst learn some English as well.

Discussion on the medium of instruction teachers consider appropriate in their teaching and learning processes.

The results gathered for research question 4 has revealed that teachers see the bilingual medium as more appropriate since the pupils get to hear teaching done in their own mother-tongue. Teaching done in the pupils' mother-tongue and in English results in them understanding the concepts taught as well as giving pupils the opportunity to learn English in context whilst grasping some vocabulary for future expressions. A pupil, who has

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been instructed in both the mother-tongue and the target language, gets to appreciate his/her cultural heritage as they progress through the educational system (U.S Congress P.L. 95-561). Again the bilingual medium is seen as the appropriate medium since pupils get to learn concepts in their own language gradually and reinforce the information learned in the English language. Thus education for younger pupils are planned based on their identity (Anderson & Boyer, 1970). This finding in a way buttresses Ovando's (2003) argument that bilingual education presents quality education to the child since pupils develop cognitively and affectively (Blanco, 1977), whilst developing the child's communicative competence in the English language to the extent that by the time the pupils get to primary 4 where teaching will be done in English, they might have acquired more vocabulary to express themselves in the language. Thus, Cummins' (1981) theory is realised here in the sense that since pupils might have been taught in their mother-tongues and might have been exposed to the English language, transfer of proficiencies to the English language becomes easier and faster.

A structured interview conducted for head-teachers had also revealed that the bilingual medium was more appropriate in instruction of pupils at the lower primary level. This stand by the head-teachers will definitely positively influence the stand by classroom teachers on this issue since in many situations, the head-teachers take responsibility in ensuring quality teaching and learning for pupils' achievement (Day, 2016). Thus teachers find the bilingual medium more appropriate in teaching and learning in lower primary classrooms.

Research Question 5: What teaching and learning materials are available to teachers for the teaching of Language and Literacy which has come to replace English language on basic school time table? This research question sought to find out from both the teachers and the head-teachers of the various schools the NALAP materials the school had. Questionnaire was used to elicit responses from teachers and a structured interview guide was also used to elicit responses from head-teachers. Again, the researcher inspected the materials available in each school with the aid of a check list. Results of the questionnaire gathered are presented in Table 14.

Table 14: A Presentation of NALAP Materials Available to the Various Classes

Class	Teacher Guides	Pupils' Books	Readers	Big Books	Alphabet Cards	Posters
KG1(49)	46	9	9	42	40	46
KG2 (75)	67	10	6	47	47	58
BS1 (82)	67	31	22	38	30	54
BS2 (90)	87	51	30	29	24	48
BS3 (77)	75	47	40	26	16	26

Table 14 has presented the number of NALAP materials available to the lower primary classes and compared with the number of classes within each level used for the study. Beside each level is the total number of classes used for the study. For instance, 49 KG 1 classes were used for the study. The table has revealed that even though in a greater majority of classrooms teachers had the teacher guides, there were still some classes that did not have them. The problem of lack of teacher guides happens to be more pronounced

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in the primary 1 classes. If teachers have the teacher guides, perhaps NALAP teaching will go on smoothly because the guides spell out the various activities that teachers must go through with pupils at each step as the lesson unfolds, but where there are no teacher guides, NALAP teaching will definitely be a problem since teachers will not be able to teach well according to the NALAP concept. Teachers also depend on the guides to plan their lessons therefore a lack of the guide could mean that teachers were not teaching well according to NALAP and if it so, then the NALAP goal is not being met.

The table again reveals that not all classrooms have the pupils' books. In classrooms where pupils' books are not available, pupils will not be able to have picture readings and conversation lessons. This could be a set back to the goal of NALAP since pupils will not be engaged in oral exercises. Some teachers in the KG classes however stated that they had pupils' books. This revelation was difficult to take in because the NALAP pupils' books were not meant for the KGs and so should not have been distributed to those classes. According to NALAP, pupils' books were meant for primary 1 to primary 3 classes. Some classes at the KG and primary 1 again stated that they had readers even though these were meant for primary 2 and primary 3 classes. Thirty (30) primary 2 classes out of 90 classes and 40 primary 3 classes out of 77 classes however stated that they had readers. If this was the situation, then is means that some classes that had to be engaged in active reading were either not reading or that they were using other books that were not prescribed by NALAP. Again for the readers to find their way into classes they were not meant for is very problematic. It could be that the teachers were using some other reading material prescribed by the school and they stated these as

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NALAP materials. If it was so, then NALAP was not going to be implemented well in these schools according to NALAP guidelines.

On the issue of the NALAP Big Books, most KG1 classes reported that they had them and the majority of KG2 classes also reported that they had them. However, less than half of the primary 1 classes admitted that they had the books. The books contain stories in the local languages accompanied by bold writings and beautiful bold pictures that help pupils to understand the story and see the bold writings from wherever they sit in class. In classrooms where these books were nonexistent, the teachers would have to create a story in the local language, drawing their own pictures, to teach the pupils. This could be difficult for the teacher to do every week and he/she could get tired of doing it and so stop doing it all together. Some classes that are not supposed to use the big books reported that they had them. Fifty-five (55) primary 2 and 3 classes reported that they had these books. If this were true, then it meant that the distribution was done wrongly or that since the books were given to the school, the teachers in these classes decided to make use of them too.

Alphabet cards and posters were distributed to each school and not to classes. Classes that stated that they had these materials perhaps borrowed them from the school's store room. Table 14 shows that some KGs did not have or use the alphabet cards. This situation becomes worrisome as the teaching of phonics could be done wrongly if the teacher has not been trained to teach English or in using the NALAP approach. The table again reveals that these alphabet cards were being used at the primary level, even at primary three. This indeed is a serious issue since it meant that pupils at that level could still not read simple sentences on their own.

Head-teachers' responses were also tabulated in order to compare their responses with that of teachers. The head-teachers responses concerning the NALAP materials not supplied to the school have been presented in table 14.

Table 15: Responses of Head teachers on NALAP Materials not supplied

Material Not Supplied	No.	(%)
All Except Teacher Guides	34	43.6
Big Books	1	1.3
Readers	5	6.4
Posters	2	2.6
English Version	21	26.9
Readers and Alphabet Cards	1	1.3
Teacher Guides and Big Books	2	2.6
Big Books and Posters	3	3.8
Big Books, Posters and Readers	2	2.6
English Versions and Posters	3	3.8
Posters, Alphabet Cards and Readers	1	1.3
Posters, Big Books and English Versions	3	3.8
Total	78	100

Source: Field Survey, Torto (2017)

Table 15 shows a presentation of responses by head-teachers concerning NALAP materials that were not supplied to the schools. The table reveals that almost all schools were supplied with the teacher guides as the table reveals that only 2 schools did not receive the guides. This presentation shows that in some classrooms, teaching is not being done according to NALAP and this situation could pose a difficult teaching and learning engagement to the teacher. When this presentation is compared with the presentation of teachers on the distribution of teacher guides, there seem to be a vast disparity in the reports by the two groups. The reason for this disparity

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in responses could be that though the teachers were supplied the guides, these guides were worn out or lost and have not been replaced. 34 head-teachers stated that their schools were not given all the other materials except the teacher guides. The lack of the other NALAP materials will definitely make the teaching of the approach unpractical and teachers will shy away from teaching it. The table again shows that the other 44 schools that received materials other than teacher guides also stated that the schools did not take delivery of one material or another. Whilst some schools received big books and posters, others received alphabet cards and posters or big books and readers. However the majority of schools received readers in the local language only instead of receiving the readers in both the local language and in English. Schools that received readers in both English and the local languages, complained that the stories in the local language readers were different from the stories in English. These lapses could be a stumbling block for teachers in the implementation of the approach.

The researcher's inspection of these NALAP materials revealed that a greater majority of teachers had the teacher guides though some were worn out. Again, many schools did not have the big books even though the head-teachers claimed their schools took delivery of the books. This situation could mean that either the books had been destroyed due to over usage or that the books have been taken as personal property by either the teacher or the pupils. In one of the schools in the Efutu Municipality, the head teacher retorted that she did not have enough knowledge as to how to use the books and since the books were very few, she took out the pages and pasted these pages on the walls of her office and in the lower primary classrooms. In all the schools the

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researcher visited, pupil books and readers were available but they were very few and were worn out. Pupils had to be grouped in threes or fours just to share a book. The school had posters but these posters, in the majority of cases, had been pasted on the walls of the KG classes making it impossible for the other classes to use them. The researcher also realized that in some schools, the NALAP materials were not being used as they appeared relatively new and were locked up in trunks and kept in the schools' store rooms. In the majority of schools too, the pupils' books and the readers were kept in store rooms.

The responses by the teachers, head-teachers and the results of the researcher's inspection of materials in the schools revealed that schools were supplied with the teacher guides but not all schools took delivery of the other NALAP materials. Again the schools that were fortunate enough to take delivery of the materials did not have enough for all pupils in the classes. Furthermore, the materials supplied to the schools were either quite new, worn out or lost with the worn out and the lost ones not replaced.

Discussion on the teaching and learning materials available to teachers for the teaching of Language and Literacy which has come to replace English language on basic school time table

Research question 5 has brought to light the fact that some schools did not take delivery of all the NALAP materials whereas in some other schools, the materials were delivered alright but at the time of my visit, the materials were either worn out or lost. For NALAP teaching to go on well in the classrooms, teachers need to have access to all the materials needed for teaching Language and Literacy so that NALAP will be successful. Therefore

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if not all the materials were delivered or that they were delivered but are missing or worn out, then definitely the purpose of the approach will be defeated. Teachers will teach the NALAP approach based on the materials that are available which will hamper the introduction of concepts well in both languages in order for transfer of common underlying proficiencies to take place (Cummins, 1981b). The absence of materials will again affect effective teaching which could lead to unsuccessful reading since instructional materials have an indispensable role in language learning (Tomlinson 2008 as cited by Cakir, 2015).

Some teachers again complained that the pupils' books and the readers were written only in the local language with no English versions supplied to the school. This lack of English version made the teaching of the English segment of lessons become difficult. The NALAP concept demands that lessons should be delivered in two languages, teaching pupils to read and write in the two languages so that by the time they got to the upper primary where instruction would be done in English, they would be able to transfer their underlying proficiencies acquired in the local language to the English language (Cummins, 1981). If lessons make use of only materials in the local language, then teachers who are keen on teaching the NALAP concept would have to look for the English words and English versions of the stories for their pupils which could be extra work and could also be problematic especially for teachers who have not been trained to teach English as a major subject. Teachers who cannot put in this extra effort would also abandon the NALAP concept. Schools that received readers and pupils' books in both languages also complained that the stories in the local language version were different

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from that of the English language version. Thus, a teacher taught a story in the local language and when it got to the English language component of the lesson, a totally different story was presented. When this situation happens, pupils are left in a disadvantaged position because they do not get the other language versions of the stories and the vocabulary in the stories they meet. For instance, when they come across a word in the local language, they do not get the opportunity to see the English form of that word used in English because the stories are different. This situation of presenting different stories does not allow pupils to get the contextual meaning of words thus the pupils lose the vocabularies met due to their inability to grasp the meaning of words.

Again, though big books were supplied, not all schools took delivery of them. For schools that took delivery of the books, many of these books cannot be accounted for. Whilst some of them are lost or torn, others are also being misused. These big books help teachers in teaching various concepts to pupils as they contain pictures and bold writings for all pupils to see wherever they sit in the classroom. The lack of the big books means that conversation lessons are not being done properly. Pupils do not get the opportunity to see the different pictures as the story unfolds and the vocabularies that go with the stories. The intention of this big book will definitely be lost. To make the situation even worse, some head-teachers have removed the pages of the big books and pasted them on the walls of the head teacher's offices and the K.Gs as a way of creating a reading environment for the pupils. This act of the head-teachers clearly revealed their lack of knowledge of the NALAP concept. If these head-teachers do not have adequate knowledge about NALAP, then they

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will not be able to supervise its teaching well. In such a case, teachers will be left to teach it the way they can.

Furthermore, inadequacy of pupils' books and readers is a big challenge to the NALAP concept. Most classrooms had very few books to be shared amongst pupils. In this case, all learners did not have access to workbooks and other materials to complement and reinforce teacher's efforts (USAID, 2015). The few books that were available were not in good shape as well. This challenge will definitely not augur well for teaching and learning as teachers, in their effort to teach well and be resourceful, use other materials that are not prescribed for teaching.

Apart from the pages of the big books pasted on the walls of some classrooms, some schools have also pasted the posters that are to be used by all lower primary classes on their classroom walls, making it impossible for other classes to use the posters. Thus the posters are being used to create a literate environment in some classrooms whilst other classes are put in a disadvantaged position.

The research question again brought to light the fact that, the method of distribution of the material was not properly done. The reason is that not all schools took delivery of all the materials. This shows that some schools were overlooked during the distribution and this act on the part of the distributors, could put a school in a disadvantaged position. NALAP was implemented in all regions in Ghana and if the materials that are needed for teaching are not available, teaching will not be done and the efforts of the designers of the approach would be in vain.

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The inspection of NALAP materials also made it evidently clear that the majority of the materials, especially the alphabet cards, posters and big books that were available were kept at the head-teachers' offices. This meant that when the head teacher or the assistant was not available, getting these materials could be difficult and could disrupt the teaching of the concept. Some schools also kept their readers and pupils' books in trunks and these were kept at the offices. The pupils' books and the readers examined were quite new, which meant that they were not being used. The reason for their non-use as indicated by the head-teachers was that, they are written in Fante. Clearly, the NALAP teaching is not being done in such schools.

