Language Mapping Study in 100 Districts of Ghana

Dr. Charles Owu-Ewie, University of Education, Winneba

Dr. Guitele Nicoleau, Chief of Party, *Learning*

August 2018

Genesis of the Language Mapping Study

Establishment of the Language Policy Working Group (LPWG)

LPWG reviewed existing language policy, its history and implementation

Recommended a language mapping study to understand the language situation in *Learning*'s 100 targeted schools and districts as a case study

NaCCA will use the findings of the Language Mapping study to fine-tune and finalize the 2016 Revised Language Policy, currently under review.

Methodology

Sample: 100 districts targeted by *Learning*

- Collaborative selection process with MOE/GES and DEO.

- Focus on districts where pupil match to GLOI was high based on DEO information

- Census of 7,105 schools in these 100 target districts
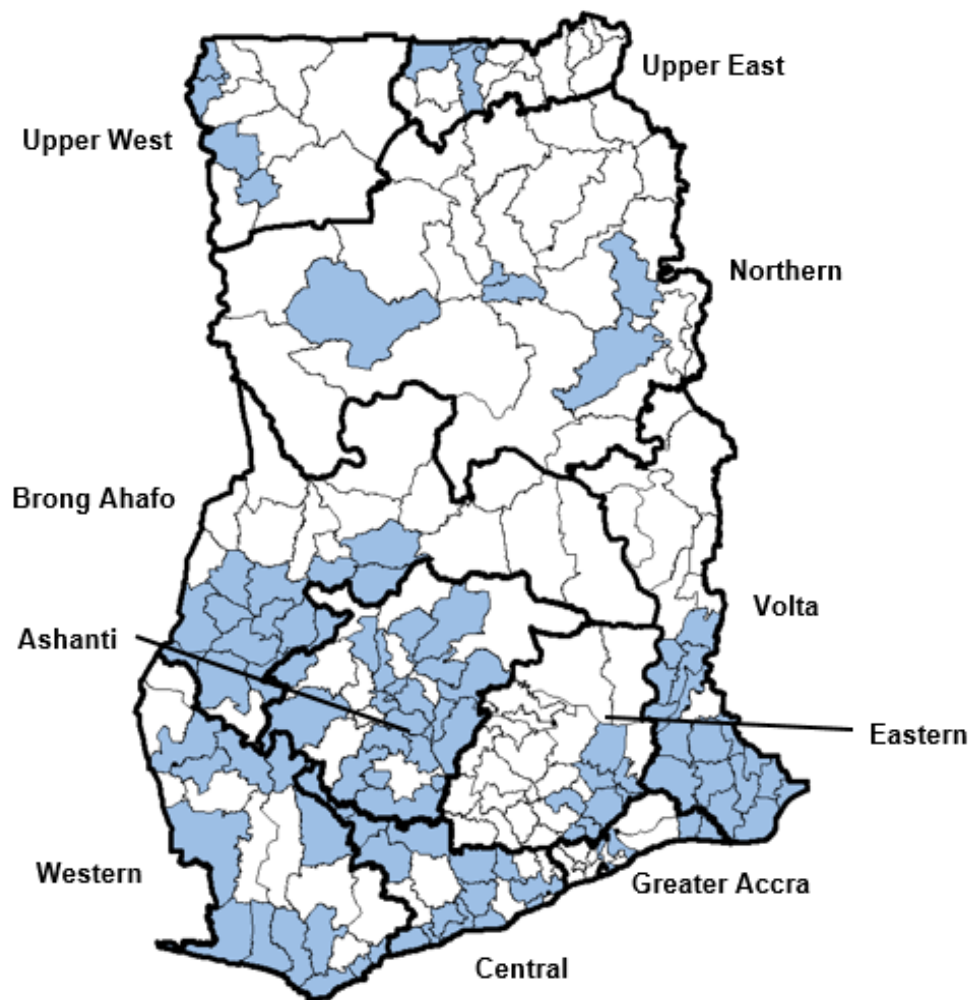
Methodology

Data Collection:

