

## **Implementing National Accelerated Language Programme (NALAP) in Northern Ghana: Lessons from the Wing Schools**

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### **Abstract**

Accelerated and complementary (alternative) approaches for schooling and education provision continue to gain grounds even at the post-2015 global mandate stages. The Wing School as an example of complementary basic education programme has made it possible to extend education to remote and deprived communities in Northern Regions of Ghana where the issue of non-enrolment and drop out incidences are high. However, the strength of the Wing Schools (WS) in Northern Ghana does not lie in its ability to boost enrolment alone but also to change the phase of schooling and learning. The language backgrounds of children from the hamlets and rural communities of the Northern part of Ghana are often from homogenous language contexts. This study reveals that when Wing Schools applied the NALAP programme to children from this background, leap to literacy and numeracy was smooth for the majority of the children. Recommendations from this for nationwide implementation has been presented.

Keywords: NALAP, Wing Schools, Complementary Basic Education, Mother-tongue Education,

### **Background to the study**

Globally, language as a vehicle for transferring instruction and mode of communication is a ubiquitous activity. The activities involved in communication are not negotiable (i.e., encoding, through a medium, then getting decoded at the other end and vice-versa). Communication is an accepted cultural pattern that makes people understand each other in verbal communication primarily. Effective communication brings about a many benefits to people and individuals making them seamlessly understand each other. Take, for instance, any two most enlightened persons on earth will only make sense of a discourse provided they have a common language code to crack. According Kwapong (2006) language is a system of human vocal behavior that has been culturally acquired and which allows for transmitting information in a smooth manner. Kwapong further refers to language as a tool that gives order and organization to human thinking. This language issue is especially crucial when one focuses on the schooling where communication is necessary for teaching and learning.

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The aforementioned argument is of crucial importance in highly multilingual countries like Ghana that has many indigenous languages spoken with its borders but have chosen the language of their colonizers as the medium of instruction in schools (E. M. Wilmot & Wilmot, 2013). In such contexts, the type of school language policy enacted and implemented could remain a lethal threat to learning outcomes for many school entrants. No doubt that the CREATE (2010: 4) report among other things indicate that “the primary school language policy is still unclear in implementation as teacher deployment is not linked to local language capability.” Studies like this invoke interrogation into the language policy and the dynamics of its application in the Ghanaian education system.

The curriculum used in the Wing School (WS) Complementary Basic Education (CBE) schools explored in other contexts including an indication of resemblance with the nationally approved syllabus and those of the CBEs. Another issue that has seen more discussion in the literature has to do with the language of instruction since for the children is about the beginning of education for the out-of-school and the never enrolled child. In connection with that, Arkorful (2013), Casely-Hayford and Adom Ghartey (2007), and Abreh (2015) found sound local language literacy, functional curriculum, and participatory learning styles as part of the explanatory reasons for children accessing and participating in CBEs. According to Longden (2009) curriculum used in Complementary Education Programmes relates positively to access to education and schooling.

According to Kwapong (2006), use of the first language of the child (popularly referred to as L1) in teaching Mathematics does not infer the significant difference in pupil performance when compared to instruction in English language (L2). That confirms the finding of Andoh-Kumi (2002) and Okyere (1999) who related that the use of the language of instruction policies as in rural and urban centers come with different outcomes. It again collaborates the findings of Østergaard (2013) that the L1 become stronger when used to clarify instruction in L2 in an accelerated learning programme. One of the curricula practices that have made an impact and has the potential link between pupils' content knowledge with local culture and the school environment is the language of instruction used (Arkorful, 2013; Pinnock, 2009; Trudell, 2009). Other root variables that might affect curriculum were found to be students' academic engagements in a small group or one-to-one support. It was also identified that more effective than whole group interactions and participatory learning approaches (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007; Vaughn, Linan-Thompson, Kouzekanani, Bryant, Dickson, & Blozis, 2003).

The Wing School (WS) complementary basic education programme aimed at providing increased access to quality education and training (ACE, 2013). The Wing School according to Ghana Education Service (GES) can be defined as an appendage to an original although it may locate in another neighborhood that children are enrolled. It usually enrolls children from Kindergarten to lower primary. In the Wing School concepts estimation, once an individual completes up to third grade, the individual would have been fully-grown to trek a neighboring school which has upper primary (ACE, 2011; Ampiah, Fletcher, Abreh & Davis, 2012; Abreh, 2015).