Research Question 6: **How do teachers teach language and literacy lessons using the NALAP approach?** This research question sought to investigate how the teachers used the NALAP materials in their teaching and learning enterprise. Observations and semi-structured interviews were employed in collecting data from teachers to answer the question. The observation checklist was used to find out if the teacher performed a certain activity or use a certain material in teaching, whereas the interviews which were based on the teachers' teaching, were also conducted to find out why the teacher did one thing or another in the teaching process. The data collected by way of observations and interviews were put into themes for analyses. The following themes were used: Presentation of lesson and duration of teaching, Use of NALAP material in lesson, Languages used in lesson, Activities of pupils in the lessons, Teacher's view on NALAP and General impression created by the researcher.

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Presentation of lesson and duration of teaching

In all the lessons that were observed, the researcher realised that teachers used the question and answer technique to get pupils to participate actively in the lesson. In a greater majority of lessons, teachers taught from the known to the unknown, that is, the teachers based their lessons on what pupils already knew and were based on the Ghanaian culture. Explanation and examples were about the pupils' daily lives since NALAP teaching is situated in the traditional context which is familiar to pupils. However, the language arts: that is, listening, speaking, reading and writing were taught in most situations discretely, not in an integrated manner. Vocabulary in both the mother-tongue and in English though was taught in the majority of classrooms; however, they were not accompanied by actions and pictures so pupils did not understand the words in context as was revealed in pupils' answers. Pupils did not get the opportunity to get the meaning of the words as used in context and this lack of opportunity could result in pupils lacking the skill of using the context within which a word is used in deducing the meaning of the word. No matter the level of the class that was being taught, pupils were made to read passages, though in many classrooms, the pupils were engaged in echo reading. In classes such as primary 1 and KG2, pupils were made to read sentences and passages even though reading at these early stages is not what NALAP teaches. Pupils were again asked to point to words as they read and the researcher realized that most of them could not identify some of the words. In a few classrooms, the teachers drilled pupils on "new" words and this again was done out of context. The researcher also realized that in the majority of classrooms, the teachers taught for some time without writing anything on the

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board for pupils to see and associate the pronunciation of the words with their spellings. This act on the part of teachers might make it difficult for pupils to see the word and learn to identify it later.

There was the phonetics segment of the lessons as well where the teachers taught a particular sound which was dubbed, 'the sound of the day'. These sounds or phonemes taught were not associated or did not have any bearing with any word found in any of the passages read. For instance, in one class where the teacher taught 'Domestic Animals', the sound of the day was /n/. The teacher used the phonogram /in/ in teaching this sound. The teaching of the sound of the day was done only in English so pupils were tasked to mention three-letter words that end with /in/ such as /pin/. If the sound of the day is not associated with the passage discussed in class, pupils do not get the opportunity to use the sound in context. This lack of contextual use of the word could bring about memorization which could also lead to pupils forgetting the word because the word has no 'meaning' to them. This is not what NALAP specifies. According to NALAP, language is taught using a meaningful and connected text that is whole-part whole approach, rather than disconnected words and phrases (Let's Read and Write Teacher's Guide, 2008). Again, the sound of the day should also lead to pupils learning new words in the local language. In an interview, one teacher mentioned that the Teacher Guide directs that during the teaching of that lesson, the sound of the day should be /n/. She opened the page in the guide that contained the content she was supposed to teach and this was true. This situation shows that there could be some problem with the content in the Teacher Guide. If the guide directs teachers to teach a sound which does not have any bearing with the

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words in the passage and also that the sounds taught uses only examples of words in the English language, then it is only the English phonetics that are being focused on as well as teaching language discreetly as opposed to the whole language approach NALAP is supposed to use. Therefore the sound of the day should be a dominating sound found in the words that make up the passages in the pupils' books so pupils could identify with the sound and the words. There should also be the local language version of the sound of the day where pupils look for words that contain such sounds in the local language too, which would lead to pupils reading faster since they will be employing their underlying proficiencies in the local language in attacking words in English (Cummins, 1981). The researcher again realized that in some classes, the teaching of the English aspect of the lesson was very different from the local language version. The contexts were different so pupils could not link what they had learnt in Fante to what was taught in English. In one class for instance,   the Fante lesson was on "Anyenkofo etsitsir beenu no" that is, "the two friends' but the English aspect was on "Friends" which did not stress the concept the Fante aspect stressed. Thus, there was no link between these two concepts. The teacher stated in an interview that she copies the passage on the board because no English version of materials were supplied to the school. She says, "I bought a copy in town and that is why I only have the book". Again, she continued: "I have realized that the stories are slightly different but there is nothing I can do. I use it just like that". Under such a circumstance, pupils will not be able to transfer what they learnt in the local language version to that of the English version. In an interview with teachers, quite a number of them stated that the stories in the Ghanaian language books were

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different from that of the English language and they stated that it posed a great challenge to NALAP teaching. Again in this situation, there is the lack of transfer of underlying deficiencies as posited by Cummins.

Concerning the duration of the lessons which should be 90 minutes, it was realized that all teachers did not abide by the time allocations suggested by NALAP. The teachers taught according to their own time schedule. In one primary 1 class for instance, the teacher taught the entire lesson (Ghanaian language and English versions) within 59 minutes which is 31 minutes short of the time NALAP stipulates. In one primary 2 class where the teacher taught 'Nouns', the whole lesson spanned 9 minutes after which the teacher gave pupils exercises to do. In an interview to find out why they did not teach for 90 minutes, the teachers retorted that the pupils were tired. NALAP in its design had suggested that the lessons should be interspersed with lots of activities such as singing and rhyme recitals that are linked with the lesson of the day. In so doing, pupils get energized and stay awake throughout the lesson and do not get bored. The teacher who taught 'nouns' within 9 minutes, in defending herself, said that she taught the lesson the previous day so she just wanted to refresh pupils' memory on the topic so they could do some class work. Pupils' answers however revealed a different story altogether. Pupils clearly did not understand what had been taught in this lesson. In some other interviews concerning the duration, some other teachers who could not teach for the 90 minutes defended themselves by saying that, they did not have enough information about NALAP. Again, teaching for 90 minutes was tiring and the pupils tend to lose their concentration of the lesson being taught. Further interaction revealed that some of the teachers did not know how to

teach their lower primary classes for 90 minutes because they were not given the NALAP training. According to these teachers, they were at the time of the initial training, teaching at the upper primary or the Junior High School. They were transferred to their present school only lately so they do not really have enough information on the teaching of NALAP. Teachers' lack of training on the approach will definitely reflect in their teaching. NALAP teaching will definitely not be done well in such classrooms.

Use of NALAP material in the lesson

In almost all the classes observed, the researcher realized that the teachers made use of one NALAP material or another with the common ones being the Conversational Poster and the Teacher Guide. All class teachers had the teacher guide and some of them consulted the guide during the lesson delivery. Many classes also made use of the conversational posters and the NALAP pupils' book. These materials, though not adequate in number, were used in the lesson delivery. For instance, in a greater majority of the primary 1 to 3 classes used, there were not enough pupil books or readers. Pupils had to form groups of three in order to have a book to read or see the spelling of the words in the passages.

Whilst the posters were pasted and discussed at length, the pupils' books were read. Some of the posters were worn out whereas the Fante edition of the books which were the only ones available, were insufficient. In some classes for instance, as many as 4 pupils shared 1 book.

Apart from these materials, no other NALAP material was used. In a few classrooms however, there was the non-existence of any of the NALAP material. These few classes were using other books that were not designed for

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the teaching of NALAP. Teachers of these classes claimed in an interview that there were no such materials when they were posted to teach in the school and that the head teacher recommended the books they are using currently. There were no posters either by the NALAP designers or even their own creation, used in their lessons. NALAP was obviously not being taught in such classrooms. In one class where the teacher did not have the NALAP pupils' books, the teacher copied the passage on the board for pupils to copy into their class exercise books. This was a primary one class where pupils were not supposed to read but only have discussions of the text with the teacher in the two languages. The pupils spent quite some time copying the passage into their books wasting part of the teaching time. In this same classroom, the only material used in the lesson was the Teacher Guide that the teacher consulted every now and then, and a worn-out poster used for picture discussion. The teacher had this to say when the researcher realized that she did not use any NALAP material or any other material in her teaching apart from the Teacher Guide.

Teacher: Sometimes.

Teacher: Because not all the materials are available.

Teacher: Some are worn out and the ones we were given it was not
enough.

Clearly if this teacher is teaching according to NALAP, then her teaching is not NALAP exclusive. She might be teaching the lesson according to the way she understands NALAP. She definitely cannot teach the NALAP instruction well since she is not adhering to the duration and also focusing on making pupils read instead of making them understand the concept. Again for

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her to consult her guide every now and then shows that she did not prepare for the lesson, neither is she used to this way of teaching.

Languages used in the lessons

Most teachers used a local language and English in their teaching no matter the segment of the lesson they were to teach. During the Ghanaian language segment of the lessons, both languages were used in instructing pupils. In the majority of classes observed, pupils answered questions mostly in the local language. Teachers asked their questions in the majority of situations in the local language, however, they sometimes translated their questions to English. In a few of the classes observed, pupils kept answering questions in English even during the Ghanaian language segment. During the English segment too, teachers still asked questions in the local language or asked the question in English and translated it into the local language. The researcher observed that whenever the question was asked in English, not many pupils raised their hands up to be called but when the teacher translated the question to the local language, many pupils raised up their hands to answer the question and in the majority of situations, pupils' answers were in the local language. Teachers did not keep strictly to the medium to be used in a specific aspect of the lesson. For teachers whose pupils used the English language in answering questions posed in the local language, in an interview said that it was because the pupils had seen a stranger so they wanted to speak English in order to impress the stranger.

> *Teacher: For basic schools, from KG-P1 we have to teach in our local*
>
> *languages, so that the pupil will understand better, so that when they*
>
> *get to the upper primary they will start using both the local and the L1*

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and L2.

In another interview, the teacher who kept instructing pupils in the local language had this to say:

Teacher: Well that is their language, the language that they understand in the locality, the language that they copied from their parents. So when you give instructions in that language, they are able to understand it better than the L2. Both the teacher and the pupils used the local language more often in the classroom whereas for teachers whose pupils answered questions in English even during the local language segment often tend to use the English only medium in their classrooms. The observations also revealed that, instead of beginning the lessons with the Ghanaian language aspect, three classes started with the English aspect. This clearly brings to light the fact that these teachers have very little knowledge about NALAP and how it works. When teaching happens this way, pupils stand the risk of not being able to grasp concepts so they can transfer their learning to the English segment of the lesson. Thus learning might not take place since pupils were not able to grasp the concept in the language they understand better. Again concerning the languages used during the lessons, teachers were supposed to have written words and sentences on the board in the particular language that the lesson was being delivered, however in the majority of the classrooms, the writing on the board in the local language was not done. This inability of the teachers to write on the board meant that pupils did not get to see the Ghanaian language words on the board. Pupils, therefore, tend to miss the spelling of these words so they lose the shape of the word. Identifying the shape of the word is a skill in identifying a word, thus pupils lose this skill. The situation could also be as a

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result of the teachers not knowing the Ghanaian language spelling of the words which also revealed that the teachers were not literate in the Ghanaian languages. If teachers are not literate in their local languages, then using them in the NALAP project will surely be disastrous. In the few classrooms that teachers wrote on the board, what they wrote were just isolated words. No teacher wrote a single simple sentence in the local language on the board. If the words were not put in a context and if pupils did not get to see the word in addition to other words stringed together, they would not get the syntax aspect of language which could lead to pupils finding it difficult to string words correctly especially in writing. When this happens, then the goal of bilingual education which according to Marlarz (n.d) is to teach concepts in a language the child knows best and reinforce learning through a second language will be lost because these pupils will not learn the grammar aspect of the language well so as to transfer this learning to English. Again the teachers by this act, revealed themselves to be illiterate in their mother-tongues or the local language that the majority of pupils speak. If this is the case then NALAP cannot be implemented well in these classrooms. Upon critical analysis of the situation, the researcher found out that the words the teachers wrote on the board were the exact words stated in the teacher guides which reveals that truly, those teachers did not really understand NALAP but they tried to teach it since that is the directive by GES. In an interview, the teachers who did not write anything in Fante acknowledged the fact that though they can speak Fante, they are not good at writing it. Other teachers who though wrote Fante words in isolation stated that they did not want to waste time writing so much on the board since the pupils are not supposed to read but rather to understand

the concept. These teachers were mainly the KG2 and Primary one teachers. These responses by teachers prove that they do not fully understand the concept of NALAP so they teach it the way they understand it.

Activities of pupils in the lessons

Since NALAP uses the mother-tongue of the child or the language the child is familiar with in teaching the child, it is hoped that pupils who understand the language will participate actively in the lesson. The observations revealed that during the local language segments of the lessons, pupils' participation were very active. Pupils raised their hands up to answer questions. However, during the English segments, the participation was not as active as that of the local language segment. The researcher also realized that the majority of pupils who raised their hands to contribute to discussions usually did that in the local language no matter the medium that pupils were being instructed in. In very few of classrooms visited, pupils used the English language even during the Ghanaian Language segment. Again, the researcher observed that when pupils were not sure which medium to use, they kept their hands up but as soon as the teacher told them to speak Fante, a lot more hands went up. In two classes, the pupils asked the teacher what language they should state their answer in. This situation obviously reveals that in such classrooms where pupils were not sure which language they were to use in answering the teacher's questions, NALAP was not being practiced since pupils seemed not to be conversant with NALAP instruction all these years. In classrooms where pupils kept using the mother-tongue or the local language also showed that in those classes, the teachers instructed pupils mainly in their mother-tongue instead of both the mother-tongue and English. Thus it

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becomes evidently clear that NALAP is not being taught or practiced according to the procedures spelt out by the designers.

