The Realities of Implementing First Language (L1) for Instruction in Lower Primary Schools in Ghana

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Abstract: In May 2002, Ghana approved the use of English as the language of instruction (LOI) in lower primary schools. In 2012 however, a new policy was declared on using the Ghanaian language, the first language (L1) of learners as LOI. This raised some controversies among stakeholders. Currently, although teachers are required to implement the new policy, there appears to be an apparent lack of literature on what really pertains in the lower primary classrooms. This study provides preliminary findings from a larger study funded by the Jacobs Foundation. The study used a concurrent mixed methods design. In the qualitative phase, 48 participants were interviewed, and their lessons were observed using interview and observation guides. In the quantitative phase, 448 respondents completed a questionnaire. Key findings indicate that while teachers recognise the benefits of using L1 to enhance engagement and comprehension, they often adopt a blended approach that combines both English and L1. Major challenges in implementing the L1 policy include community-parental resistance, unavailability of teaching and learning resources, policy-examination mismatches and issues with teacher postings. Subsequently, participants advocated for a blended LOI approach because of its added merit to help learners understand concepts more easily in their native languages while developing crucial skills in English, and further ease the transition of L1 at the lower primary to English at later years. It is recommended that policymakers should promptly investigate the potential benefits of adopting a blended approach to modify existing policies that mandates the use of L1.

Keywords: Blended language of instruction; Ghanaian language; first language; L1.

Introduction

The importance of using a learner's first language (L1) as a language of instruction (LOI) in schools is well underscored in the literature (e.g. Iswati & Hadimulyono, 2018; Aithal, 2023; Ganaa, 2023; Sundararajan, 2024). Using the child's L1 as a LOI directly promotes interactive and engaging teaching environments, which relate to learners' success. As exemplified by Dobbs and Arnold (2009), the language teachers use and the manner in which they communicate with learners significantly impacts learners' perceptions of school, their role in the classroom, their abilities and their motivation to succeed. Teaching in a language that learners are familiar with promotes equity and ensures everyone has equal access to educational opportunities. This approach helps prevent marginalized groups from falling behind in the class (Thürmann et al., 2010; UNESCO, 2016).

The LOI in Ghana and other multilingual countries in Africa has had a complex and checkered history. However, over the years, Ghana has made efforts to address the language needs of its multilingual population, aiming to equip individuals for interaction within both the local ethnic communities and the broader globalized world. Currently, as mandated in the National Syllabus for Ghanaian Languages and Culture, instruction in the school system from Kindergarten to Primary 3 is to be conducted in the learners' first language (L1). In essence, in the first five years of Ghana's education system (i.e., Kindergarten to Grade 3), instruction in all subjects should be conducted in a Ghanaian language while English takes precedence as the LOI from upper primary grades (Ministry of Education, Ghana, 2012). A Ghanaian language, in this case, is understood as a language of the locality, including Akan (Fante and Twi), Nzema, Ga, Ga-Adangbe, Ewe, Gonja, Kasem, Busanga, Dagbani, and Dagaare. These languages are important markers of cultural identity for the different ethnic groups. Teachers are required to use a specific Ghanaian language in the community they are posted to teach. However, the use of L1 as a LOI in the lower primary schools in Ghana has been heavily criticized by various stakeholders, including researchers, educators, parents and the general public. They argue that its adoption lacks sufficient objective behavioral evidence for effective implementation (see Owu-Ewie, 2006; Amoyaw, 2019).

Studies (e.g., Davis & Agbenya, 2012; Boakye-Yiadom et al., 2022; Klu, 2024) have shown that teachers often deviate from the L1 policy and employ their preferred LOI, such as English. This highlights a significant implementation gap. This study explored the realities of implementing the L1 as the LOI in lower primary schools, with the aim of providing recommendations for future directions.

Literature Review

This review synthesises key studies that highlight the history of language of instruction (LOI) policies and their effects on teaching and learning. It also presents gaps in the existing research and provides a foundation for further analysis and discussion.

Language of Education Policy in Multilingual Communities

Language policy, as described by Schiffman (1990), involves the official actions undertaken by governments through legislation, executive measures, or other means to regulate language use in public contexts (see also, Anani, 2020). The selection of official languages in education systems can be highly contentious, influenced by a range of historical, political, and social factors (Anyidoho, 2009; Makoni, 2012; Saleem, 2017; Rafaela, 2024). LOI policies are closely tied to national language policies, which are shaped by historical contexts as well as political and economic objectives, such as political identity, cultural preservation, economic modernization, and integration into global markets. These national language policies aim to promote communication among all citizens, but their goals can sometimes clash with educational policies aimed at fostering equitable learning opportunities.