Learning disparities among disadvantaged groups begin in early childhood and usually persist throughout all levels of education (UNESCO, 2014). Thus children with low academic achievement are likely to experience difficulties in keeping up with and

understanding the curriculum in later grades provides and, consequently, are more vulnerable to grade repetition and dropout. The curriculum is at the heart of these teaching and learning challenges; it can either hinder or facilitate improved learning outcomes (UNESCO, 2014). Therefore, it is almost a requirement for teachers to support an innovative and inclusive curriculum that uses language in a standard way to all students. When done this way, the possibility of excluding individual children in the learning space reduces.

The curriculum research and interventions are fast promoting the values, attitudes and transferable skills that pupils need. Subsequently, there is the need for bridging the gap between curriculum and its components as against the assessment strategies employed. House (1979) demonstrated that education and reform on large-scale could only occur when the socio-historical and political ambience supports it at a particular point in time. In other words, for educational innovations to succeed, there is the need for close collaboration among the teachers who prepare the pupils.

The UNESCO's (2014) Global Monitoring Report (GMR) revealed that the key to ensuring that children succeed in school depends on availing pupils with critical foundation skills, such as those related to literacy and numeracy, reading and comprehension. Without these necessary skills, many children will struggle to keep up with the prescribed curriculum, but end up widening the gap in their learning achievement. The attainment of the necessary foundation skills at the right time for children of school going age is crucial but takes individual effort to reach children who inherited disadvantaged beginning and were left marginalized. In early childhood, curricula need to ensure that pre-school education is of good quality and supports the transition to primary school. At the foundation level, curricula need to focus on delivering core foundation skills at an appropriate pace, both informal and non-formal settings (Casely-Hayford, Seidu, Campbell, Quansah, Gyabaah, & Adam, 2013).

Children who have dropped out can catch up through second-chance accelerated learning programmes designed to meet their specific needs. Within schools, a bilingual curriculum can enable children from ethnic minorities to learn as much and as fast as their peers. According to Darling-Hammond and Baratz Snowden (2005), learning should be in practice as in the case of apprenticeship. Also, learning can occur through "strategic documentation of practice" involving "classroom plans, videotapes, and work samples children" that can systematically study by groups of teachers who focus their analysis on particular ideas or practices. Curricula of schools also promote inclusivity and an avenue for children from different backgrounds, to avoid adverse stereotypes of the disadvantaged (Arkorful, 2013).

According to Kenner (2004), children have opportunities to learn language from home as well as from their community setting where multilingual interaction is fostered or established. Kenner also mentioned that children had been observed to make links between their languages, as demonstrated by six-year-olds growing up in London and learning to write in Chinese, Arabic or Spanish as well as in English. Children in complementary school setting usually switched between languages, and that tends to create bilingual texts at complementary school and home. Indeed, this situation well described by Kenner as

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operating in 'simultaneous worlds' rather than on separate one. Parents and teachers in taking the lead in after school hours to help the children in the Wing School to internalize concepts in mother tongue and what it means in English. Using mother-tongue children catalyzes language development and form a basis for academic foundations for the future.

The digital age has also added a further twist to what bilingualism in childhood at the complementary school level. Through technological the potential for encouraging the development of multilingual literacies through watching films and television programmes in different languages become possible. Also, technology makes it possible engage in transnational networking with friends and family via the internet. Consider Cruickshank's (2004) that reported that Arabic-speaking families in Australia are making English count; mention can be made of young migrants of diverse origins in the USA (Lam & Rosario-Ramos, 2009) that are learning a new first language in their new domiciling place.

Attainment of children's multilingual abilities has substantial potential to increase educational achievement in the mainstream school setting, especially for pupils who can draw upon languages in their classroom work. Children' home and community experiences relate to learning in their school. Attainment of children's multilingual abilities has substantial potential to increase educational achievement in a mainstream school setting, especially for pupils who can draw upon languages in their classroom work. Kenner and Ruby (2013) argue that children frequently find ways to make learning in home settings link up with what is studied in schools. For example, studies on 'playing school' by Bangladeshi British siblings in London (Gregory, 2001) and Puerto Rican siblings in the USA (Volk & De Acosta, 2001). The evidence is that 'syncretize' pedagogies and linguistic knowledge and abilities of mainstream school, complementary school, and other community settings, create a transformative curriculum that often supports children's learning. The connections between children's home and community experiences and their school learning have resulted in some outcomes, yet there are ongoing difficulties in maintaining and extending such works. This study, therefore, considered some of the successes achieved and then examined factors that militate against syncretic learning in alternative primary school systems.