Teachers' view on NALAP

The researcher took the opportunity to find out from teachers what they think about NALAP with respect to how they demonstrate their teaching and if it is a good method of teaching. The teacher had this to say:

Teacher: It is a good approach, but we don't have materials. For the English aspect like this we don't have any reading book.

Teacher: Hmmm, for now the Fanti or the Ghanaian Language is 50 and the English is 30 and I think, I don't know, but for me I think it is not helping them.

Teacher: The English

Teacher: Hmmm because you see, as they are growing, by the time they get to class four, they are no more using the Fanti. The Fanti is less, but this is whereby they don't get more of the English, so when they get there they are already used to the Fanti.

It is obvious from the interview that this teacher has limited knowledge concerning NALAP. She does not know the time slots for the class she is teaching. Again, she seems to find it difficult when it comes to switching from the local language segment to English. To her and others like her, NALAP makes use of more Fante than English which to them is not a good thing. However NALAP teaching ensures that pupils are taught in their local languages whilst English is introduced gradually so that pupils get to understand concepts and then learn English. If pupils are taught in a language that is unfamiliar, getting to understand concepts becomes almost impossible.

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Some other teachers however think that blending the two languages will help pupils better as stated in the interview excerpts:

Teacher: I think the mixture of mother language and the English can help.

Teacher: Because you have to... hmmm okay, I may say because we use both; when we go to exams we use the English, so if you use only the mother language you can't write the English and if you use the English too, you have to understand it before you can write and because we make use of the two, it will be easy for us to learn.

Teacher: The language that I think will be suitable for this children at their level should be their mother-tongue that is the L1

Teacher: For that one they will really understand the whole thing well. Since some of them have an encounter in their various homes before coming to school, and some of them too are fluent in the language of the area, I think it will be more suitable when you use the local language in teaching.

The interview on what teachers thought or viewed NALAP teaching revealed that whilst some teachers were in favour of the bilingual medium, others were against it. I realised that those who were against it were either not native speakers of the language the majority of the pupils speak or that they did not have enough information concerning the teaching of this method and so found its teaching problematic. Again, some of the teachers who were against the teaching of this method happened to be in classrooms where pupils had different mother-tongues so the teacher decided to use a medium that was uniform which happened to be the English language.

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Discussion on how teachers teach language and literacy lessons using the NALAP approach.

Data collected in order to answer research question 6 has revealed that teachers teach from the known to the unknown (which is consistent with the BTL approach that NALAP adapted), basing examples on pupils' daily life experiences. Teachers also used code mixing a lot no matter the segment they were to teach. Thus teachers used the bilingual medium, situating lessons in the culture and traditions of pupils. This way of teaching helps pupils to get involved in the teaching and learning process which leads to the understanding of concepts and the opportunity to maintain the culture of the pupils whilst learning the target language (Malarz, n.d.). Teaching in a language the pupils understood first also made the pupils participate in the Fante segment of the lessons, confirming UNESCO (2005)'s stand that the use of the mother-tongue boosts the pupils academic performance because they contribute to discussions well.

However, language skills were taught in isolation and not in an integrated manner. When the skills are taught discretely, pupils tend to learn in fragments and not holistically and this will lead to unsuccessful learning. Teachers furthermore taught vocabulary out of context so pupils might not get to learn the meaning of a word in context. This surely does not augur well for learning as the exact meaning of a word is not realized. This also does not prepare the pupils for further comprehension since they will always interpret the meaning of a word out of context. According to NALAP, active reading begins from primary 2 since by that level, pupils might have gained word recognition skills to attack a word in both the mother-tongue and in English

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(EQUALL, 2010). Thus in the KGs and Primary one, teachers are to have a lot of picture discussions mostly in their mother-tongues or familiar language then in the target language so as to enable pupils get the meaning of a word, using the context. The observation again brought to the fore the fact that teachers taught especially the Fante segment without writing any Fante word on the board. This revealed that teachers perhaps could not write in Fante. But for a teacher who teaches and does not write anything on the board is rather harming the pupil's cognitive development because that pupil will not be able to relate the spoken word with the written word. This way of teaching makes it difficult for pupils to get the shape of the word in his/her mind, leading to difficulty in word recognition. If pupils will be able to identify a 'new' word and mention that word, the teachers need to write words learnt in both languages on the board for pupils to see. The writing of the words on the board will encourage these pupils to use those words in context so that when it is time for them to do active reading, they will be able to recognize these words and pronounce them. This way of teaching according to Verhoeven (1991), empowers pupils to demonstrate a strong and positive transfer of literacy skills from one language to another. Therefore in these classrooms, teachers were not helping pupils to develop their underlying proficiencies so as to transfer literacy skills from Fante to English. Again, teachers were not teaching according to the NALAP approach as NALAP encourages teachers to teach using the Language Experience Approach adopted from BTL. Teachers also had a challenge with the 90 minute duration suggested by NALAP as they could not sustain the interest of the pupils in the lesson, and the segment of the lesson that must have been taught first. NALAP suggests that teachers teach

the local language segment (the language pupils are familiar with) for some minutes first before the English segment. Teachers could not teach for the period and they did not also abide by the directive to teach in the familiar language first. This situation clearly shows that the teachers did not have enough information concerning the teaching of NALAP or they had not received any training on the teaching of the concept and so scaffolding the pupils to learn well will be a challenge. This situation also reveals the lack of professional development in the teaching profession in the region.

The research question again revealed that teachers did not usually teach the NALAP approach. This was clearly revealed when the majority kept revisiting the teacher guide every now and then. If teachers taught the approach regularly, they would have been very familiar with it and so would have not kept revisiting the guide whilst teaching. There was also the challenge of unavailable NALAP materials which forestalled its teaching. With the absence of these NALAP materials in instruction, it became obvious that Tomlinson, (2008)'s stand as cited by Cakir (2015) would not be realized and that, learners would not be able to grasp language in a meaningful way. Again, quality education would not be improved, according to USAID report on education (2005). Teachers did not have the materials to teach with so they had to rely on other books on the market which were not written with NALAP specifications. This lack of materials further affected the enactment of NALAP negatively.

The question further revealed that some teachers were against the bilingual medium because they were not speakers of pupils' mother-tongues; they could not read and write in it. They had not also received the training

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because they were either teaching at the upper primary when NALAP was introduced or were at the Junior High School at the time. Some teachers were not even teaching in the Central Region at the time. These teachers had only recently been transferred to these lower primary classes in the region. Thus teaching an approach they did not understand or teaching in a language they were not literate in would be a challenge. Thus it was very obvious that the research question through the observations revealed that NALAP teaching was not being implemented well as teachers were encountering a lot of challenges. This result is in line with the conceptual framework for the study, that, if the teacher's beliefs in the approach in addition to teacher's literacy in both the L1 and L2, using effective teaching methods whilst at the same time exposing the learner who knows his/her L1to L2, it would bring about a successful L2 learner. Inadequacies in the NALAP teaching were also revealed when teachers only taught word formation in English during the "sound of the day" segment. This activity rather defeats the goal of NALAP. If pupils were to be taught in their mother-tongues and then transferred their learning to English, then all teaching and learning activities should have been done in both languages so as to prepare the pupils to read in their mother-tongues as well. Thus ignoring the use of the mother-tongue during the sound of the day segment did not allow the transfer of the common underlying proficiency to English as put forward by Cummins (1981). This situation also meant that pupils would not be literate in their mother-tongues so as to be helped by the teacher to become skilled readers.

Research Question 7: **What challenges do teachers in the Central Region of Ghana encounter in their teaching of Language and Literacy lessons?** This research question sought to find out from teachers the type of challenges they were experiencing in teaching the NALAP method. The question also directed the researcher to find out through the observations if teachers were encountering any difficulties in teaching. Questionnaires, observation and interviews were the instruments used in collecting the data needed to answer this question. Results of the questionnaire have been displayed in Table 16.

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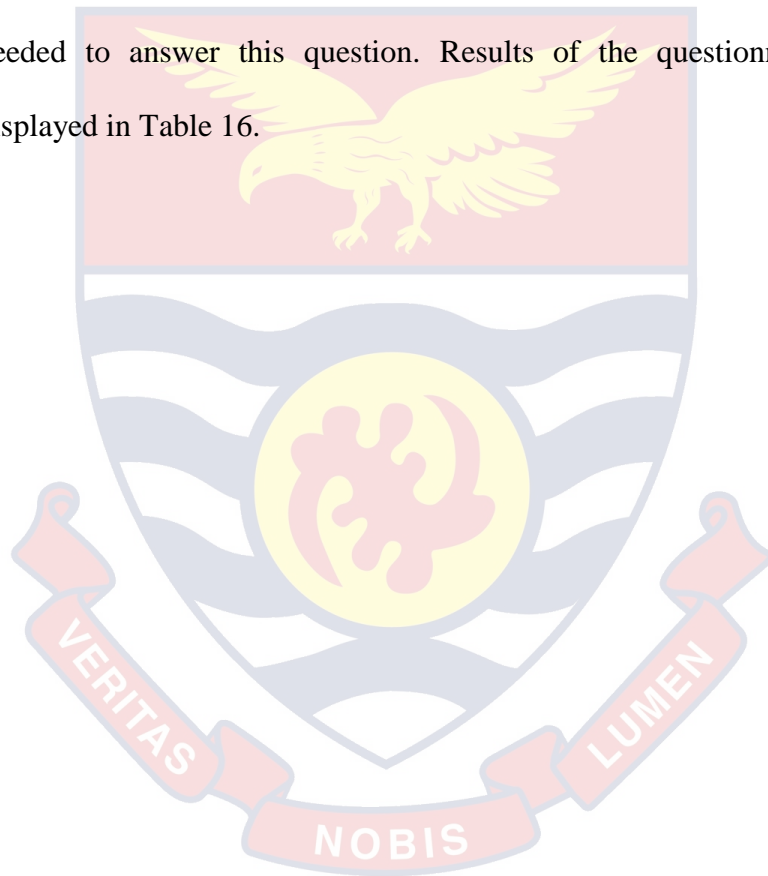
Table 16: Challenges Teachers Encountered in Enacting NALAP

Statement	Mean	SD
The NALAP materials make my teaching difficult	1.57	1.01
I do not know how to use the NALAP teachers' handbook	1.48	0.89
I am not able to sustain the interest of my pupils during the 90minutes time slot for NALAP Teaching	1.80	1.19
My children become tired when I go by the NALAP time slot	2.02	1.30
The 90 minutes lesson for NALAP is too much so I do not teach up to that time.	1.88	1.21
The pupils do not pay attention when I am teaching	1.80	1.17
The pupils do not participate in class during NALAP teaching	1.51	0.94
I do not teach using the NALAP approach because I do not speak the local language of my pupils	1.46	0.93
I do not use the NALAP approach because I cannot write the local language of the pupils I teach	1.47	0.93
I do not use the NALAP approach because I cannot read in the local language of the pupils	1.41	0.87
The NALAP materials in my class are not written in the language the children speak.	1.77	1.19
The NALAP materials in my class are worn out and have not been replaced.	2.44	1.53
The parents of the pupils I teach are not in favour of the NALAP concept.	1.71	1.17
I do not teach the NALAP approach because my pupils have different local languages they speak	1.46	0.95

Source: Field Survey, Torto (2017)

Scale

1-do not Agree

2-Agree to a low extent

3-Agree to a moderate extent

4-Agree to a high extent

5-Agree to a very high extent

A mean of 1.60 on the statement 'I do not know how to use the NALAP teachers' handbook' revealed that the majority of teachers knew how to use the handbooks and so did not encounter any challenge with its usage. However, this same mean proved that a few teachers were encountering some difficulty in using the approach which was quite worrying.

Concerning the sustenance of pupils' interest in the lesson for 90 minutes, again a greater majority of respondents had did not agree to the statement meaning they could sustain the interest of their pupils in the 90minutes lesson, however, a mean of 1.80 showed that there were some teachers who registered a varying level of agreement to the statement.

On the statement that seeks to find out if pupils pay attention during NALAP lessons, a mean of 2.0271 suggests that there was some level of agreement which though was to a low extent, it was still significant. Thus some teachers claimed that their pupils did not pay attention in class during NALAP instruction. This result revealed that teachers either did not use the approach well or that they used a language that other language speakers in the class did not understand and due to that these minority language speakers could lose interest in the lesson. NALAP teaching makes use of the language the pupils are familiar with so if teachers were going by the approach correctly, pupils were supposed to have understood the lesson and contributed to it since it was delivered in a language they knew, but the situation where pupils were not paying attention during the lesson suggests that they did not understand the concept due to the language used or that the teacher's method was not a good one or that the pupils were tired but the teacher did not involve them in any activity to enable them to become active participants in the lesson.

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If it had to do with language, then it could be that the teacher used more English or that the pupils did not understand the mother-tongue or local language being used. If it had to do with the method, then it presupposes that the teacher did not understand the directives made in the Teacher guide. If the challenge was as a result of the teacher not involving pupils in activities that would relax them in order to sustain pupils' interest in the lesson, then it clearly showed that the teacher had not got enough knowledge about NALAP teaching. Whatever the situation was, it presupposes that the teacher was not implementing NALAP the right way.