- Interviews with KG1-P3 teachers, head teachers
- Group interviews with KG1-P3 pupils
- Data collection carried out by College of Languages Education, Ajumako, University of Education Winneba (UEW)
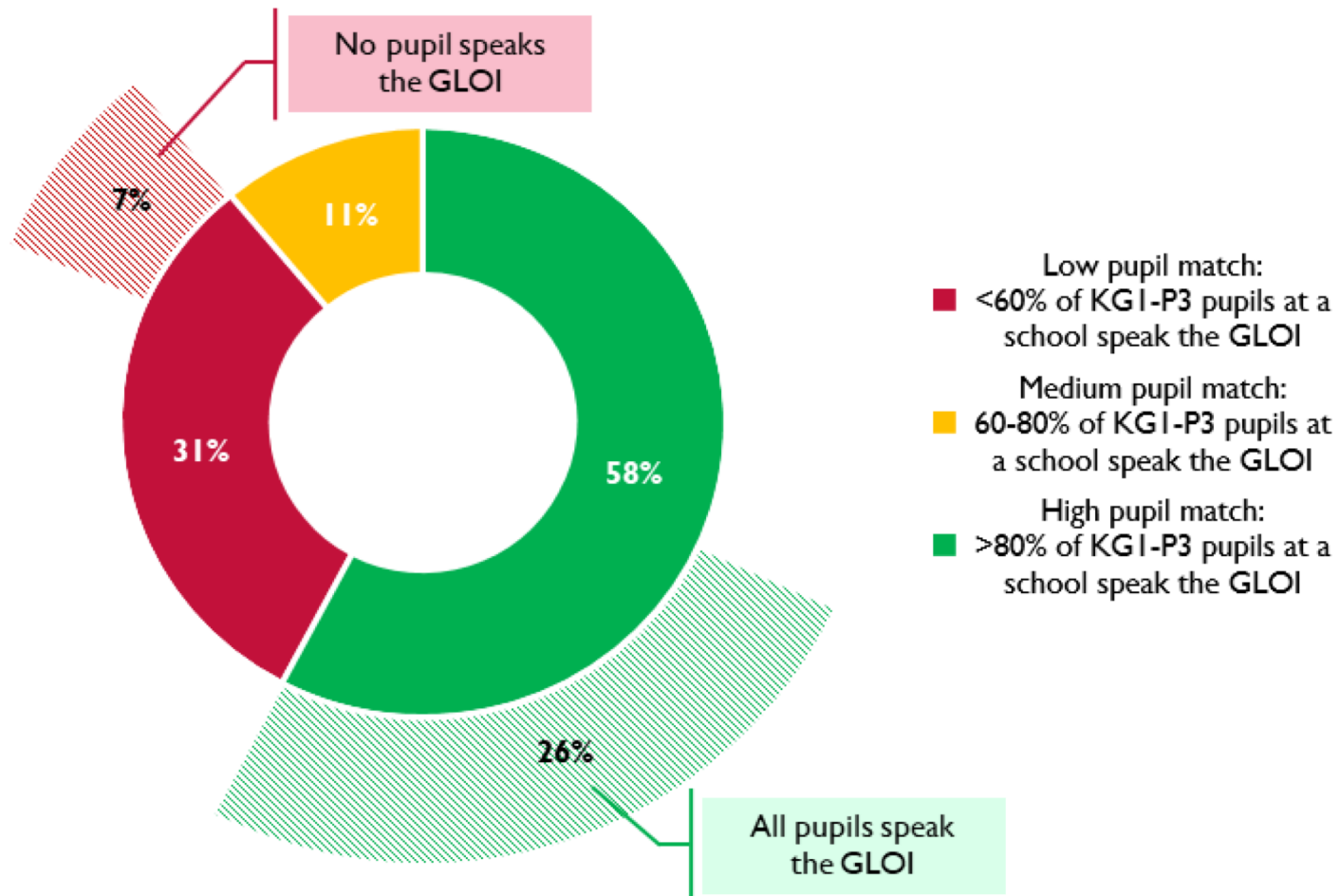
Analysis:

- Development of a language match framework
- Descriptive summary statistics

Limitations:

- Relies on self-reported data
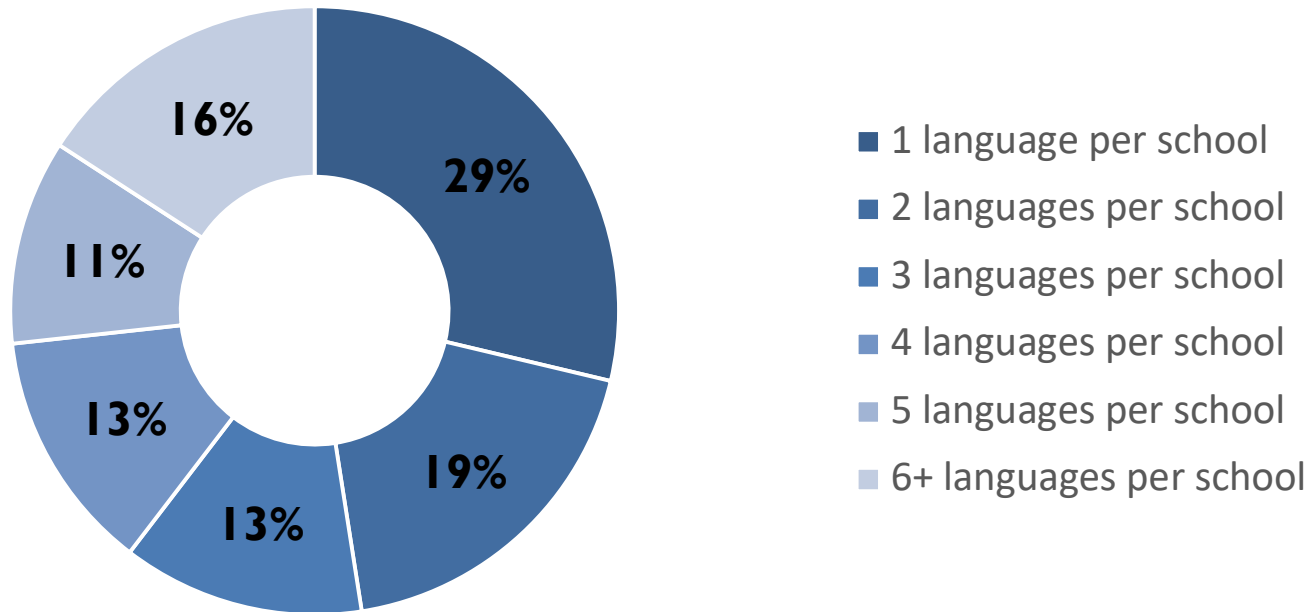- Findings cannot be generalized nationally

KEY FINDING #1: Just over half of surveyed schools (58%) have high pupil language match

Pupil Match (% of schools)