Ghana was labeled as a country facing a national literacy and numeracy crunch. For instance, only 26% of pupils who reach the sixth and final year of primary school are literate in English, and only 11% are numerate (Ministry of Education, Ghana, 2008). Before the study of 2008, there was just significant research on national data that existed on local language literacies (Amisshah, Andoh-Kumi, Amoah, Awedoba, Mensah, Wilmot, and Miske, 2001). The approach to literacy instruction should be structured and systematic making it possible to build on the foundation in the local language mainly. Such a transition to English contributes to reaching the goals of education of Ghanaian children according to the Ministry of Education. The goal according to GES was made evident in the Strategic Plan 2003 – 2015 which made provisions that include one to ensure that by P3, pupils will be functionally literate and will have achieved reading fluency in their mother tongue (L1) and English (L2). Secondly, it is meant to ensure literacy and numeracy in Ghanaian Language and English by 50% of Primary 6 pupils (Ministry of Education, Ghana, 2003).

In the Wing School system teachers are trained on-the-job on how to teach. Besides, most of the teachers thrive on the predominant language of the area of the children. These Wing

school teachers themselves did not study the dominant first language of the children in school since it is not a teaching subject as schools in Ghana that makes it difficult for them to interpret the school syllabus in the first language of the majority of the children. Several school-aged children, a lot more remains concerning the language of instruction usefulness in transmitting knowledge, skills, and aptitudes in the beginning years to children. This study, therefore, sought to establish how NALAP policy plays out in homogenous contexts such as those in the Wing Schools in Ghana. Thus the eventual research question that the study answers is "What is perceived.

### **Theoretical Framework**

This current study builds on two fundamental theories related instruction and language for educational purposes. First, the authors take side with the constructivist theory (See Piaget, 1955; and Vygotsky, 1980) on learning and education since it connects the planned, implemented and attained curriculum as a critical part of the instructional process. That is, how a typical course of learning happens depends how the instructor marshals teaching and instruction. To the constructivist, the teacher and the students both consider knowledge as an ever-evolving and ever-changing dynamics and ability to succeed depend on the extent to which each of these players in the educational system plays their part in the improvement in learning outcomes (Ertmer, & Newby, 1993). The use of L1 or the predominant first language of the instruction, have stinks with culture, writing, and education. However, the language and teaching at home is different and takes on different characteristics from those that happen at school level referring to the “carnavalesque” theory. Thus this study further links with the Bakhtin’s (1981) regarding the changing tradition of home language as applied for educational purposes at the school level. When taken together, these two positions theoretically align with ethnography of how teaching with NALAP policy in a typical homogenous setting works as recounted in the two theoretical positions that were taken in the study and reported in the paper.

### **Methodology**

The research design used for the conduct of the study is the descriptive survey. This choice of design enabled an examination of how NALAP works in homogenous contexts. The descriptive survey design is the preferred design for this ethnographic language application study, for two predominant reasons. First, it makes it possible to gather information from conventional first-hand sources using the survey. The data from secondary sources could collaborate the evidence generated through a study. Besides, this chosen design allows for exploration the current level of influence NALAP policies on the learning outcomes of Wing School students. Forty-seven 47 Wing Schools, which were active at the time of the study constituted the population space for the research – all located in Gushegu and Karaga. From this Wing schools, a total of 113 teachers were selected using simple random sampling strategy from 143. The remaining 30 teachers were employed for pilot study from the Wing School and therefore not included in the final sample used for the research. Thirty-six (36) out of the 47 headteachers from the Wing Schools were applied using the same sampling approach since the remaining 11 headteachers took part in piloting round of the instruments. Again, 30 School Management Committee (SMC) members stratified by role were accordingly sampled from Thirty-six (36) School Management Committee

members from the two districts. Finally, ninety (90) former Wing School pupils each were sampled using stratified proportionate sampling technique from Karaga and Gushegu. The basis of the constituted strata being the school they attended. Finally, one (1) project officer was sampled purposively from Nine (9) Wing School management team for the interview.

Questionnaires and interview guides formed the basis of tools used to collect data. For the sake of exploratory nature of this study, the authors chose to restrict learning to evidence produced by the learners of whom some had graduated from the Wing Schools. The questionnaire data, interview and Focus Group Discussion (FGD) guide for Wing School graduates; and documentary analysis guides.