An intriguing aspect of Ghana is its incredible linguistic diversity, which mirrors its cultural wealth. The country boasts more than 80 indigenous languages, each with unique traits and attributes (Darrah, 2023). Eleven of these languages can be written and are taught in schools. Like many other multilingual countries, Ghana finds it extremely difficult to make one language out of the many languages spoken by the local population an official language of instruction (see Sadat & Kuwornu, 2017). Although the effort is to unify the nation through a common language, making just one local language a LOI might raise some socio-political issues. Besides, using an official language spoken by only a small segment of the population might perpetuate the advantages of an elite group. Additionally, governments often use language policies and LOI policies to mark a departure from previous political regimes or eras, signaling a new direction or identity (see Crawford & Marin, 2021). Apparently, these factors indicate the need to review the policy of using L1 as LOI in schools in Ghana.

Ministries of Education in multi-ethnic and multilingual African countries, such as Kenya (Hemphill, 1974) and South Africa (The Bantu Education Act, 1953 (see, Bauer, 2024); National Education Policy Act No. 27, 1996), have implemented bilingual education policies that promote mother tongue education (see, Ansah, 2014). Over the years, Ghana's language policy planners have made efforts to address the linguistic needs of its diverse population. This approach aims to equip students to interact with both local and global communities, reflecting a world that is increasingly interconnected. Ghana's various language-in-education policies have consistently acknowledged the significance of L1 education for

the holistic development of bilingual children (see, Cummins, 2000; UNESCO, 2016; Abdulai & Winston, 2017; Skutnabb-Kangas, 2000; Boakye-Yiadom et al., 2022). However, Ghana has faced challenges in implementing these policies, including bilingual education initiatives, over more than 50 years. The struggle may stem from issues with implementation, and perhaps the policies themselves. While bilingual education is crucial, frequent changes in language education policies warrant investigation. It is essential to first examine whether these struggles are due to implementation issues or other factors inherent in the policies.

Language of Education in Ghana: Historical Account and Current Practices

Before the introduction of formal education in Ghana, traditional education predominantly utilized indigenous languages. However, the advent of formal education and the subsequent adoption of English as the LOI marked a significant shift, deeming indigenous languages "inadequate" for instructional purposes (Bamgbose, 2000; Reilly, 2019). Following that event, employing a Ghanaian language (L1) as the LOI at the lower primary level has undergone a varied and complex history. The complexity of Ghana's languages in education, is summarized in Owu-Ewie (2006) and other studies (such as Ansah, 2014; Anyidoho, 2018; Muib, 2018).

Bilingual education in Ghana traces its roots to the beginning of formal schooling, which started with castle schools and was later expanded by Christian missionaries during the pre-colonial period (1529-1925). Initially, the languages of the colonic powers, including Portuguese, Dutch, Danish and English were used as the LOI, depending on which nation held power at the time. However, the arrival of missionaries marked a shift, as they focused on developing local Ghanaian languages for both educational and religious purposes. The Basel and Bremen missionaries were particularly successful in this endeavorur (Graham, 1971).

Language policies during this era were diverse and independent (Andoh-Kumi, 1994). By the time the British colonial government assumed control of education in 1925, the use of Ghanaian languages had already taken root, making it difficult to reverse this trend (Bamgbose, 2000). This period saw the emergence of a systematic approach to education and language use. The first official legislation regarding the use of a Ghanaian language in education was enacted (MacWilliam, 1969; Graham,

1971; Gbedemah, 1975), stipulating that a Ghanaian languages would serve as the LOI only at the lower primary level, English used thereafter. However, this policy became unstable and was reversed when indigenous Ghanaians gained control of the government in 1957. Since that time, the role of Ghanaian languages in lower primary education has experienced a tumultuous history. For example, between 1951 and 1956, the use of a Ghanaian languages was restricted to the first year of primary education. From 1957 to 1966, there was a complete absence of the use of Ghanaian languages (L1) in education. The period between 1967 and 1969 saw the reintroduction of a Ghanaian languages exclusively for the initial years. From 1974 to 2002, Ghanaian languages remained in use for the first three years. Further, from 2002 to 2008, English became the LOI during the first three years of primary schooling. The May 2002 policy was subsequently revised to permit the use of both Ghanaian language and English as languages of instruction at the lower primary level. This updated policy effectively remained in effect from 2008 onward, with no announcements of changes.