No pupil speaks the GLOI

7%

11%

31%

58%

26%

All pupils speak the GLOI

Low pupil match:
<60% of KG1-P3 pupils at a school speak the GLOI

Medium pupil match:
60-80% of KG1-P3 pupils at a school speak the GLOI

High pupil match:
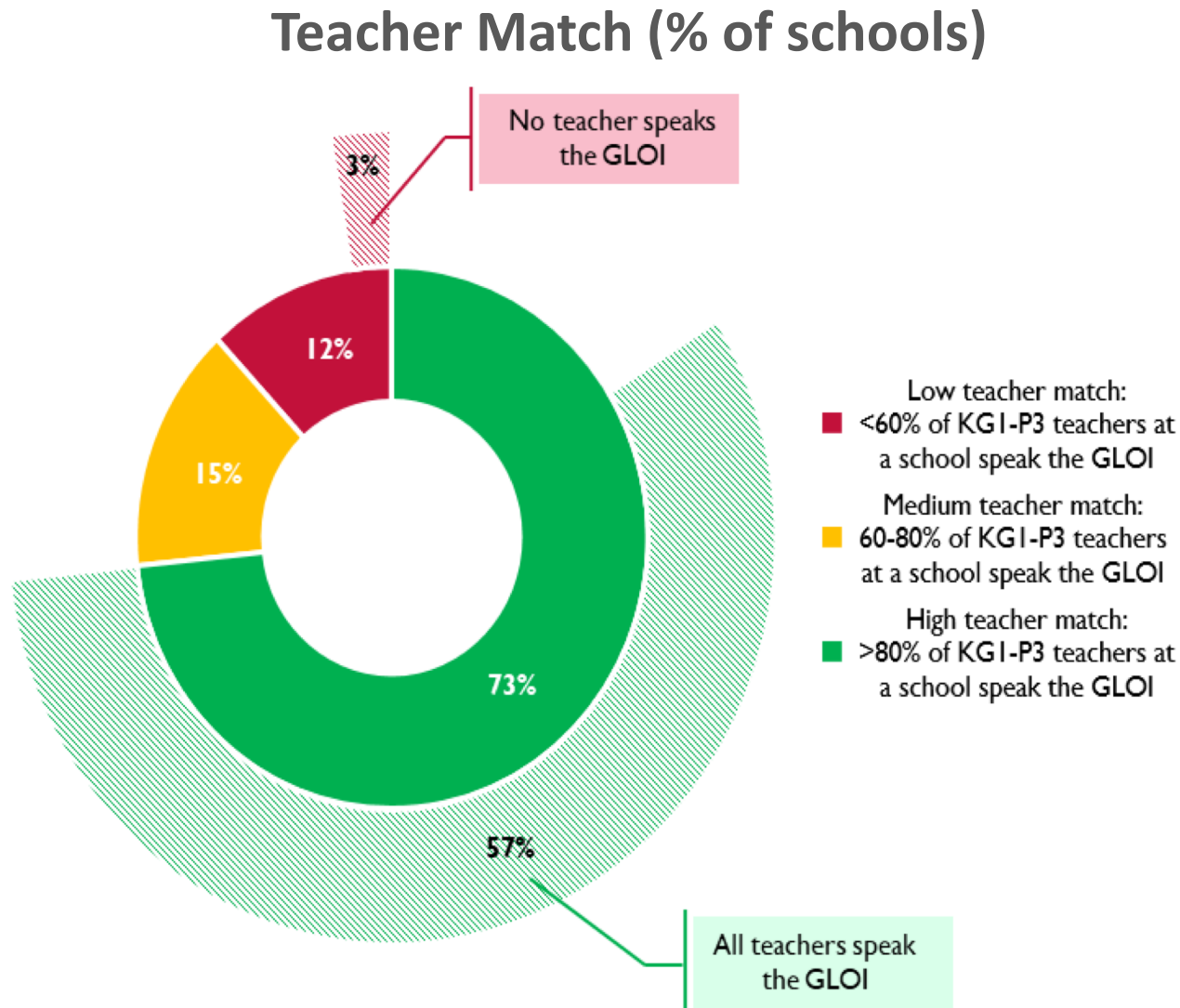>80% of KG1-P3 pupils at a school speak the GLOI

KEY FINDING #2: In 71% of schools, the pupil population speaks at least two languages.

Language Diversity in Schools (% of schools)

- 1 language per school
- 2 languages per school
- 3 languages per school
- 4 languages per school
- 5 languages per school
- 6+ languages per school

29%
19%
13%
13%
11%
16%

KEY FINDING #3: Overall, 73% of schools have high teacher language match

Teacher Match (% of schools)