### **Findings of the Study**

The thrust of the study was to find out ways the NALAP policy has played out in the Wing Schools and the effect that had had on the learning outcome of the children who attended those schools. In this section of the study, we report the implementation of the NALAP policy and its role schooling in general and learning in particular. The views of the respondents on how the Wing Schools' use of NALAP played out on the overall learning gains of the children who attended the Wing schools. It was evident that 100 percent of teachers who taught in Wing Schools could tutor with the dominant mother tongue of the pupils. As to whether the Wing School well aligns itself with the national syllabus used in schools, the teachers and headteachers present a 94.6 percent depth of agreement. On the whole, the direction for all the indicators for access tilted towards an accord rather disaccord indicating that curriculum used has an inevitable effect on access to education. For most of the teachers and headteachers (more than 97 percent) said reading, writing and teaching in the L1 of the children was a fascinating experience for the children concerning the schooling and learning.

In both Gushegu and Karaga that the principal languages of instructions were either the Dagbanli or Likpakpaaln. The Wing School graduates indicated that they were mostly taught in their dominant mother tongue, but at the same time, they conceded that gradually English was introduced as the children went up the grades, a piece of information which collaborates with the dictates of the NALAP policy. Consider the case of the how one of the graduates of the Wing School puts this info:

*"When we entered the Wing School, the teachers taught us using Likpakpaaln in P1, and as we continued [from P2 through P3] up the grades they kept introducing English little by little".*

This comment together with other observations suggests that pupils in Wing Schools have more instruction in their dominant mother tongue or dominant first language of the area in which they live than they use English. Besides, English is delivered in increasing doses as pupils move upstream on the educational ladder. Said another way, the proportion of instruction provided in L1 is more in P1 than in P2, and the amount of L1 in P2 is more than those used in P3.

The former Wing School pupils mentioned that they are comfortable when they are taught in the L1. The reasons that they gave for this reasoning is that they have learned and spoken the dominant L1 from their childhood. That is consistent with the findings from the majority of the Focus Group Discussions conducted with the Wing School graduates where

the children said they were mostly taught in the dominant first language of the area. For instance, some of the graduates shared that learning in a language that they speak very well makes them understand what is taught well. In cases where pupils do not know what they are taught, they do not find it difficult to direct their questions back to the teacher in the L1. The general view of most of the respondents reflects what literature says about the NALAP policy for instruction in the primary schools in Ghana. The position of the NALAP policy sits well with cultural relevance of education to early graders. The policy's feasibility is not farfetched in that feedback provided by the former Wing School pupils gives cultural underpinning for the curriculum, of which language of instruction is a part.

The choice of what option someone likes differ from one person to the other. In this study, although a lot of the Focus Group Discussion participants voted L1 as the prime mode of instruction, there were still some who felt otherwise. For those who felt otherwise, they indicated that they wished they were taught in the English language. Reasons for the choice of English as the preferred instructional language revolved around issues such as English will be the language that they will be used for official communication and transaction for the rest of their life.

The NALAP policy provides that the chief mode of language instruction should be the L1 of the pupils at the early grade. Beyond that, the NALAP system provides that the L2 (that is the English Language) should be introduced in increasing amounts. Ultimately the pupils indicated that they would be happy if the school makes it possible for them to read and write English since they noted that doing so will help them to communicate in a common language [English language] to everyone in the country [in Ghana]. Another discussant emphasized his desire for English, saying: "I need to study English so that when I move away from my community, I can communicate with everyone I might meet without difficulty." Other reasons such as their parents speak Likpakpaaln and Dagbanle, so they will find it helpful if they learn English so that whether at hospital or any other social services place where English is the vital medium of communication, they can communicate with ease.

Wing School graduates were also taught how to demonstrate their culture and understand what is around them, to the amazement of their parents. The Wing School CBE graduates also identify a difference between what was learned in the ACE Wing School from what other pupils were taught in the public schools. The teachers in the Wing School had time to explain what pupils found difficult, but that was not the case in Upper Primary where teachers taught mainly in English.

Most of the Wing School graduates said that they found it hard to cope with an immediate hundred percent use of the English language as the primary medium of instruction when they entered P4 in a non-Wing School environment. Although most of the Wing Schools were of humble background regarding school structures and family backgrounds of the pupils, the teachers are expected to meet strict quality compliance benchmarks. One thing that the Wing School Complementary Basic Education programme provided that was different from what public schools offer was that there are real opportunities to learn.