Since 2012, the policy mandates using a Ghanaian languages, the learners L1, as the LOI until primary 3, followed by a shift to English in upper stages. Evidence (Owu-Ewie & Eshun, 2019; Djorbua et al., 2021) shows that in practice, the current policy may not be strictly adhered to in many of the lower primary schools, which necessitates the need to investigate the realities.

Methodology
Design
The study employed a concurrent mixed methods design, the convergent design. The design involved the simultaneous collection of both qualitative and quantitative data independently but analyzed and interpreted the data together to provide a comprehensive understanding of the research problem (Creswell, 2014).

Population and Sampling
The target population was lower primary school teachers within the Ashanti/Bono/Ahafo (ASHBA) language zone in Ghana, which comprises three regions. Each region consists of Metropolitan/Municipal/Districts (MMDs). The total number of MMDs in the ASHBA zone is sixty-one (Ashanti-43, Bono- 12, Ahafo-6). The accessible population comprised lower primary school teachers within 12 MMDs purposively selected from

the regions (Ashanti-7, Bono-3, Ahafo-2). The MMDs selected were those that had larger representations of the Ghanaian languages (at least 5 languages being spoken there). Within each selected MMD, schools were stratified into rural and urban, using the Ghana Education Service's classification tool. A simple random sampling was used to select six rural and six urban schools from each of the 12 selected MMDs, giving an overall number of 144 schools. The total number of lower primary teachers in the selected 144 schools was 686. Among these 686 teachers, 48 also served as lower primary school teacher-coordinators within their respective MMDs and all of them (17 males and 31 females) were purposively selected as key informants for the qualitative phase. In the quantitative phase, 448 lower primary teachers (133 males and 315 females) from the selected schools (within the chosen MMDs) completed a questionnaire, using a convenience sampling procedure

Instruments

The study employed three data collection instruments: semi-structured interview guide, observation guide and a structured questionnaire. Qualitative data were gathered using the semi-structured interview guide and the observation guide. The quantitative data was gathered using the questionnaire. The semi-structured interview guide contained two sections. Section A gathered demographic data of participants while Section B contained 11 items focused on LOI issues, such as the teachers' actual language use, beliefs about L1 and preferred LOI.

The observation guide was an open-response format that allowed observers to provide detailed descriptions of teachers' language use and its impact on learners' attention, comprehension, communication and engagements in the classroom. It was also in two Sections: Section A dealing with Demographic Information while section B dealing with teachers' use of language and its impact on classroom activities.

The questionnaire was structured into three sections: Section A gathered demographic information, Section B included a checklist for reporting languages used in instruction and their preferred LOI while Section C contained 19 closed-ended items on a 5-point Likert scale to assess teachers' attitudes and experiences regarding the use of L1 as the LOI.

Validity and Reliability

The research instruments were developed by two experts in cognitive psychology, two educational psychologists and three early-grade researchers. To validate them, three lecturers in educational measurement provided feedback on the relevance and clarity of the items.

A pilot test was conducted in three schools, where research assistants used the guides for interviews and observations. Any identified ambiguities were clarified and corrected in the main instruments. The questionnaire further underwent test-retest process with 30 teachers, achieving the reliability coefficient of 0.89.

Statistical Treatment of data

Reflexive Thematic Analysis was employed for data analysis. This method involves exploring patterns of meaning in qualitative datasets and is applicable to various data types, such as interviews and media. It enables the analysis and interpretation of data to reveal deep and sometimes unexpected insights, producing narratives that range from simple descriptions to complex theories, all grounded in qualitative research values (Braun & Clarke, 2023). The Reflexive Thematic Analysis identified patterns in the qualitative data by coding and categorizing key themes related to participants' perspectives on the LOI. For the quantitative questionnaire data, mean scores, frequencies and percentages were calculated to determine average responses and response distributions.