The majority of respondents furthermore stated that they had no challenge with the speaking, writing and reading in the local language which pupils were familiar with. Means of 1.4580, 1.4727 and 1.4104 respectively which were slightly above a no agreement level proved this. This result suggests that a greater majority of teachers could speak, write and read in the local language familiar to pupils. If this was really the situation, then these teachers should be writing in the local language on the board. The observation however revealed the opposite as teachers hardly wrote anything on the board. The means further proved that some teachers had stated some level of agreement that they could not speak, write and read respectfully in the local language of pupils. This result showed that apart from teachers who stated that they had no challenges about the concept but in their teaching did otherwise, these other teachers who stated some level of agreement were also mandated to implement NALAP in their classrooms even though they had such challenges. If a teacher cannot read, write and speak the local language her pupils are familiar with, then it becomes a big issue when it comes to

implementing NALAP since NALAP requires that the teacher speaks, reads and writes in the local language pupils' use.

Some teachers also revealed that the NALAP materials were not written in the language the pupils spoke. A mean of 1.80 indicates a low agreement on the statement. Thus the majority of schools in schools in the Central Region received the materials in the Fante language. Though the observation revealed that some teachers did not go by the NALAP teaching either because they did not have enough information on how to teach it, others did not have the materials to teach it. For teachers to indicate that they had some level of agreement on the issue that the materials are not written in a language the pupils' spoke was another issue. The observations did not reveal such; rather, there was the lack of English versions of books. The interview neither revealed this information. The inspection of the materials in the schools; head-teachers' offices and classroom cupboards did not also reveal that the materials were in a different language from the one pupils spoke. If teachers indicated that materials were not in the language pupils spoke, then this could mean that these classrooms had pupils who had different mother-tongues or that the materials had no English versions for pupils to learn in English as well. Whatever the situation was, NALAP teaching would not go on smoothly as teachers would not be able to give off their best.

Teachers indicated that their materials were worn out and had not been replaced. A mean of 2.43 proved this stand. Observations of lessons and inspections of materials also proved that the majority of materials were worn out. This situation of using worn out materials by teachers could make

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teaching uninteresting and so teachers could decide not to teach using the approach.

The questionnaire further revealed that, many classrooms in the Central Region did not have pupils coming from different linguistic backgrounds however, a mean of 1.50 showed that a few teachers indicated otherwise to the statement thus registering that a few classrooms in the Central Region had pupils with different linguistic background.

Discussion on the challenges teachers in the Central Region of Ghana encounter in their teaching of Language and Literacy lessons.

The study has revealed that teachers were encountering many challenges in using the NALAP approach. The materials at the various schools were either not adequate or were not available. The few that some schools had in their cupboards were not in good shape. Schools only benefitted from the very first distribution in 2009/2010 academic year and have not had any further distribution after. The teaching of the approach has therefore become difficult due to the non-availability of materials. Thus, the reverse of De la Pena cited in Krashen's (1997) study holds true, that the lack of teaching materials in the literacy class could be challenging. According to some head-teachers, they even asked parents of pupils to purchase the books from the markets but they declined, which has affected the teaching of the approach. For the books to find their way to the markets is an issue that needs to be discussed but it is not the focus of this study. In these schools where the materials were not available or in short supply, teaching might not be smooth. Pupils were sat in groups in order to share a book which definitely disrupted comprehension. In some schools too, the readers and pupils' books were still

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new, were locked up in trunks and stored away. This revelation suggests that, teachers had abandoned the approach and were using the English only medium because they probably did not understand the approach. These teachers and their head-teachers had not received any training so they did not know how to go about its teaching. It is at the training that teachers are taught and given the tools to teach with (Letshabo, 2002). Therefore the lack of training meant lack of tools and skills to teach with, which could result in academic genocide. Again, these teachers did not speak the mother-tongue of their pupils so teaching in the local language will not be of use to the pupils. For instance, in observing a primary 2 class of a school in Cape Coast where the teacher happens to be a Kusasi speaker from the Upper East Region of Ghana, it came to light that she could not speak Fante at all, the local language of the pupils, so she taught her class in English only. There were no NALAP materials in her class as well, as pupils used other materials that were not NALAP based. This teacher again revealed that she had not had any NALAP training. Thus this situation stated suggests that instruction was difficult for the teacher, the reason being that, pupils could not follow instructions and this could be that they did not understand the teacher well.

The question further revealed that teachers were illiterate in the mother-tongue of pupils. Some of them could speak the language but they could neither read nor write in the language. Teacher illiteracy in the local language pupils are familiar with will surely affect NALAP negatively because teachers need to read in the local language version of materials and write in the local language on the board in order for pupils to learn. If this missing link is not resolved, NALAP will be unsuccessful. The study again

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revealed that teacher postings were not bound by the Policy Dialogue and Research component of NALAP which says that teachers who are literate in a language should be posted to areas where they can use that language in teaching (EQUALL, 2010). Thus when pupils are instructed in the language they know well, and they are given the opportunity to read in that language, they are able to grasp, understand concepts better and teaching becomes effective (Begi, 2014) which in turn enhance and promote their understanding of concepts taught in class before understanding the world in their language and transferring this knowledge to another language (Emenanjo, 1996).

Another challenge that came to light was the sustenance of pupils' interest in the lesson. NALAP uses a 90 minute duration every day. Teachers were therefore trained to use various activities to sustain pupils' interest in the lesson for that time frame. Since teachers were not trained or that they did not understand the training, sustaining the interest of pupils became a challenge. The observations revealed that teachers ended their lessons before the 90 minutes elapsed. The lessons were boring and pupils appeared tired. Perhaps if teachers had used lots of activities, pupils could have enjoyed their lessons. It appears in these classrooms, teachers do not use the NALAP approach because of their limited insights regarding its usage in class.

In some classes, there were pupils who had different mother languages even though, the majority of pupils had a common play language. This difference in languages made it difficult for the teachers in these classes to use a particular local language. Teachers in these classes used more of the English language. Thus in these classes, even though the teachers were using a common language of instruction since according to Sriprabha (2015) there was

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supposed to be a common language in order to communicate with the world (in this case pupils from different languages), some pupils might not grasp the concepts well because instruction was in an unfamiliar language.

Research Question 8: **What types of professional support for NALAP have teachers received since the inception of the approach?** This research question sought to find out from teachers if they had received any professional support on the teaching of NALAP and if they had, whether that support was beneficial to them or otherwise. The same question again sought to find out the type of support teachers have received so far. Early Childhood coordinators were also interviewed concerning the professional support teachers have received so far on NALAP teaching, in order to buttress the data collected from teachers on the issue. Though questionnaire was the main instrument used in gathering data to answer this research question, interviews, both semi-structured for teachers and structured for EC coordinators, were also employed in order to get into the depth of the situation. The results gathered from the questionnaire have been presented in Figures.

Figure 7 presents data on whether teachers have attended any NALAP training.
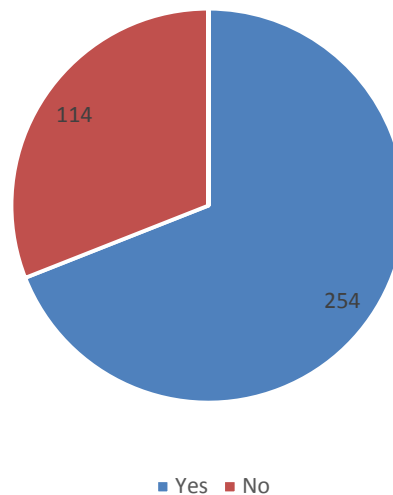
Figure 6: Number of teachers that have received NALAP training

Source: Field survey, Torto (2017)

Figure 6 has presented the results of the questionnaire item that sought to find out from teachers if they have ever received any NALAP training since the inception of NALAP. The results show that 114 teachers forming 31% have not received any NALAP training. This result reveals that there are quite a number of teachers teaching at the lower primary level of the public basic schools who have not been given the training on how to teach the NALAP approach. A greater percentage of teachers, 69%, however, declared that they received the training on the approach which gives some sort of a positive outlook on the teaching of Language and Literacy in the lower primary classrooms.

During interviews, teachers were asked whether they had received training in teaching the approach. Some of the respondents said they were not in the teaching field at the time when NALAP training was being given; others also said they were teaching at the Junior High School. This interaction ensued between the interviewer and a teacher.

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Teacher: No please I didn't.

Teacher: No, that time I wasn't in the service.

In another interview, this conversation took place.

Teacher: No I didn't

Teacher: The NALAP, I don't know anything about it.

Teacher: I learnt it from my colleague.

Teacher: Yeah. From where I was; my first school was at Abuesi. So there I went and met people who were trained by those NALAP participators, so I was watching the way they were teaching and other things, so I learnt from them.

Teacher: No, I didn't receive any in-service training

Teacher: I observed, and I practiced

Teacher: No actually, here we don't do NALAP; it is SABRE. We are doing SABRE approach.

Teacher: Our local language

Teacher: Local. We sometimes blend the English with the local, so that, for example, when you want to teach names of animals, you teach in your local then you tell them the English name of that animal, so that when they hear it outside, they will know oh that cat is "egyinambowa".

These interviews buttress the fact that some teachers did not receive any training to teach NALAP but have found themselves at the lower primary classrooms now and they must teach it, according to MOE and GES. This situation definitely puts such teachers at a disadvantaged position when it comes to using the approach. Teachers might teach it the way they understand it or might not use it at all.

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The questionnaire further found out from those teachers who received training, if the training they had received was beneficial to them. This information is presented in Figure 7.
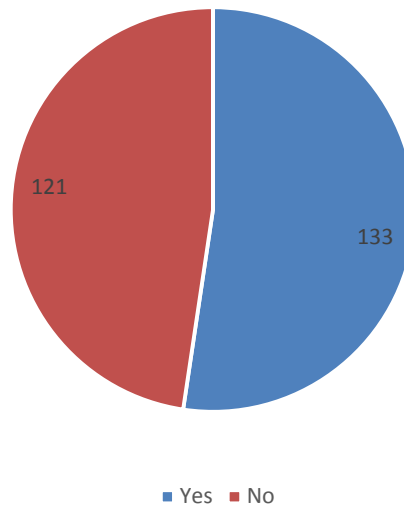
Figure 7: How beneficial the training was

Source: Field survey, Torto (2017)

Figure 7 reveals that 121 teachers representing 47.6% declared that though they received training on NALAP, it was not beneficial to them. The majority of teachers (133) who responded that they found the training beneficial stated that they were able to use the approach because they understood all that was taught during the training. The majority of teachers who on the other hand did not find the training beneficial stated that, they did not really understand what they were taught. The rest, 121 teachers, who responded that the training was not beneficial to them, either said that they could not apply what they were taught in their classrooms or that they did not understand what they were taught. Out of the 121 teachers who did not find the training beneficial, 59 of them stated that they did not understand what was taught whereas the 62 stated that they were not able to apply what was taught.

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This information on teachers' challenge encountered at the NALAP training, is presented as figure 8.
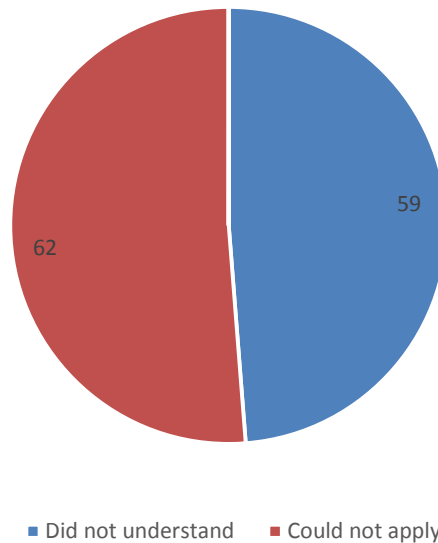
Figure 8: Teachers' challenge encountered at NALAP training
Source: Field survey, Torto (2017)

Figure 8 clearly shows the challenge teachers encountered during the NALAP training. It was realized that 51% of teachers who did not find NALAP helpful, did not understand what was taught. The 49% of teachers who did not also find the training helpful might not have understood what was taught since they could not apply the approach in their classrooms.

The result shows that the majority of teachers teaching in the Central Region received the NALAP training which is a good revelation; however, they might not be using the approach in their classrooms because they are experiencing some challenges in using the approach due to the fact that they did not understand how the entire approach works.