The study has revealed that School Management Committee members found the instruction that the pupils received in their L1 very useful. There were several reasons that the SMCs gave for this position. Some of those ideas include the following:

- i. The L1 helped the pupils to know the vowels and consonants of their L1 and L2. They could identify the things they are learning ordinarily in their environments.
- ii. Most children succeeded in gaining access to Junior High Schools (JHS) because they had a good foundation in their L1.
- iii. It has helped older pupils to stay in school since what they learn was familiar to them in their environment; as well it was in a language they understand. Formerly it was common for older pupils to play truants because the English language intimidated them.
- iv. The children found that as the foundation to know more about other languages and culture especially those of the English language that they will later get to learn.
- v. When the pupils of the Wing Schools meet their colleagues in the upper primary from non-Wing Schools in the upper primary, they could understand concepts not as abstract thoughts but those of real foundation because they understood the concepts right in their L1.

School Management Committee members also found the language of instruction, the L1, as key for learning by the children. The SMC indicated that the Wing School curriculum is one of the reasons why pupils choose Wing Schools over other non-Wing Schools. Besides, the Wing Schools have helped most of the pupils to participate in class because the teachers started using English gradually in concert with what the NALAP policy dictates. One reason for beginning instruction in the L1 of the pupils in the Wing Schools was that the pupils get instruction in clear and understandable terms. The SMC also found it advantageous that their communities were now connected to other communities that hitherto were cut off by language barriers since the Wing Schools did not teach the pupils only in the L1 but also used some English language. Using the Wing Schools, children can now write letters and communicate very well with other people. The instruction in the L1 has removed dialectical challenges that once existed in the communities. It has helped the children to socialize with their colleagues in the community.

The ACE project coordination team member interviewed reiterated the significant attributes of Wing School as related to “committed community teachers, instruction in the mother tongue, learner-centered teaching approaches, ... etc.” The NALAP policy is used in the Wing School but not without some difficulty as related by the coordinating team member interviewed. In the first place, an approach is a bi-lingual approach (English and the L1) to teaching, and learning and this requires a working knowledge of the language of the children. Even though the Wing School consciously recruited teachers and trained them to teach using the L1, there were instances where dialectical differences between the teacher and learners posed severe challenges for mutual understanding. The second problem was that the use of Konkomba (Likpakpaaln language) is not one of the GES Eleven (11) approved Ghanaian languages in schools. Besides, the coordinator explained that translating textbooks and other supplementary learning materials into the L1 pose challenges with GES acceptance of that language, mainly finding resource persons at the district level to support with refresher training in the Likpakpaaln language was obviously noted. The Wing School CBE classrooms cluttered with learning materials like pictures,



flashcards, an object of cultural importance, and artwork produced by both teachers and students.

Some positive gains were garnered by NALAP as the coordination member interviewed noted. In the Wing School CBEs, GES texts were translated into Dagbanli and Likpakpaaln languages. The ACE further conducted a study of both NALAP and ACE materials and managed to establish a point of convergence that resulted in a reprinting of harmonized textbooks. These books comprise of appropriate elements of both NALAP and the two local languages which was hitherto not listed in the eleven (11) Ghanaian languages written and taught in schools. These materials have been reproduced for use in other CBE projects that have been targeted.

### **Discussion and Conclusion**

In the first place, it was identified that the language of instruction follows from the National Literacy Acceleration Programme (NALAP) framework. The framework stresses the use of the L1 more in early grades and fostering of the national language of communication of the country (L2) gradually along the grades while decreasing the intensity of the L1's usage. This finding concurs with Arkorful (2013) who confirmed that Complementary Education Programme (CEP) graduates do "cope, catch on and perform on an equal footing with their peers when they transition to formal school" (p. 194). Sound local language literacy, functional curriculum and participatory learning styles inherited from their CEP cycle were the likely reasons the teachers, community members and pupils attributed the gains made in Arkorful's studies. Similar reasoning was reached by others who commented on the role of curriculum used in Complementary Education Programmes (Casely-Hayford & Adom Ghartey, 2007; Longden, 2009; UNESCO, 2014).

In this present study, it was found that there is a high level of homogeneity among the pupils as almost all pupils in each community were either disposed to the Likpakpaaln or Dagbanli language; something that could have possibly aided increase in access to primary education. In other words, the use of dominant mother tongue of the pupils (L1) for instruction in accelerated learning programme settings showed that for areas that had predominantly similar languages, as was the case of Gushegu and Karaga (where the two languages are spoken), the NALAP policy works well with its attendant benefits. Furthermore, the findings of this study point to what BRAC (2012) reports "that children belonging to ethnic communities receiving instruction and course materials in their languages can overcome language barriers and cultural gaps." The language of instruction has shown in several studies as having the potential link between pupils' content knowledge with local culture and the school environment to situate the child in a particular social space (Arkorful, 2013; Trudell, 2009). Profound as this finding appears, we caution about generalizing it across urban settings where a number of non-mutually intelligible languages could be spoken. This was the point Andoh-Kumi (2002) and Okyere (1999) made when they related that the use of the language of instruction policies as in rural and urban centers come with different outcomes.