No teacher speaks the GLOI — 3%

12%

15%

73%

57% — All teachers speak the GLOI

Low teacher match:
<60% of KG1-P3 teachers at a school speak the GLOI

Medium teacher match:
60-80% of KG1-P3 teachers at a school speak the GLOI

High teacher match:
>80% of KG1-P3 teachers at a school speak the GLOI

KEY FINDING #4: Combining pupil and teacher match, 46% of schools have high overall match, 41% medium match and 13% low match.
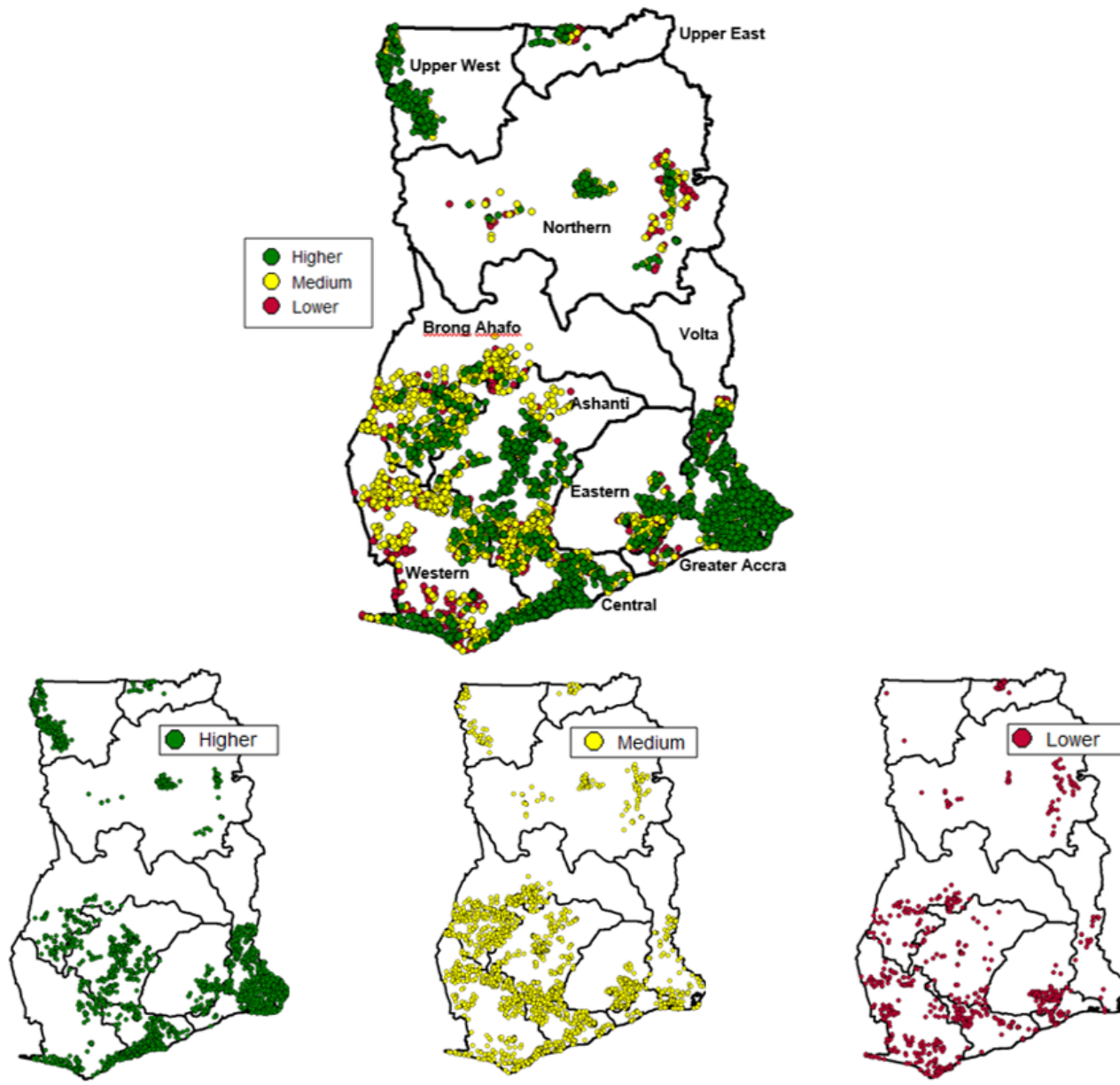
Combining Pupil Match and Teacher Match (% of schools)
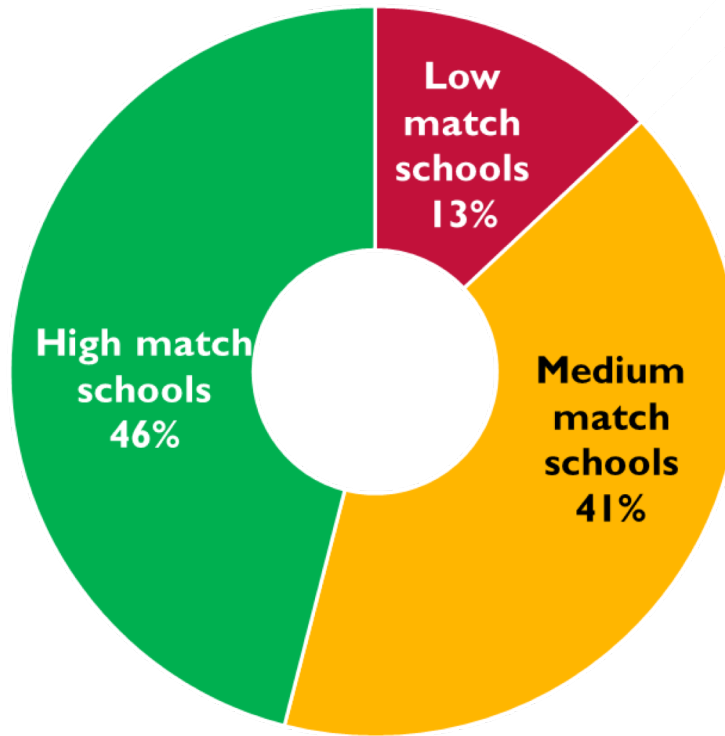
Map of overall language match at each school