The same research question found out from teachers the type of NALAP training they received. The responses made by teachers have been presented in Figure 9.
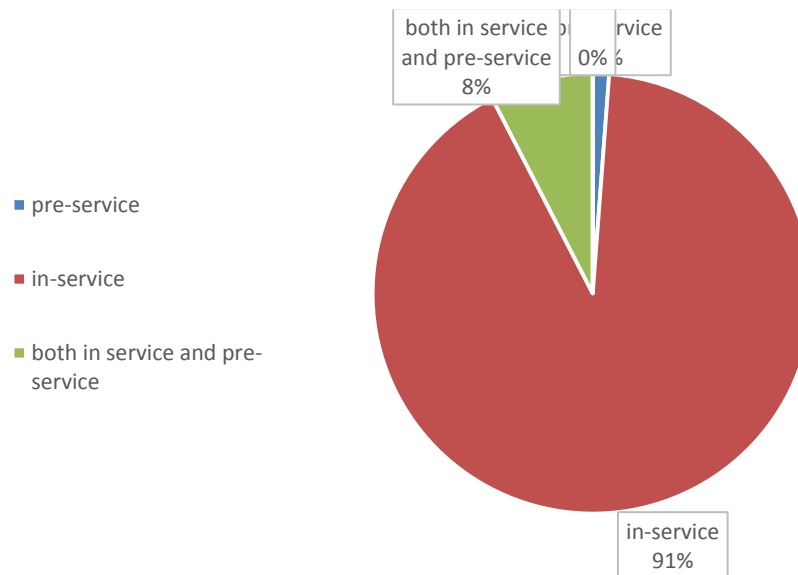
Figure 9: Type of training received

Source: Field Survey, Torto (2017)

Figure 9 has presented the responses of teachers with regards to the type of training they received. Only 251 teachers stated their responses. Out of the number, a greater percentage stated that they received in-service training on the approach. However those who received both in-service and pre-service training, though not many stand a better chance of understanding the concept so are in a better position to teach it better. The 120 teachers, who did not state their responses, perhaps did not receive any training. The number is 6 in excess of the number who stated that they had not attended NALAP training since its inception. Though there seem to be some incoherencies in teachers responses, there was definitely the problem of lack of training on the part of some teachers. In order to have an idea about teachers' training on the

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approach, the number of workshops on NALAP that teachers have attended was requested. The results are shown in Figure 10.
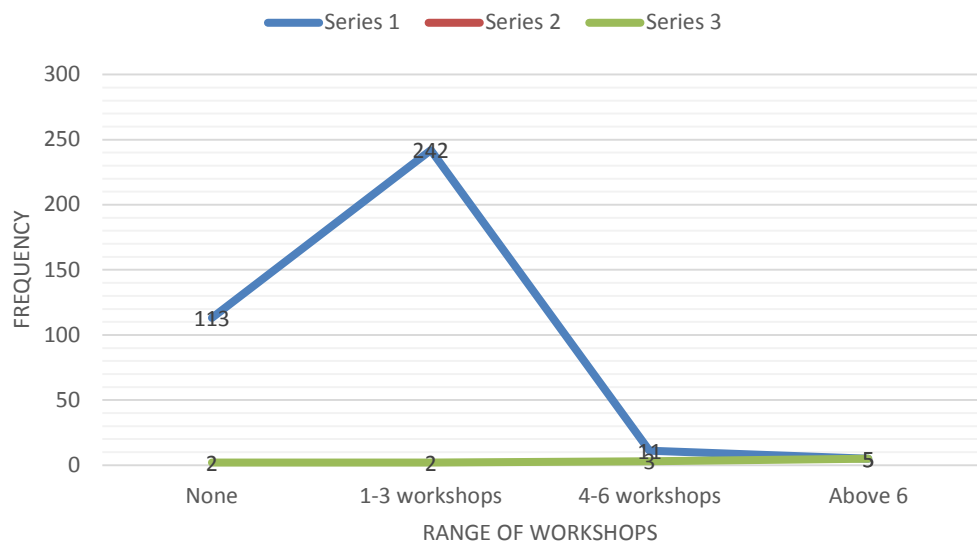
Figure 10: Number of workshops attended

Source: Field Survey, Torto (2017)

The responses of teachers have revealed that 113 of them have never benefitted from any workshop on capacity building on the NALAP concept ever since they were employed by the GES. This situation could be worrying if teachers are to implement a concept they know nothing about. If they are coerced into teaching it, they might teach it the way they understand it which could result in chaos. If they are not coerced into teaching it, then they might decide not to teach it at all which will also not help the pupils. A greater majority however declared that they have attended workshops as Figure 11 reveals. This revelation then shows that many teachers in the lower primary classrooms have some idea about the concept but as to whether they are teaching it is another issue.

Responses from Early Childhood (EC) coordinators on the other hand revealed that ever since the first major training given to teachers prior to the

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implementation of the approach, there had not been any careful planning of an in-service for teachers by them. The EC coordinators claimed that since head-teachers were also at the training, the head-teachers were the ones who were to organize further in-service programmes and inform the EC coordinations about such programmes. According to the EC coordinators, they were not able to organize any in-service training for teachers because their work involved series of meetings and workshops which made it difficult to organize an in-service programme.

This conversation ensued between myself and an EC coordinator.

EC: Well, I've not had the time to organize any workshop. I actually expected the head-teachers to report any difficulty on the part of their teachers but no head teacher did that.

All the EC coordinators had similar views concerning the number of training they had given to teachers on the NALAP teaching. None of them had ever organized a workshop on NALAP. One coordinator however had this to say:

EC : Oh none because the teachers did not complain about it. You know, USAID brought another programme, the Jolly Phonics so the teachers were not using the NALAP anymore.

EC: Yes but when I became the EC coordinator, it was the Jolly Phonics workshop that I have attended.

Further questions revealed that during the major NALAP training prior to its implementation, the majority of them were not EC coordinators. This conversation ensued between me and a coordinator.

EC: No. during that time I was not the EC coordinator. I had a different job title. I was in charge of the Girl-Child education.

The picture created here portrays a situation where head-teachers provided in-service training without informing the EC coordinators. It could also mean that in-service training on NALAP was not provided at all but rather the teachers might have written down other in-service training sessions which were given on different concepts. Teachers were again asked to state the persons that provided the training for them. The responses have been presented in Figure 11.
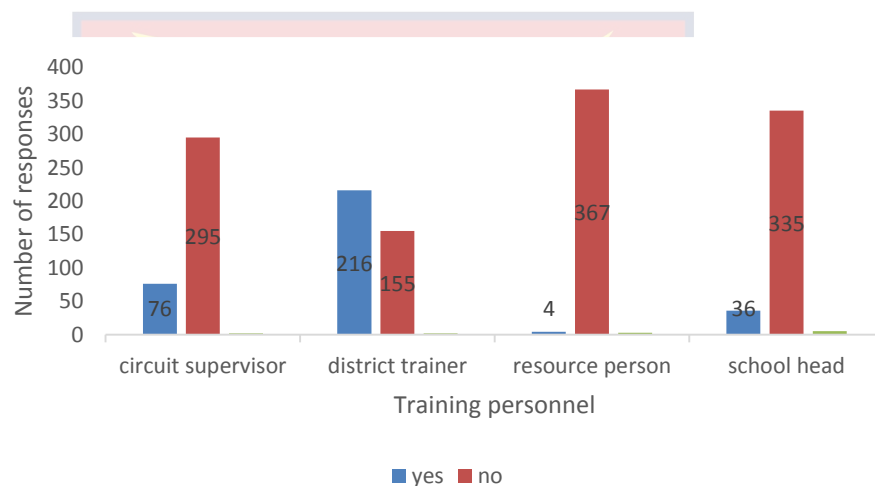
Figure 11: Resource persons for workshop
Source: Field Survey, Torto (2017)

Figure 11 shows the teachers who have attended workshops on NALAP organized by different resource persons. Head-teachers, Circuit Supervisors and District Trainers have all served as resource persons. The majority of teachers have, however, received training from District Trainers. The responses by teachers overlap. Whilst some received training from one resource person, others received training from more than one resource person. If these resource persons gave proper training to the teachers and if the teachers understood whatever they were taught, then they should be implementing the approach well. If teachers did not understand the concept, then NALAP teaching will not be done well. As part of the interview, teachers

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were asked the kind of training they received but none of the teachers mentioned that they were trained in the reading and writing of the local language used in the school as presented in the interview

>*Teacher: Yeah, I attended. I did mine in Kumasi at that time i was handling class one, so I attended both the 2009 and 2010.*

>*Teacher: No. we were just taught how to use the materials.*

>*Teacher: Yes I can read and write a little Twi. I don't have a problem with speaking Twi.*

Thus even though some teachers were given training on NALAP, no training was given on how to read and write in the local languages.

Discussion on the types of professional support for NALAP teachers received since the inception of the approach.

Research question 8 has brought to the fore the fact that many teachers in the region have not received any training to teach NALAP. The interview sessions also buttress this fact. The majority of respondents were at the time of the training not teaching at the lower primary or not in the service at all, so they were not given the first major training conducted. They have not also received any subsequent training either from the master trainers or from the EC coordinators. Such teachers will not use the approach since they do not understand how it works. One of the components of NALAP, Instructional Materials, talks about the need to train teachers regularly, both preservice and in-service, so that teachers get accustomed to the teaching of the approach. However, this component is not adhered to; teachers are not given in-service training and those who are newly posted did not receive any preservice training as either. As Desimone et al (2002), define professional development,

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it then means that teachers' content knowledge in the teaching of NALAP is not being promoted and thus this lack is impeding academic success in the classroom.

It has become clear from the responses of teachers that they did not understand what was taught them during the NALAP major training. This could be as a result of the short duration (5 days) that was used for the training. This short duration on training not being helpful to teachers buttresses the finding made by Nguvu (2004) on the BTL project, that teachers did not have enough time to grasp the approach as a result of the approach being quite technical. The NALAP training, being a product of the BTL encountered the same flaw.

Data collected from teachers further reveal that the GES keeps transferring her staff and placing them in various classrooms without taking into cognizance the total (academic, professional and language) background of the teacher. Teachers were posted to the basic school and placed in any class by both the GES and head-teachers of the various schools no matter the specialty or strengths of the teacher, ignoring the component of NALAP that talks about the posting of teachers to areas they can work, that is, being a speaker of the indigenous language of the area he/she is being posted to. The EC coordinators are also not exempted from this constant change of designations. This notion came to light when the researcher gathered from the interview that some of the coordinators who took part in the NALAP major training prior to the implementation were no longer the EC coordinators. The GES then keeps losing trained personnel to unplanned placements.

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The question furthermore revealed that after the first training, no major training has taken place. Very few teachers claim to have attended workshops on NALAP. When this claim by teachers is compared with that of the EC coordinators, there seem to be gaps created. Clearly, teachers cited other in-service programmes as NALAP in-service. This situation shows that the circuit supervisors as well as the EC coordinators are not also seeing to it that the approach succeeds. Thus GES is not going by her own directive. This situation further shows that the vital component of policies that enhance the quality of education is lost if the definition as put forward by ACER, 2005 is anything to go by. Since professional development brings about improved student learning that result in positive change for teachers and their pupils (Opfer & Pedder, 2011), the lack of it, will definitely take a toll on pupils' learning altogether. Observations conducted in some classrooms reveal that some teachers have an idea about the NALAP teaching but because they are not used to it, they tend to experience some difficulties in teaching. This fact, that they might not be used to teaching it, could also mean that the teachers do not understand or that they do not share the same sentiments about NALAP with the designers. If teachers are not in favour of the concept, then it presupposes that they do not need it. Therefore they will not be interested in it. In other words, instead of professional development needs being aligned with individual teacher's needs, beliefs, practices and levels of experience or expertise so as to capture the interest of the teacher to want to implement it as Kervin (2007) contends, teachers will not feel enthusiastic about paying attention to the training and using the approach in the classroom. Opfer and Pedder (2011)'s argument is therefore true that some teachers don't

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necessarily implement the new approaches and policies because these 'new' approaches and policies do not fulfil the needs of these teachers.

The question further revealed that, some teachers have received training in some other programmes and are using them. Whilst some KG teachers claim to have received the Sabre training, other teachers claim to have received the Jolly Phonics training and so they are not using the NALAP approach. These programmes do not deal with the medium of instruction per se, but are approaches that enrich learning. The Sabre approach is based on helping pupils to learn through play, and the Jolly Phonics is to empower pupils with the decoding skill in order to attack unfamiliar words only and not to aid the pupil with comprehension. Sadly, teachers see these approaches as teaching approaches and therefore stop using NALAP which appears quite cumbersome. When this situation occurs, there will be some confusion as to which one to use. What these teachers do not realise is that they need to use a certain medium in teaching concepts to pupils. Therefore, these teachers may use either the mother-tongue only in teaching, in the case of Sabre approach or the English medium in especially classrooms that are using the Jolly Phonics. This situation then reveals that truly, programmes do not get fully implemented before newer ones are introduced (Fullan, 1999) especially in situations where teachers consider play-integrated learning and the strategy for word-recognition as new approaches.

The state of our schools continue to become worse as these new approaches are introduced every now and then, without helping teachers to distinguish between the programmes and also the stakeholders strengthening older approaches.

Result of the Hypothesis

Hypothesis 1: There is no statistically significant difference between the views of teachers across the various districts on the use of a particular medium of instruction.

In order to find out if there was a similarity in the responses of teachers across the districts concerning their views on a medium they use, a further analysis was done using Means and One-Way ANOVA. Thus the means of responses of teachers from the various districts were calculated which also led to the calculation of the One-Way ANOVA. A projection of the means has been presented as Fig 13.
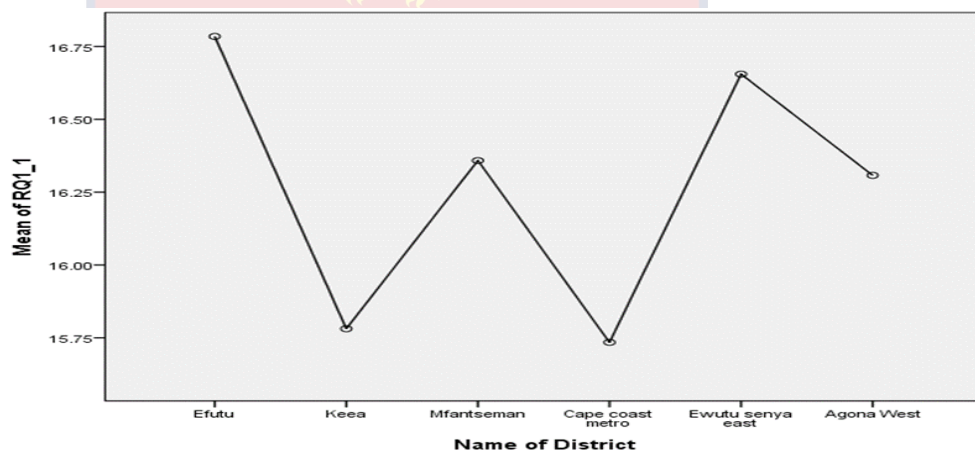
Figure 12: Mean plots on views from districts

Source: Field survey, Torto (2017)

Figure 12 shows that the responses of teachers fall within 15.75 and 16.75 giving the impression that the differences between the responses are to a low extent. Thus though teachers in the various districts had some variations in their views, their views were very close giving the impression that they held similar views concerning the medium of instruction they used. The result of the means were again calculated using One Way ANOVA in order to still find

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out the significant value to show how close or how varied teachers responses were within and between the districts. These results have been presented in Table 17.