The next observation from these data relates to bilingualism for the pupils since the teachers used both L1 and the L2 for instruction. That finding links up with other studies such as the one by Ball (2011) and Nikièma (2011) that showed that pupils who were taught

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in a bilingual context performed better than those who were taught in only the French language. Also, pupils' involvement in bilingual programmes improved their learning in subjects across the curriculum as evidenced in another study conducted in Ethiopia (Heugh, Benson, Bogale, & Yohannes, 2007). The findings of this present study confirm that potential role of prescribed language of instruction on pupil's enrolment in the Wing Schools as it was noticed with other CBEs (Balwanz, Schuh Moore, & DeStefano, 2006; Rose, 2009; DeStefano, Schuh-Moore, Balwanz, & Hartwell, 2007).

It was found that the Wing School CBE curriculum is a versioned Ghana Education Service's curriculum for primary schools. The results harmonize with similar conclusions of the other reviews that found that Complementary Basic Education programme curriculum as a refurbished curriculum of what is used nationwide for schools (Longden, 2009, 2013; Rose, 2009). Also, a curriculum that acknowledges and addresses issues of inclusion of the disadvantaged groups has the potential to increase access and integration into basic education (Shah, 2012). The timetable in Wing School CBEs as noted in this study like other similar programmes provide a basis for pupils and communities to welcome the schooling enterprise and also to embrace the concept of inclusivity (Longden, 2013).

Teachers in the Wing Schools are strictly required to use the L1 and at the same time introduce English gradually as the pupils move up the grades in the lower primary school. NALAP aims at equipping the children leaving the basic education schools with the necessary literacy skills that can help them improve upon their learning capabilities and serve as a catalyst for further academic activity (Hartwell, 2010; Arkorful, 2013). The assumption underlying NALAP is that by P3, pupils would be functionally literate and would have achieved reading fluency in their local language (L1) and in English (L2) (Hartwell, 2010), a philosophy that the Wing Schools championed. According to Hartwell (2012) the capacity to read and write in English forms the basis of pupils' literacy knowledge. Therefore, NALAP tends to bridge the gap posed by long disagreement between instruction using L1 and L2 in Ghanaian schools.

Explaining the rationale for the NALAP Leherr (2009) observed that NALAP aim at the education of children with the sole goal of providing them a quality education. The [NALAP] policy stresses the importance of local language instruction at the primary level. There are over fifty (50) local languages in Ghana, but currently, eleven languages are officially sponsored by the MOE as languages of instruction". Historically for the Ghanaian community, the Likpakpaaln language is a new addition to the Ghanaian languages written in schools. The Wing School Complementary Basic Education programme has shown that with determination the number of L1's taught and written can be expanded (ACE, 2013).

In both Gushegu and Karaga, the primary languages of instruction were Dagbanli and Likpakpaaln. The Wing School graduates indicated that they were mostly taught in their dominant mother tongue, but at the same time, English was gradually introduced to the children as they went up the grades. The pupils in Wing Schools have more instruction in their mother tongue or common first language of the area more than the L2. English is introduced in increasing doses as pupils move up the grades. The language of instruction used in the Wing School CBEP has a cultural underpinning for the curriculum. The Wing

School CBEP curriculum is a versioned Ghana Education Service's curriculum for basic schools. Also, the Wing Schools' curriculum acknowledges and addresses issues of inclusion of disadvantaged groups that have the potential to increase access and inclusion in basic education. There were curricula changes for all Wing Schools in Gushegu and Karaga.

### **Recommendations**

The policy worked for rural schools only when the teachers themselves were literate and had good communicative skills in both the L1 and L2. The NALAP system should make a caveat for both rural people with a diverse mother tongues background as well as rural with same mother tongue backgrounds. Issues of bilingual teacher characteristics showed up in the present study. A study that focuses on the knowledge, skill and ability levels of teachers who are recruited and those who teach in the CBE schools and other schools that use the NALAP policy should be conducted to find out how these levels affect the performance of pupils. Nevertheless, this study takes one significant issue up, NALAP works well in homogenous language background settings and this recommended for state examination on how to roll out the NALAP policy.

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