Ethical Considerations

Informed consent was obtained from all participants, ensuring they understood the study's objectives and potential risks. Strict confidentiality measures were implemented by anonymizing data and securely storing personal information. Throughout the research time, the integrity of both qualitative and quantitative data were upheld, maintaining transparency in the methods. Participants were monitored for any emotional or psychological distress during interviews and were provided necessary support. Participation was entirely voluntary, with clear communication that individuals could withdraw at any time without consequences.

Findings and Discussion

This section synthesizes findings from both quantitative and qualitative data.

Research Question 1: What languages are employed by teachers for instruction in their classrooms, amidst the mandated LOI?

Research question 1 sought to establish the languages used by teachers for instruction in their classrooms. As previously mentioned, the current policy on the LOI mandates that all lower primary school children be educated in Ghanaian languages. However, there is a notable gap in the literature regarding whether teachers actually implement this policy. Therefore, research question 1 specifically asked teachers about the language they use in their teaching, aiming to determine their adherence to the established policy. Out of the 48 respondents that were interviewed, 15 (31.2%) expressed that they used the learners' L1, a Ghanaian language only for teaching, 13 (27.1%) indicated using English language only while the remaining 20 (41.7%) reported using both L1 and English language. Observations were also made in 48 classrooms to observe how lessons are taught using a LOI. It was observed that the teachers predominantly used the blended approach (that is concurrent use of both English and L1 in teaching). Data from the observation revealed that the teachers mainly used English language to introduce lessons and summarize lessons. However, they switched to the L1, a Ghanaian language when explaining complex concepts or when making concepts clearer to learners. The findings from the observations aligned with interview data, indicating that teachers preferred using English to meet community expectations and to support students' assessment but relied on the L1, a local Ghanaian language to clarify difficult concepts to the learners. As one teacher noted, "The L1 is essential for explaining complex ideas and ensuring clarity but we use English also because that is the language most parents are happy with when you speak it in the classroom" (interview response). The use of the blended approach has been reported in previous studies (Shin et al., 2019; Wilden & Porsch, 2020; Wang, 2022) explaining that teachers in bilingual classrooms rely on the L1 as a support to help students grasp concepts conveyed in English.

During group work and collaborative activities, for example, teachers noticeably switched from English to L1 of learners more frequently. This practice aligns with the interview responses, where teachers emphasized the importance of using the L1 to facilitate better understanding and learners' engagement. In a related study, Algazo (2022) investigated the role of L1 use in second language (L2) classrooms, focusing on how it influences teaching practices and student engagement. The findings indicate that teachers used L1 for translating complex concepts, clarifying instructions and enhancing student motivation. The author identified six functions of L1 use, noting that teachers employed L1 to enhance teaching and learning. Specifically, they used L1 for translating, explaining metalinguistic information, overcoming teaching challenges, giving instructions, boosting motivation, and avoiding L2 words that may be considered taboo in the L1. Similar results in a qualitative phase of this study subsisted in the quantitative survey involving 448 lower primary teachers (see Figure 1).
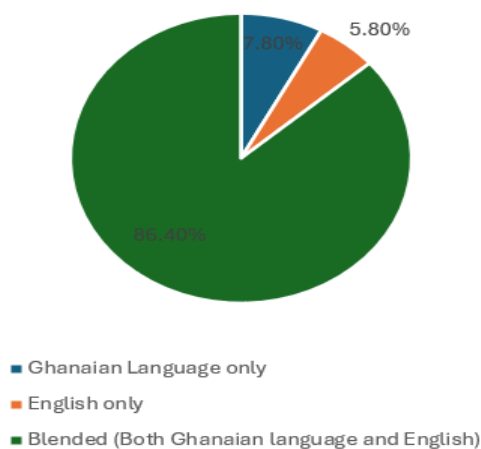

Figure 1: Language of Instruction employed by Teacher

The language practices reported here indicate that in general, most teachers did not solely employ L1 as a LOI as mandated by the policy. This finding corroborates with Awedoba (2001), who reported that there is a prevailing trend in Ghanaian classrooms, where teachers of lower primary classrooms predominantly employ English as the primary LOI, but shift to Ghanaian languages when learners struggle to comprehend English. Numerous studies, such as those by Appiah and Ardila (2020) and Djorbua et al. (2021) have similarly documented instances of teachers not adhering to the current policy which mandates the use of Ghanaian language, L1 as the LOI in the lower primary (see also, Davis & Agbenyega, 2012; Bronteng et al., 2020).