Table 17: One Way ANOVA Results of Teachers' Views on the use of a Particular Medium

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	59.957	5	11.991	1.230	0.307
Within Groups	3617.545	363	9.966		
Total	36677.501	368			

Significant value p<0.0 5
Source: Field survey, Torto (2017)

Results showed that, the sig. value (0.307) was greater than the standardized value (0.05) showing that there were not differences in the views of teachers between the districts. Thus teachers had almost the same opinions with regards to the medium of instruction which was the mother-tongue. Therefore the null hypothesis failed to be rejected.

Hypothesis 2: There is no statistically significant difference between the views of teachers across the various districts on the medium they consider appropriate in teaching.

In finding out if there was some similarity between the views of teachers across the districts concerning the medium they find appropriate to use in the lower primary; One-Way ANOVA was again used in finding out this information. Table 18 presents the results of the ANOVA.

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Table 18: One Way ANOVA Results of on the Appropriateness of Medium of Instruction

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	3.002	5	0.600	1.407	0.221
Within Groups	154.945	363	0.427		
Total	157.947	368			

Significant value p<0.0 5

Source: Field survey, Torto (2017)

Table 18 shows the similarity of responses of teachers within districts and between districts concerning the medium of instruction teachers find appropriate to use in their lower primary classrooms. The significant value of .221 shows that though some teachers within the region may have some little differences in their views, on the larger scene, their views are similar when it comes to the language of instruction that they regard as appropriate. The hypothesis again failed to be rejected, that is, teachers see the bilingual medium as more appropriate due to the advantages of using this medium in instruction.

Chapter Summary

The study has brought to light the fact that, teachers in the Central Region of Ghana view the bilingual medium of instruction where both the mother-tongue and the English language are used in the same lesson as a good and an appropriate medium in teaching the pupils at the lower primary level. They are however of the view that the use of the English language should be more than that of the mother-tongue so that pupils get the opportunity to use

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more English since at the upper primary level, English will be used as the medium of instruction. The study has brought to light the fact that, teachers tend to use the major language of the area where the school is sited as the mother-tongue in the bilingual medium and where the teacher does not speak that language, the English language is used. The study has again revealed that teachers do not have enough information about the NALAP approach and its teaching. Teachers who attended the NALAP training before the implementation of the approach did not really understand issues concerning the approach and so they find the teaching of the approach cumbersome. Due to this set back, the approach is either not taught at all or they teach it the way they understand it. Teachers who do not agree with the mother-tongue aspect of the approach mainly because they are not native speakers of the common language pupils speak, do not teach it altogether. The study has also revealed that teachers have not been given any further training on the approach since its implementation which is a huge set back to the approach.

Furthermore, the materials that teachers must use in teaching are either worn out or not available. The majority of schools in the region did not take delivery of all the materials and the English version which will be used in the approach to teach English version of concepts were not given at all. No further distribution of materials has taken place since the first distribution. This makes the teaching of the approach difficult as teachers tend to concentrate on only the local language version.

In addition, teachers are not able to teach for 90 minutes as they find the duration too long and they cannot sustain the interest of pupils in the lesson. Though teachers see the bilingual medium appropriate, some of the

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teachers in the region do not have the same local language with their pupils so find it difficult using the medium. The majority of teachers who speak the local language of their pupils are not also literate in the language. They therefore find it difficult writing in the language for pupils to see and read. This is a set back to the approach.

Apart from what this study set out to find out, it has been found out that teachers are not able to integrate the language skills in teaching. They teach these skills discretely which does not auger well for pupils if holistic learning must take place. Moreover, the NALAP teaching was not consistent on the use of language. The observation revealed that the teaching of the "sound of the day" was only taught in the English language. There was no local language version of this activity. This means that pupils will only be taught word formation skills in English and not in their local languages, making it almost impossible for pupils to acquire the common underlying proficiency (Cummins, 1981) since they are not very familiar with the English language yet.

The constant transfer of teachers was also found out to be a great set back to the approach. Teachers who were trained were sent to teach other classes or got transferred from the school only to be replaced by untrained NALAP teachers. Thus there are teachers teaching at the lower primary levels of basic schools in the region who have not been trained in the approach.

In addition to all that has been stated, the study brought to light the fact that new policies keep getting introduced without the older ones being really implemented. These frequent programmes get teachers confused as to what to do in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study sought to examine teachers' use of the NALAP approach in their teaching, in the Central Region of Ghana, in order to bring to the fore some of the pedagogical issues militating against or otherwise its implementation and to see how these issues could be addressed so that NALAP teaching would go on smoothly in our classrooms.

The study again sought to find out what medium of instruction teachers use in the teaching and learning enterprise and what medium they deem helpful in their various classrooms, even in classrooms that have pupils with different linguistic backgrounds. The study was prompted by the reports of various evaluation studies that have taken place on NALAP and the variant positions taken by the Anamuah Mensah Report, the Government White Paper and the MoE/GES concerning the medium of instruction to be used at the lower primary levels of basic schools in Ghana. Whilst the Anamuah Mensah Report suggested mother-tongue based bilingual instruction, where the mother-tongue will be used in teaching all subjects except English Language, the White Paper established and English based bilingual medium where a higher percentage of English will be used. MoE/GES also introduced the NALAP where both English language and Ghanaian Language lessons will be fused into one subject, Language and Literacy, where English will be introduced gradually.

These differences were bound to confuse the teacher, and with the problem of teacher illiteracy in the mother-tongue, the cumbersome nature of

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the NALAP and the heterogeneous nature of the Ghanaian classroom as a result of the different language backgrounds of pupils, teachers were likely to encounter some pedagogical issues. The study thus focused on examining how teachers handle the teaching of Language and Literacy using the NALAP approach in the Central Region of Ghana, in order to bring to the fore some of the issues militating against or otherwise its implementation and to see how these issues can be addressed so that NALAP runs smoothly in our classrooms.

The study, which is situated within the pragmatist mode of enquiry, employed a mixed methods approach (Quan+Qual) to investigation in analyzing the data collected for the study. Instruments used for data collection were questionnaire, interviews (both structured and semi-structured) and observations. Six districts were purposively selected from the Central Region of Ghana using the multi-linguistic nature of the inhabitants of these districts as the basis for the selection. All lower primary teachers of 13 schools purposively selected from each of these selected districts were used for the study. The head-teachers of these selected schools as well as EC coordinators of the selected districts automatically became part of the participants for the study. In order to delve into the depth of the problem, 24 teachers, 4 from each selected district, were again purposively selected from the initial 13 schools per district, to have their lessons observed after which interviews were conducted to find out why these performed one activity or another in their teaching, and also to find out what these teachers thought of the NALAP approach. In all, the study used a sample size of 370 teachers who taught at the lower primary level, 78 head-teachers and 6 EC coordinators. The responses

of the sample as well as the other participants of the study were used to arrive at the results of the study.

Summary of Key Findings

Research question 1 which used both questionnaire and structured interviews, sought responses from teachers and head-teachers. This question has brought to light the fact that both teachers and head-teachers in the Central Region of Ghana see the bilingual medium of instruction, where both the mother-tongue of the child and the English language (target language) are used, as a good medium to be used in lesson delivery since it helps the teachers to deliver the content of the lesson better. To both groups, the pupils will get to understand the concept being taught whilst at the same time learning some English for future studies. Unlike the English only medium that makes understanding of lessons difficult due to the fact that pupils are not too familiar with its usage, and then the mother-tongue only which will not introduce English vocabulary to pupils in order for them to store and use later at the upper primary level. In other words, the code switch is recognized as the medium that should be used in instruction. The results of hypothesis 1 also reveals that, teachers within the various districts and across the various districts hold a similar view that the bilingual medium is a good medium to be used in the lower primary.

Research question 2, 'What views do teachers have on NALAP?' which sought to collect the views of teachers on the NALAP approach used questionnaire as the instruments to collect the data in order to answer the question. The results of the data has revealed that teachers in the Central Region of Ghana do not know much about NALAP even though they have

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heard about it. They do not also follow the NALAP teaching approach because they do not understand how it works. Teachers tend to code mix (mixing two languages in explaining a concept) when delivering lessons but they do not use the language percentage as suggested by NALAP. Moreover, whereas some teachers who teach at the lower primary level have not been trained to teach the approach, others who have received training do not use the approach because they do not understand it.

Research question 3, 'In what medium do teachers teach a class where there are pupils coming from diverse linguistic backgrounds?' sought to find out from teachers the language they use in teaching when their pupils have different linguistic backgrounds. Questionnaire, observations and semi-structured interviews were used for the data collection. The results revealed that many classrooms in the Central Region of Ghana have homogeneous languages; however, there are quite a number of classrooms that have pupils with diverse languages. Therefore classrooms in the Central Region of Ghana are not wholly homogeneous in nature. The result of data collected has again shown that in classrooms where pupils have diverse languages, there is a majority language that pupils interact in as they get used to the environment. Also, teachers tend to instruct pupils in the majority language, causing pupils who have mother-tongues different from the majority language, lose out on teaching and learning because of the language barrier. The results further reveal that teachers who have different mother-tongues from that which the majority of pupils speak, tend to teach in the target language only.

Research question 4 'What medium of instruction do teachers consider appropriate in their teaching and learning processes?' which used

questionnaire and structured interviews for data collection, sought to find out from both teachers and head-teachers the medium they found appropriate in teaching and learning. It came to light that, both teachers and head-teachers see the bilingual medium as appropriate in teaching. They contend that this medium helps pupils in understanding concepts taught well whilst at the same time learning the target language. They however mention that the English language should be used at higher percentages than the mother-tongue since in doing so, pupils tend to grasp more vocabulary in the target language and also practice using the target language before pupils got to primary 4. The hypothesis 2 also reveals that all teachers view the bilingual medium as an appropriate medium to be used in the lower primary.

Research question 5 'What teaching and learning materials are available to teachers for the teaching of Language and Literacy which has come to replace English language on the basic school time table?' sought to find out the NALAP materials that were available in the schools and in what state these materials were. Questionnaire, structured interview guide and a checklist were used to collect the data meant to answer this question. The results indicated that schools within the region did not take delivery of all the NALAP materials. Data collected reveals that no school had all the materials. Thus the material lacking in one school was different from the materials lacking in another school. Therefore the lack of materials were not similar and it did not cut across all schools, except for the English version of pupils' books and readers that seemed to be a common material lacking in all schools. However, the teacher guides were supplied to all NALAP classes within the region. Further investigation also revealed that many of the materials were

either lost or worn-out and these materials have not been replaced. Materials that were well kept were stored at the head-teachers' offices or the school store rooms. In a few schools, the materials (pupil's books and readers) were still quite new showing that they had not been used. In schools that were using the materials, (pupil's books and readers), they were woefully inadequate as in some cases 3 to 4 pupils used 1 book during class work.

Research question 6 'How do teachers teach language and literacy lessons using the NALAP approach?' which sought to find out how teachers taught Language and Literacy lessons in their various classrooms used observations and semi structured interviews in collecting the data in order to answer the question. The results gathered reveal that teaching was done in the bilingual medium where teachers taught first in the local language for some time before switching to the English language. However during the local language segment, the teachers did not write any word in the local on the board. During the English language segment, teachers kept mixing the languages. Teachers also taught from the known to the unknown but instead of using the experiential approach to teaching where the concept will be taught holistically, teachers rather taught the language skills in fragments. The approach focuses on the integration of the four language skills- listening, speaking, reading and writing which is consistent with teaching done under the BTL programme from which NALAP was developed. Thus teachers were not teaching according to NALAP. The 90 minute duration was not adhered to in all the lessons taught due to teachers' inability to sustain the interest of pupils in the lesson. In all, teachers did not teach the NALAP concept well. Then

also, the NALAP implementation has some inconsistencies that may affect pupils' learning to read.

Research question 7 'What challenges do teachers in the Central Region of Ghana encounter in their teaching of Language and Literacy lessons?' used questionnaire, observation and semi-structured interviews in collecting the data in order to answer the question. The findings were that, teachers did not have adequate materials in teaching the approach. Teachers again had a challenge when it came to reading and writing in the mother-tongue. Since the majority of teachers were not literate in their mother-tongues, using the NALAP approach became a huge challenge. Some teachers were not also speakers of the local language spoken in the area where the school was sited. This situation made it difficult for the mother-tongue of pupils to be incorporated in the teaching. Furthermore, teachers could not teach for the 90 minute duration. They seemed to lack the strategies and skills needed to keep pupils awake and interested in the lesson for longer periods. In addition to what has been stated, teachers could not also teach according to language segments. They kept mixing codes which are a wrong approach when NALAP is considered, instead of switching codes.