Conclusions and Recommendations

Conclusion #1: In 42% of schools, the approved GLOI of the school is not well aligned with the home languages spoken by pupils. In fact, in 7% of all schools, no pupils reported speaking the GLOI of the school as their home language. In only 26% of schools is it perfectly aligned.

Recommendations:

■ Re-examine the official GLOI assigned to each school to ensure that the school is using the most appropriate language for their pupil population

■ Review the status of other Ghanaian languages to see if they can qualify for approval as a GLOI

Conclusions and Recommendations

Conclusion #2: Linguistic diversity in schools is high: in 71% of schools, the pupil population speaks at least two languages.

Recommendations:

- In schools where there are two dominant languages and both are among the 11 approved languages, consider a formalized two-language system which gives pupils the choice between two GLOI. In this case, teacher deployment would also need to be considered in order to ensure that qualified teachers are available for both GLOI.
- Raise awareness of the learning needs of second language learners, and provide support to teachers in the instructional approaches geared to these learners.
- All teachers should be required to take courses in second language acquisition and teaching techniques in pre-service and in-service.

Conclusions and Recommendations

Conclusion #3: Teacher language match is higher than pupil language match. Overall, 73% of schools have high teacher language match and in 57% of all schools, all surveyed teachers speak the GLOI. Still, the proportion of teachers who reported being able to speak the GLOI of their school is not adequate in 27% of schools, where fewer than 80% of teachers speak the GLOI.

Recommendations:

- Revise teacher deployment policy to prioritize language alignment between teacher language and GLOI of the school and, where possible, between teacher language and pupil languages.

- Within schools with medium and low match conditions, reassign teachers who speak and read the GLOI to teach reading in the GLOI in the early grades.

Overall Recommendations

Use the findings of the study to inform the finalization of the 2016 Draft Revised Language Policy.

Conduct a similar language mapping exercise in the remaining 116 districts in order to have national data on the language situation in schools.

With thanks to:

- Ministry of Education/Ghana, especially Mrs. Felicia Boakye-Yiadom

- Dr. James Dobson, Adama Jehanfo, and the USAID/Ghana Education Team

- UEW, especially Dr. Samuel Atintono

- Dr. Charles Owu-Ewie

- The *Learning* team and the FHI 360 R&E team: Rachel Hatch, Yvonne Cao, Carina Omoeva, Wael Moussa, and Julia Frazier