Research Question 2: What are teachers' perspectives on using the L1 as the LOI in lower primary schools?

Research question 2 gathered insights from teachers regarding their perspectives on using the Ghanaian languages, the learners L1 as the LOI. The interviews revealed that teachers believed that the use of L1 in teaching fosters comprehension, encourages active participation in class and enhances learners' ability to ask and respond to questions. This reflects the

viewpoint of studies that advocate for L1 education (e.g., Iswati & Hadimulyono, 2018; Aithal, 2023; Ganaa, 2023). For example, a study on Somali Mother Tongue-Based Multilingual Education (MTB-MLE) in Swedish schools found that participation in MTB education positively influenced participants' Somali reading comprehension skills, which were linked to improved performance in Swedish reading comprehension as well (Ganuza & Hedman, 2019.

Some of the views shared by participants during the interviews are as follows: "When you use the L1 to teach lessons, children understand the lesson and contribute their ideas. They can also provide their own examples. They can even provide examples from their home'' (Respondent 20). Another respondent reported, "When learners are taught in Ghanaian language, they participate in lessons and that makes the classroom exciting and engaging. The learners do not get up anyhow. They sit and listen to you and share their ideas" (Respondent 18). One more respondent reported, "When you teach in L1, children do not easily forget the concepts. Sometimes, even weeks after, they can narrate what they learnt to you" (Respondent 7).

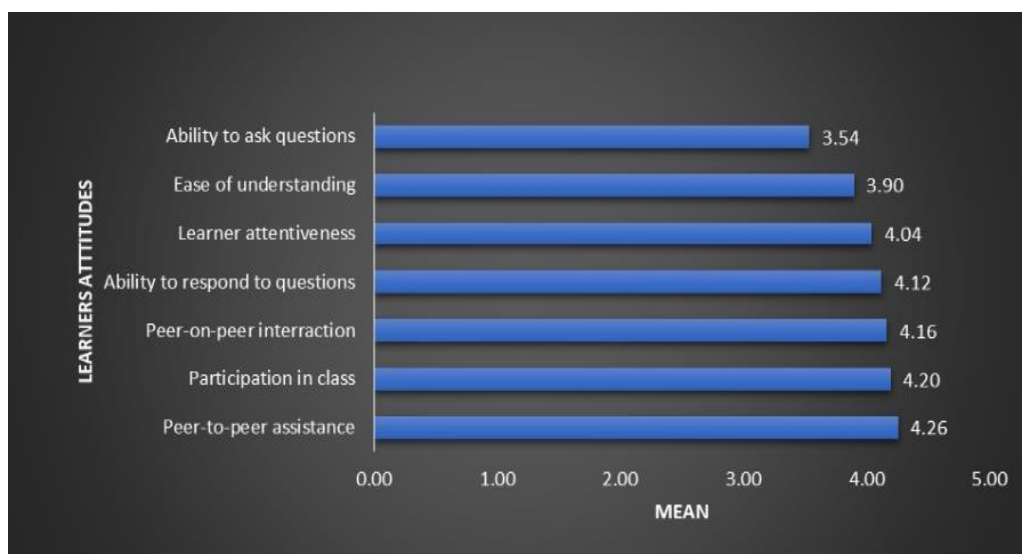The quantitative data in Figure 2 aligns with the views expressed during the interviews.

Figure 2: Teachers' Reflections on the use of L1 as a LOI

Figure 2 illustrates teachers' perspectives on using the L1 as the LOI on a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The Likert scale allowed for a quantifiable analysis of responses that reflects varying degrees of agreement or disagreement among participants. All evaluated learning areas received a rating of 'easy'

or 'very easy' (mean score closer to 4 or 5) from the respondents. This suggests that on average, teachers believed that learners find it easy to comprehend instruction in L1. Notably, peer-to-peer assistance received the highest mean score at 4.26 while learner participation received a good mean score of 4.20, followed by peer-on-peer interaction

(M=4.16). Ability to respond to questions (M=4.12) followed, then learner attentiveness (M=4.04) and finally ease of understanding (M=3.90).