Research question 8 which was 'What types of professional support for NALAP have teachers received since the inception of the approach?' used questionnaire, semi-structured interviews and structured interviews in eliciting responses from both teachers and EC coordinators to answer the research question. The findings for the research question were that, many teachers have not been trained to teach using the NALAP approach. Those who were trained did not see the programme as beneficial because they did not understand the

approach to be used. The training, which was a five-day workshop, only saw trainees using their fellow trainees as pupils during the teaching practice segment of the training programme. The insufficient time for the training, coupled with their lack of understanding of the NALAP concept, made it impossible for the teachers to use it in the real classroom. The results further reveal that, ever since the first major NALAP training that led to its inception, no further training has been organized by either the GES, the EC coordinators or by the MoE.

Conclusions

Based on the findings of this study, I can conclude that both head-teachers and teachers (approach implementors) in the Central Region of Ghana regard the bilingual medium of instruction as a good one that helps in content delivery, as a majority of teachers (90.8%) and 76.9% of head-teachers attested to this fact. This revelation then shows that the bilingual medium is the medium being used in classrooms in the region. Though teachers have heard about NALAP, they do not understand how the approach works so do not teach the NALAP approach. Teachers however use the majority local language or the play language children use, as the local language in the bilingual medium during instruction in areas that have pupils with diverse linguistic backgrounds. This finding shows that teachers are putting some pupils at a disadvantaged position since those pupils may not understand certain concepts taught in the majority language as found out by Iyamu & Ogiegbaen (2007). Teachers also regard the bilingual medium as very appropriate in instruction as it helps pupils to grasp concepts well; however, the majority of teachers want the percentage of the English language aspect of

the bilingual medium to be higher than that of the local language. This finding reveals that teachers regard the medium as established by the Government White Paper (GOG, 2004) as a good medium, thus in the schools in the Central Region, teachers are using a higher percentage of English than the mother-tongue in the bilingual medium, in their classrooms. Again, unlike the findings of Telli (2014) that says that the shift from mother-tongue to English medium may cause failure of students because of the swiftness, the case of the Central Region would be different in that, both languages are being used till primary 4 where English only will be solely used. Thus if the bilinguakl medium is used well, the pupils should be successful at learning the English Language.

Furthermore, the NALAP materials were not evenly distributed across all districts in the region. No English version of the readers as well as pupils' books was distributed to the schools and no further distribution has been done since the first distribution. This challenge as recorded by EQUALL (2010) still persists. The MoE and the GES have not done anything about it since it was first reported by EQUALL. This challenge therefore prevents teachers in using the NALAP approach due to the lack of the materials needed to teach it. Therefore even though teachers use the bilingual medium that could help pupils better, their lack of teaching and learning materials needed for instruction results in unproductive teaching. This situation does not allow teachers to follow the NALAP approach. Teachers also have the challenge of reading and writing in the local language since they have not received training in mother-tongue literacy. This lack of training in the local languages for teachers makes it impossible for them to teach pupils well in the two

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languages which unquestionably leads to a difficulty for pupils who must learn to read in the target language. In this case, Cummins', theory of Linguistic Interdependence (1981) does not happen in pupils in these schools. Teachers have not also received any further professional development on the approach ever since its inception which has made them either put the NALAP instruction aside or to teach it in their own way. This finding confirms Phillips (2008)'s position that professional development is the key to any educational or school reform, meaning, professional development goes hand in hand with school reform or even a new approach in teaching. If professional development is not forth coming, the approach collapses. Thus NALAP in the Central Region is nonexistent as teachers have many challenges and the approach developers have done nothing about them.

This study therefore fills that gap in literature on the views of curriculum implementors with regards to the medium of instruction that should be used in the lower primary classroom. The study again throws more light on the need for language mapping as many classrooms in the cities have various language speakers whose learning needs must be met. This study has furthermore revealed that there is the need to provide frequent professional support for new programmes that get introduced in education so that the teacher's knowledge on the programme gets refreshed always in order to sustain the programme. In addition to all that have been stated, this study fulfills EQUALL request for continuous evaluation on NALAP to find out the challenges that might cause the approach to be stalled.

Recommendations

The recommendations stated are based on the findings of the study.

1. The curriculum innovators, in conjunction with the MoE and the GES should carefully seek and include the views of curriculum implementors when decisions are to be taken concerning the medium that must be used in education at the lower primary, and these views should inform policies.

2. The MoE and the GES should see to it that the duration for training teachers on new policies and approaches should be long enough for the intended group receiving the training to understand the concept better before it gets fully implemented.

3. Again, when new programmes and policies get implemented, the MoE and the GES should conduct a vigorous supervision to ensure that all teachers trained to use the new programmes and policies are doing so well.

4. The MoE should map out and label schools (lower primary level) in the country based on the local language that must be used in the classroom, so that pupils could be placed in schools where the local language used is similar or intelligible to their own mother-tongues in order for the use of the mother-tongue languages to work out well in our schools. There is therefore the need for language segregation or linguistic mapping as put forward by PRAESA (Benson, 2014) in order to save the situation concerning the use of unfamiliar mother-tongues in the classrooms in the region.

5. The MoE and the GES should ensure that the use of the bilingual medium of instruction where a higher percentage of the English language than the local language is used in the lesson, is implemented at the lower primary levels of all basic schools in the country.

6. The MoE and the GES should again ensure that teaching and learning materials that are produced to accompany new programmes or approaches should be replaced at regular intervals so that teachers do not use the lack of it as an excuse to abandon the programme.

7. The MoE and the GES should see to it that programmes that are introduced and the materials that go with them get thoroughly examined to ensure that both the programme and the materials are well suited for the intended course.

8. The GES should make it a point to adhere to the component of NALAP that concerns Teacher Postings so that teachers could be posted and placed in the right classrooms and in schools, using teachers' linguistic background as a basis, to ensure that they teach well.

9. The curriculum planners for Teacher Training institutions should plan the curriculum in such a way that teachers will be trained in the local languages for the entire training period and not just for a year or 2, so as to prepare these teachers well for bilingual instruction.

10. The GES should ensure to provide regular refresher courses on new programmes and approaches for teachers and head-teachers so that teachers do not forget what they have been taught. Head-teachers should insist on teachers teaching the new concept and new teachers who get employed should be given the opportunity to learn these new programmes and approaches to be used in their teaching in order to ensure the longevity of the programme.

11. All teacher training institutions should include in their curriculum, new approaches that get introduced in education, so that the teachers that get trained in these institutions, get to learn about these approaches before they are sent to the real classrooms to teach.

12. There should be regular assessment of new programmes in order to find out the challenges and the successes of the programme so as to ensure longevity of the programme.

13. The GES through the circuit supervisors, should also make it a point to organise regular in-service training sessions on the preparation of TLMs for the teaching of language, for teachers so that these teachers can prepare their own materials for use in their teaching when materials from the government delay.

Suggestions for Further Research

This study concentrated on NALAP, using the Central Region as the research site. It could be replicated in the Brong Ahafo Region to find out if these views Central Region teachers hold concerning the medium of

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instruction as well as teachers' pedagogical challenges will be similar to that of teachers in the Brong Ahafo Region.

This study also concentrated on all the constructs of the conceptual framework except the final construct, successful L2 reader. A longitudinal study needs to be conducted in order to realise its result.

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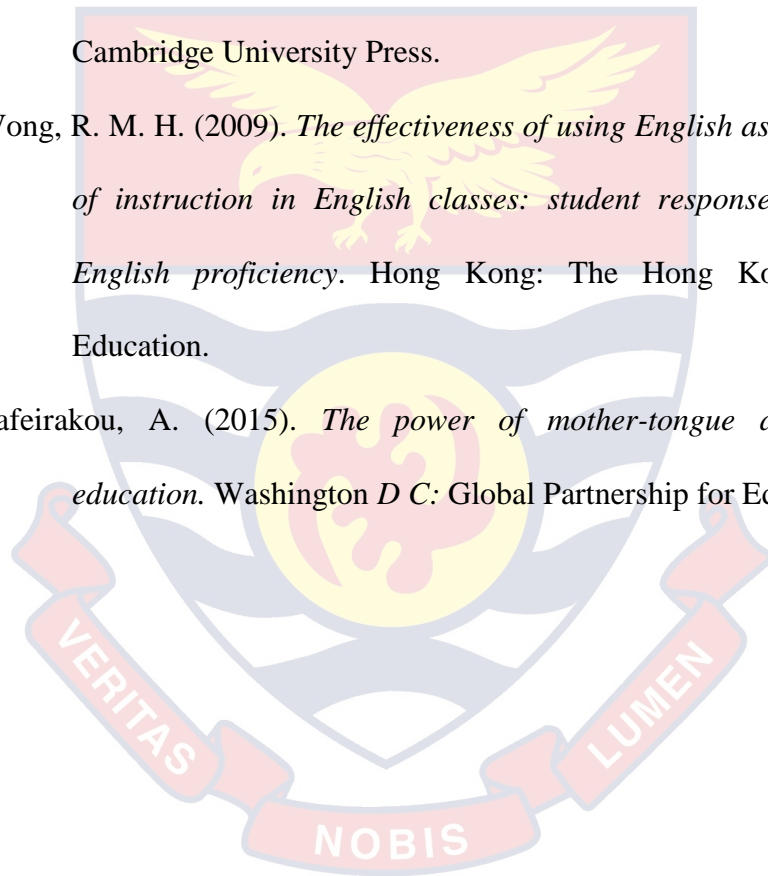
APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks to explore the implementation of the National Literacy Acceleration Programme (NALAP) in the Central Region of Ghana to ascertain its successes and challenges. It also seeks to find out from teachers their opinions on the language of instruction that ought to be used in their classrooms. It would be appreciated if you could respond candidly to this questionnaire. Your confidentiality as well as that of your school is assured. Please bear it in mind that this exercise is purely for academic purposes. You have every right to withdraw from this exercise whenever you decide to do. Your withdrawal will never be used against you in any way. Be assured that your responses will be kept confidential and it will be used solely for the purpose of this study.

Part A: DEMOGRAPHICS

1. Name of District …………………………………………………………..

2. School location type

   Urban……..
   Rural ………..
   Semi urban ………

3. Age Range

Below 25,	26-30,
31-35	36-40,
41-45	46-50,
Above 50	

4. Sex: Male   Female   (tick as appropriate)

5. Professional qualification (tick as appropriate)

   Cert 'A' ….   Diploma …..

   First Degree …..   Masters …..

   Other (specify) ……………………..

6. Number of years in service (circle the appropriate)

   a. Below 5 year

   b. 6-10 years

   c. 11-15 years

   d. 16-20 years

   e. Over 20 years

7. Class taught (circle the class you teach at present)

   KG1,   KG2,

   BS1,   BS2,   BS3

8. What is your mother-tongue? …………………………………..

9. Languages spoken. (select with a tick appropriate language(s))

   English …….

   Fante ……...

   Asante Twi ……….

   Efutu ……

   Other (specify) ………………………………..

10. Languages you can read. (tick appropriate language(s))

   English …………….

   Fante ……………..

   Asante Twi ………..

   Other (specify) ………………………………..

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11. Languages you can write. (tick appropriate language(s))

English …………

Fante …………

Asante Twi ………..

Other (specify) ………………………………….

Part B   Research questions (Subscales)

Research Question 1. What are the views of teachers in the public basic schools in the Central Region on the use of a bilingual medium of instruction?

Statement	1	2	3	4	5
12. The English-only medium allows me to teach my pupils better					
13.My pupils understand my lessons better when I use the English only medium					
14.My pupils participate better when I use the local language in teaching					
15. I like to mix the local and the English languages so pupils understand concepts as well as learn the English					
16. Mixing the two languages makes me express myself better					

Key

1 – No Agreement

2 – Agree to a low extent

3 – Agree to a moderate extent

4 – Agree to a high extent

5 – Agree to a very high extent

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Research Question 2: What are the levels of knowledge teachers have on NALAP?

Statement	1	2	3	4	5
17. NALAP is a programme that allows for teachers to teach their pupils in the mother-tongue only.					
18. NALAP is a programme that allows for teachers to teach a lesson using two languages					
19. In using the NALAP approach, a teacher asks a question in a language and pupils answer in the same language					
20. NALAP teaching allows for the teacher to write in English on the board but explains in the local language to pupils					
21. NALAP teaching is not meant only for the pupils at the kindergarten					
22. NALAP teaching is meant for the KG to primary three					

Key

1 – No Agreement

2 – Agree to a low extent

3 – Agree to a moderate extent

4 – Agree to a high extent

5 – Agree to a very high extent

Research Question 3. In what language(s) do teachers teach a class where there are different linguistic backgrounds?

Linguistic Heterogeneity of pupils

Statement	1	2	3	4	5
The pupils I teach have different mother-tongues					
The pupils I teach have a similar mother-tongue					
The pupils I teach though come from different linguistic backgrounds can understand the language(s) spoken by the people in the area where the school is sited					

Medium used in teaching pupils with different language backgrounds

statement	1	2	3	4	5
23. I teach my pupils using the local language of the area.					
24. I teach my pupils in my own mother-tongue.					
25. I teach my pupils in the English language since they speak different local languages.					
26. I teach my pupils in the language the majority of them speak.					
27. I teach my pupils in the language they use during play.					

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Research Question 4.   Medium of instruction do teachers consider appropriate in their teaching and learning processes?

Statement	1	2	3	4	5
28.Using the mother-tongue of the child is appropriate in teaching the child					
29.Using the English language is appropriate in teaching the child					
30. Using both the mother-tongue and the English language in the same lesson is appropriate					
31. I use a particular medium because it makes my teaching easier and my pupils get to understand the concept taught.					

Key

1 – No Agreement

2 – Agree to a low extent

3 – Agree to a moderate extent

4 – Agree to a high extent

5 – Agree to a very high extent

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Research Question 5. What teaching and learning materials are available to teachers for the teaching of Language and Literacy?

32. NALAP materials available in the school. (Tick the material available to your class)

NALAP Material	KG 1	KG 2	BS 1	BS 2	BS 3
TR GUIDES					
PS BOOKS					
READERS					
BIG BOOKS					
ALPHABET CARDS					
POSTERS					

Research Question 7. What challenges are associated with the teaching of Language and Literacy lessons?

Statement	1	2	3	4	5
33.The NALAP materials make my teaching difficult					
34.I do not know how to use the NALAP teachers' hand books					
35.I am not able to sustain the interest of my pupils during the 90 minutes time slot for NALAP teaching					
36.My children become tired when I go by the NALAP time slot					
37.The 90 minutes lesson for NALAP is too much so I do not teach up to that time					
38.I find NALAP teaching very challenging					
39.The pupils do not pay attention when I am teaching					
40.The pupils do not participate in class during					

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NALAP teaching					
41.I do not teach using the NALAP approach because I do not speak the local language my pupils speak					
42.I do not use the NALAP approach because I cannot write the local language of the pupils I teach					
43.I do not use the NALAP approach because I cannot read in the local language of the pupils					
44.The NALAP materials in my class are not written in the language the children speak					
45.The NALAP materials in my class are worn out and have not been replaced					
46.The parents of the pupils I teach are not in favour of the NALAP concept					
47.I do not teach the NALAP approach because my pupils have different local languages they speak					

Research Question 8. What professional support have teachers received

since the inception of NALAP?

57. Have you ever attended any training on NALAP?   Yes…../No…….

59. Was the training beneficial to you? Yes ……./No……..

    If yes state your reason(s)

        ………………………………………………………………………

        ………………………………………………………………………

        ………………………………………………………………………

    If no state your reason(s)

        ………………………………………………………………………

        ………………………………………………………………………

        ………………………………………………………………………

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58. If you have received NALAP training, what type of training was it?

> Pre service

> In service

> Both pre service and in service

> Other ……………………..

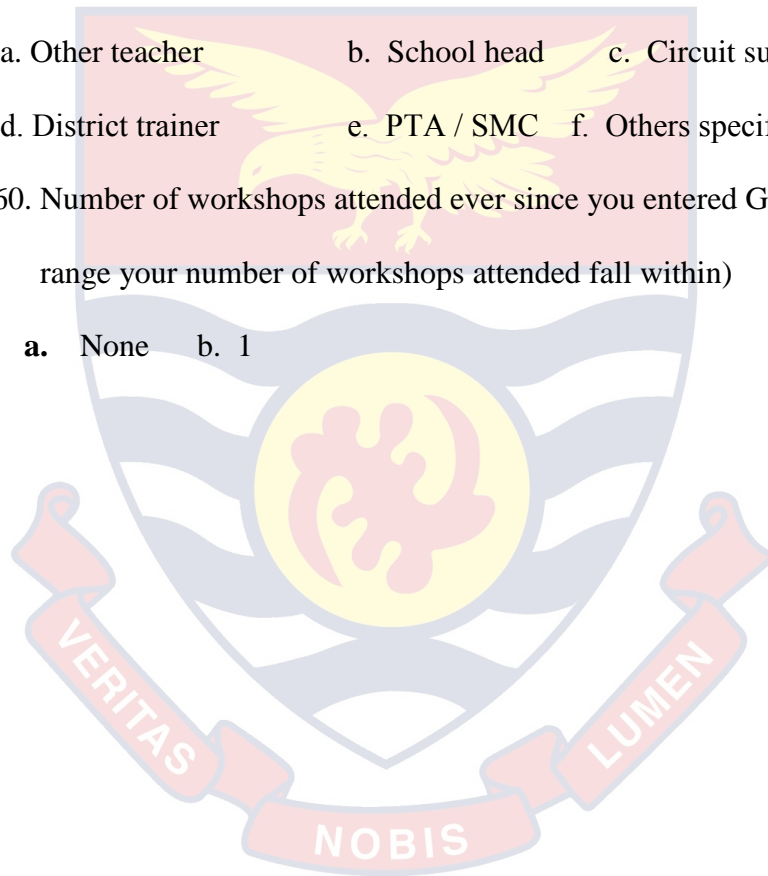61. Who served as the resource person at the training sessions? (Select as many as have given you training).

  a. Other teacher   b. School head   c. Circuit supervisor

  d. District trainer   e. PTA / SMC   f. Others specify…………

60. Number of workshops attended ever since you entered GES. (Circle the range your number of workshops attended fall within)

  a. None   b. 1

APPENDIX B

OBSERVATION CHECKLIST

District where school is sited ------------------------------

Class being observed ---------------------------------------

Number on roll ---

Topic being taught --

1. The classroom has NALAP teachers handbook   Yes/No

2. The pupils have readers   Yes/No

3. There are conversational posters in the class   Yes/No

4. There are alphabet cards   Yes/No

5. The teacher teaches according to the handbook   Yes/No

6. The teacher uses the posters in lesson delivery   Yes/No

7. The teacher uses the alphabet cards   Yes/No

8. The teacher teaches for 90 minutes   ……………

9. The duration for the lesson is less than 90 minutes   …………….

10. The teacher uses the local language for ---------------- minutes

11. The teacher uses the target language for ----------------- minutes

12. The pupils answer questions in the local language   Yes/No

13. The pupils answer questions in the target language   Yes/No

14. The teacher links the lesson to pupil's previous knowledge   Yes/No

15. The teacher involves pupils in rhyme recitals   Yes/No

16. The teacher involves pupils in group activities   Yes/No

17. The teacher allows pupils to read in class   Yes/No

18. The teacher makes the lesson interesting   Yes/No

19. General remarks on the lesson and the state of NALAP materials .

…………………………………………………………………………………………
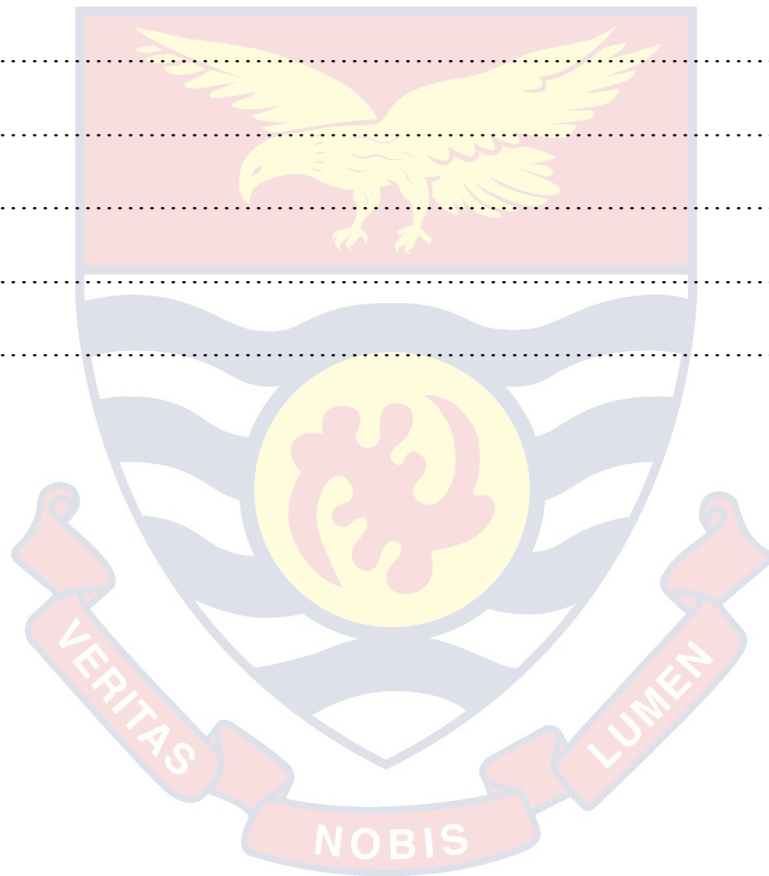
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APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

1. Did you receive the NALAP training? yes/no

2. Did you understand what was taught? Yes/no

3. Have you ever received any training after the first major training before its inception? Yes/no

4. Conversation regarding the lesson observed.

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APPENDIX D

STRUCTURED INTERVIEW GUIDE FOR HEAD-TEACHERS

1. District where school is sited. ---

2. What is your mother-tongue ………………………………………………

3. What language is used for communication between pupils on the school compound?   …………………………………………..

4. What language(s) is to be used during teaching and learning? …………………………………………..

5. What language(s) do you think should be used in the school for teaching and learning?

    …………………………………………………………………..

6. Why do you think this / these language(s) should be used for teaching and learning?

………………………………………………………………………………………

………………………………………

7. Did you receive the NALAP training? Yes/No

8. Was the training adequate? Yes/No.

9. Was your school given all the NALAP materials? Yes/No

10. If no, which material(s) was/were left out? ………………………

11. Were the materials in the language the pupils speak? Yes/No

12. Are your teachers able to use the NALAP materials in their teaching? Yes/No

13. Where are the materials kept? ……………………………………….

14. When was the last time NALAP materials was were distributed to your school? …………………

15. How many in service training programmes on NALAP have your teachers received ever since you became the head teacher of this school? ……………………………………….

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APPENDIX E

STRUCTURED INTERVIEW GUIDE FOR EARLY CHILDHOOD COORDINATORS

District: ………………………………………………………………..

1. Did you attend the NALAP major training session?   Yes/no

   If yes, where did this training take place?

   If no have had any training in NALAP?

2. Did you understand what was taught at the training?

3. How did you find the training?

4. Have you organized any in-service training programme on NALAP for the teachers in your district?

5. How many in-sets on NALAP have you organized so far since you became the Early Childhood Coordinator?

6. Do you visit the schools in your districts regularly? Yes/no

7. What do you do to assist teachers who seem to have some challenges in using the mother-tongue in teaching?

APPENDIX F

Checklist for the availability and state of NALAP materials

District

School

Class

Material	Availability		State	
	Available	Not Available	Good	Bad
Big books				
Readers				
Conversational				
Posters				
Alphabet cards				
Pupils' books				
Teacher guides				

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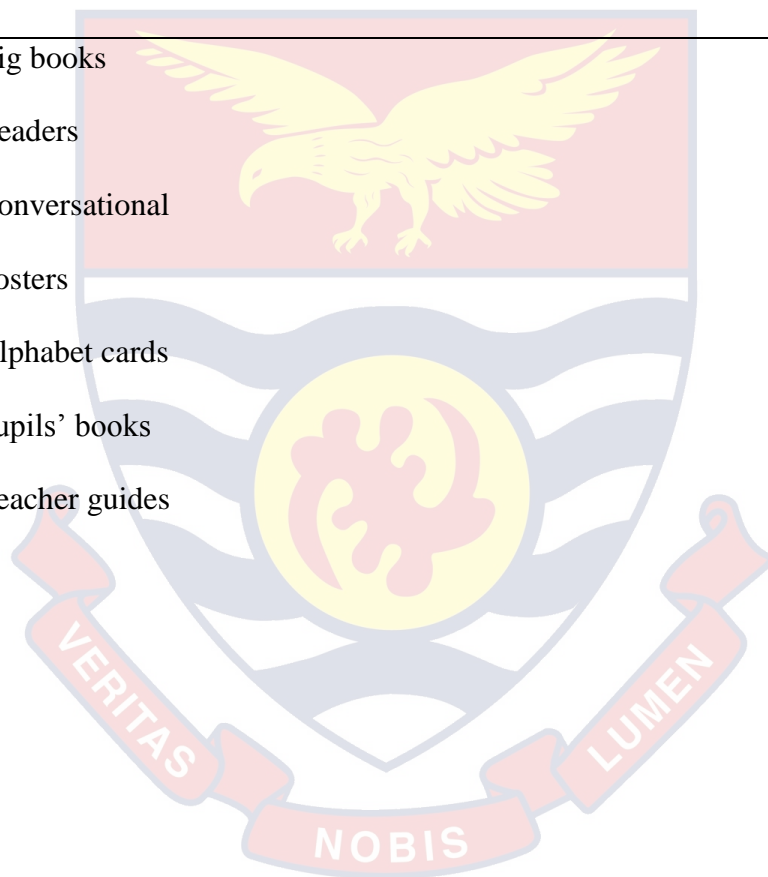
GHANA EDUCATION SERVICE

In case of reply,
the number and date of this
letter should be quoted

Municipal Education Office
Post Office Box 240
Agona Swedru
agowesteduc@yahoo.com

My ref.GES/CR/SWD.134/51
Your ref. ....

Republic of Ghana

12th February, 2017

INTRODUCTORY LETTER
GERTRUDE AFIBA TORTO (MRS)

The Municipal Directorate of Education, Agona West, writes to introduce to you Mrs. Gertrude Afiba Torto who is a student at University of Cape Coast and want to conduct an educational research in the Municipality on the topic: Exploring the National Literacy Acceleration Programme (NALAP)

By this letter all Headteachers in first cycle schools are kindly requested to offer her the needed assistance.

I count on your usual cooperation.

ELIZABETH HELEN ESSEL
MUNICIPAL DIRECTOR OF EDUCATION
AGONA WEST

ALL HEADS OF PUBLIC/PRIVATE
SCHOOLS – AGONA WEST

copy: Mrs. Gertrude Afiba Torto
Dept of Basic Education
Cape Coast

/*vg*/