Even though ability to ask questions received the least score, it is still impressively highly rated. The emphasis on using the child's L1 as a LOI aligns with the recurrent theme in global initiatives promoting mother-tongue-based education. UNESCO's compilation (2019) also underscores the increasing interest in such education. Again, Ramachandran (2012) evaluated the impact of the 1994 language policy change in Ethiopia on educational outcomes and discovered that instruction in the L1 positively affected students' achievement across all levels of schooling. This approach resulted in a 12 percent increase in the number of students completing six or more years of education. Similarly, other studies (Yuzlu & Atay, 2020; Nishanthi, 2020; Gyesaw, 2022) highlight the significance of L1 in fostering critical thinking and literacy skills during early childhood.

Research Question 3: What are the main challenges that teachers face in implementing the LOI policy effectively?

Although teachers recognized the value of using the L1 in education, they often struggled to fully implement the policy. When interviewed, they expressed support for the policy but highlighted several challenges that hindered its effective implementation. They reported a lack of community support, as parents did not agree with teaching in the L1. It was reported that "One school in our community has closed down because they were teaching in the L1. Parents think that teachers who speak Ghanaian language don't teach anything, so they withdraw their children from your school" (Respondent 22). Another respondent had this to

say, "*The L1 helps but* eventually the children write their test in English. So although they understand the lessons, they can't report their answers in English when they are given tests" (Respondent 1).Owu-Ewie (2017) reported low adherence to the L1 policy as coming as a result of lack of textbooks. Other studies reported that lack of textbooks written in the Ghanaian language complicates the implementation of the policy and therefore argued that L1 be used as the LOI (Owu-Ewie & Edu-Buandoh, 2015; Nyamekye 2021; Sevor, 2023).

It was further reported that "L1 is good but all the textbooks we have are in English and sometimes when you teach and the children have to use the textbook to do something, they find it difficult. (Respondent 30). Some teachers encountered challenges when placed in communities where they were not familiar with the local Ghanaian language of the community, which impeded their ability to apply the policy. One of the respondents had this to report,

> The Ghanaian Language thing is good but me I have never been able to use it in my class. I am an Ewe native and I don't speak the Ghanaian language of this community. At first, I complained and my head teacher said he will help me to get transfer to a place where I can speak the Ghanaian language of the community. Up to this time, I didn't get the transfer, so me I don't use it (Respondent 13).

Data gathered from the quantitative survey lends support to the qualitative findings as indicated in Figure 3 on challenges teachers encounter when using L1 in teaching.
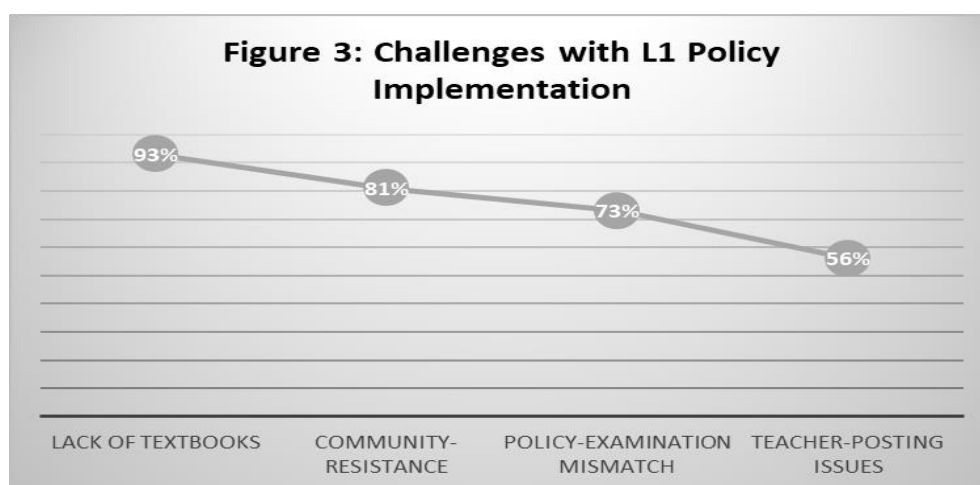

Figure 3: Challenges with L1 Policy Implementation

The respondents reported lack of textbooks written in Ghanaian languages, which poses a significant challenge to using L1, with 93% highlighting this issue as the most critical. The next biggest challenge is community resistance (81%) to the policy. Furthermore, there is a mismatch between examination policies (73%), where teaching is conducted in L1 but assessments are required to be in English. Another challenge identified is that some teachers are assigned to regions or communities where they do not speak the local Ghanaian language (56%).

Previous research has highlighted the lack of availability of textbooks and reading materials printed in Ghanaian languages as a hindrance to the effective implementation of L1 policies in education (Awedoba, 2001; Davis & Agbenyega, 2012; Nyamekye, 2021; Sevor, 2023). Observations in the 48 classrooms revealed a significant issue: Ghanaian language textbooks are virtually non-existent. Content subject textbooks, such as those for numeracy, science, history, our world our people and religious and moral education, are all in English rather than Ghanaian language. The absence of textbooks in Ghanaian languages complicates the teaching process. If textbooks for content subjects were available in these languages, teaching would significantly be more manageable.

Teachers face the challenge of finding appropriate analogous L1 terms for concepts like multiplication and division and for simple shapes like oval, sphere and rectangle in Mathematics. Although some teachers are trying to find some L1 words to explain some subject literacy terms, not all of them are equally proficient. Standardizing and creating new terms for these concepts is crucial for better understanding of lessons in the classroom.

Research Question 4: What language do teachers prefer to use, given the mandated LOI?

Research question 4 explored teachers preferred LOI and the rationale for their choice. All the 48 interviewees preferred the blended LOI to the L1 policy. According to Kumar (2021), the prevalence of blended language in modern classrooms serves as an approach to interpret complex ideas, translate questions, seek confirmation, check students' understanding and build solidarity. One of the teachers commented, "the learners will be taught in English from primary 4 (upper primary) onwards. So it is better we introduce them to some amount of English in the early stages" (Respondent 19). Another respondent reported, "The learner is afforded the opportunity to study two languages at the early stages. It helps because sometimes they meet strangers who can't speak their local language so they should be able to talk to them'' (Respondent 41). One more respondent reported,

> Most parents want their children to speak English like the children in private schools. The parents lose confidence in their children's success in education if we keep speaking the local language. So it's better to introduce children to some English too at the early stages. This way, the parents will be happy and they will support their children's education as well (Respondent 39).

Furthermore, one of the respondents had this to say, "It is important to speak both English and L1. Because all school tests and class exercises are conducted in English. So if you speak both English and Ghanaian language to them, they will not find it difficult during exams" (Respondent 17).

The insights gathered from the interviews as well as what was observed align with the findings of the quantitative survey. Among those who responded to the questionnaire, 81(18%) expressed a preference for L1 instruction, indicating support for the current policy. Additionally, 27(6%) respondents preferred English as the LOI while a significant majority of 340 (75.9%) preferred a blended LOI (Table 1).

Table 1: Teachers' Preferred LOI at the Lower Primary Level

Preferred Language	Number of Respondents	Percentage of Respondents%
Ghanaian language only	81	18.1
English only	27	6.0
Blended (both Ghanaian language and English)	340	75.9
Total	**448**	**100**

The study of Cahyani et al (2016) reported that teachers frequently employ blended LOI to assist students in grasping unfamiliar concepts. The frequent use of the blended LOI functions akin to

translanguaging, serving as an intentional strategy for teaching in bilingual classrooms. It integrates both languages to enhance communication and engagement in the learning process (Simachenya & Mambwe, 2023).

Conclusions and Recommendations
Conclusions
Based on the findings, the study concludes that lower primary teachers in Ghana rarely employed the Ghanaian language, the learners' L1, for instruction as prescribed by the LOI policy. However, the teachers acknowledged that using L1 enhances comprehension, peer support, class engagement and students' ability to participate actively. It also helps to maintain attention during lessons. The challenges that made it difficult to implement the L1 policy include parental dissatisfaction, shortage of textbooks and other teaching materials in the Ghanaian language, difficulties with teacher postings and assessments being conducted in English. Therefore, teachers preferred a blended language of instruction that involves the simultaneous use of L1 and English in teaching.

Recommendations
The study therefore recommends that the Ministry of Education, particularly the School Improvement Support Officers (SISOs), should take proactive measures to ensure the effective implementation of the LOI policy in lower primary classrooms. It is essential to consider teachers' proficiency in Ghanaian languages when assigning them to specific communities, ensuring they can effectively use the local language in their teaching.

Moreover, the government must prioritize the development and distribution of textbooks and educational materials in Ghanaian languages to support teachers in implementing the LOI policy. Engaging with communities, especially parents, is also vital; clear communication about the rationale behind the LOI policy and its benefits can help reduce resistance to the use of L1 in instruction. Finally, it is important to initiate research into blended teaching approaches advocated by some educators.

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