

Investigating the Effects of English as a Medium of Instruction in Dambai College of Education in the Oti Region of Ghana

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Abstract

The purpose of this research was to investigate the effects of employing English as a teaching language at Dambai College of Education in Ghana's Oti Region. The study is conducted using a mixed-method design. Purposive and basic random sampling were used to gather data via questionnaires, in-class observations, and interview schedules. The results showed that students in education colleges grow to have a favourable opinion of the employment of English as a medium of instruction. In a similar vein, tutors and their pupils understand that learning English improves students' employment prospects and enhances their acceptance around the world. The results also imply that because not all students can understand the material presented, using English as a medium of instruction increases the likelihood of school dropout. Despite this, it was found that pupils' competence levels are raised when they use English.

Lastly, the findings imply that students struggle to ask or answer questions when English is employed as a medium of education because they are not learning enough vocabulary. Therefore, it makes sense for tutors to concentrate on helping their pupils develop the knowledge and abilities that will improve their comprehension. It is suggested that language alternation pedagogy raise English proficiency in Ghanaian educational institutions.

Keywords: *Colleges, English, Explore, Effects, Medium of Instruction*

Introduction

Because it promotes critical thinking, effective communication, and knowledge acquisition, language is vital to education. In multilingual countries like Ghana, students' academic performance, engagement, and overall learning outcomes are significantly influenced by the language used for instruction. English is frequently used as the medium of instruction (EMI) at all educational levels, including colleges of education, because it is Ghana's national language. Nonetheless, there are advantages and disadvantages to using English as the main language of teaching, especially in settings where the majority of teachers and pupils do not speak it as their first language.

Students from a variety of linguistic origins are admitted to Dambai College of Education, which is situated in Ghana's Oti Region. Many of these students are more fluent in their native tongues than English. Although employing English as the primary language of teaching is consistent with both national and international educational norms, it may have an effect on students' involvement, understanding, and academic engagement. According to certain research, EMI improves students' English language skills and gets them ready for both academic and professional success. Other study, however, emphasizes challenges including limited classroom contact, diminished student confidence, and linguistic impediments when students struggle with English competency. Despite these continuous debates, little empirical study has been done to specifically examine how EMI affects students' academic performance and learning experiences in Ghanaian education colleges, especially in the Oti Region. These ramifications must be understood by curriculum designers, educators, and policymakers to ensure that instructional practices support inclusive and beneficial learning. The purpose of this study is to investigate the effects of teaching English at Dambai College of Education, looking at both its benefits and drawbacks while making recommendations for possible

ways to improve instruction and learning outcomes in multilingual environments.

Review of Literature

This section provides an overview of the related sources that was used to draw up this study. There has been much debate over the use of English as a Medium of Instruction (EMI) in educational institutions in multilingual settings, particularly in places where the majority of students do not speak English as their first language. Dambai College of Education in the Oti Region is one of the educational institutions that uses English as its primary language of instruction because it is Ghana's official language.

Although EMI aims to improve students' English language skills and conform to international academic standards, its ability to promote learning and knowledge acquisition is still up for debate. Researchers have investigated the advantages and difficulties of EMI, looking at how it affects students' academic achievement, involvement in class, and overall educational practice. This review of literature critically examines existing studies on EMI, focusing on its implications in multilingual settings, the difficulties students and instructors face, and potential strategies to improve teaching and learning outcomes in Ghana.

Impacts on academic achievement

According to Mchazime (2001), this makes students linguistically unprepared for instruction in English. Their limited proficiency in the language hinders their ability to participate in academic pursuits. He continues by stating that pupils who are taught in their mother tongues outperform those who are taught in English in terms of academic achievement. Speaking regional languages benefited both groups, he argues, while speaking English seemed to hinder their performance. By examining the impact of English as a medium of teaching on students' academic development in Social Studies in Malawian primary schools, he sought to ascertain whether English is the best language of instruction for senior primary school students in Malawi.

The subject of whether using English improved students' engagement in the learning process was also covered in the study. Based on the data analysis, Mchazime recommended that the language policy be reviewed and re-examined, and that Malawian teachers be retrained. Despite not having

English as a language of instruction in their educational institutions, several countries are achieving scientific and technical advances. Consequently, indigenous languages should be taught in Ghanaian schools as a supplement to English and the English language should be given less importance in our educational system.

Effects of teaching in the English language

Kwapong and Aboagye (2010) claim that teaching in the indigenous language and English do not significantly differ in terms of academic achievement. They investigated how mathematics performance at the Lower Primary schools in Ghana's Suhum Kraboa Coal Tar District was affected by the use of English and regional languages. A test was used to get the data. They concluded from their findings that the teachers in a school should choose the medium of instruction based on the students' proficiency in the language. However, there is another reservation about the recommendation in the current study.

This is due to the fact that policymakers, not policy implementers, choose the medium of education. Therefore, lawmakers would fiercely oppose any effort by school personnel to choose a medium of teaching, as Kwapong and Aboagye proposed.

Similar to this, Dogo (2016) makes the case that instructors are becoming more proficient in English as a teaching language and that their degree of readiness for teaching and learning has increased. Additionally, the impact of the English language on student achievement has significantly improved. These findings were from research that looked at how the English language affected mathematical modelling instruction and learning in a few Nigerian junior secondary schools. This study examined the English language competency levels of teachers, how they handle teaching algebraic word problems, and how ready they are for challenges.

Perception of English as a teaching language

Faculty and students view language competency and the difficulties of teaching in English differently, as Rogier (2012) opines. Students do not think that studying in English causes issues, despite teachers' disagreement that students' language skills meet the prerequisites for learning in an English-

medium environment. During their studies, both teachers and students believed that their English language skills had improved, and they usually credited exposure to the language for this.

Rogier examined the impact of English-medium instruction on language competency in the context of higher education in the United Arab Emirates by looking at changes in the language proficiency of undergraduate students at one of the universities. He contends that they might detect improvement because the university first admitted low-level students. However, because their errors went unnoticed, they were unable to advance their proficiency over a certain point. After students reached their major field of study, language development received minimal attention.

However, until they graduated, the study participants' language skills improved statistically significantly. Additionally, he contends that while the material offered to students seems difficult enough to sustain some language development, it falls short of what the school requires of graduating students.

Rogier claimed that the requirements for language learning beyond a certain level seemed to be missing the noticing and the focus on form that would push them past their current stage and increase their accuracy. He consequently proposed strategies to enhance current practice, including bettering the promotion and monitoring of available support services, creating services and programs that would provide students with a more integrated language learning and content experience, having more specific language goals, changing perspectives on the accountability of language acquisition, and expanding assistance for both teachers and students.

In Rogier's (2012) study, a case study—which is generally regarded as entirely qualitative—was combined with a survey technique, which can be somewhat quantitative in character. Rogier suggested that future research in the field of language development focus on the following areas: the role of exposure and output at higher levels of proficiency; the impact of exposure to language in countries where English-language media and expatriate labour are becoming more globally distributed; and the potential impact of perceptual differences in teaching and learning on the perception of language ability.

Similarly, Albakri (2017) argues that practical grounds justify the English as a Medium Instruction (EMI) model, pointing to the language's practical value

as a lingua franca and its importance for future employment. However, he admits that pupils' academic difficulties are mostly caused by their poor language skills. In this sense, he maintained that teaching in local languages would lead to a deeper understanding of the subject matter and probably better academic performance.

He also emphasizes how the introduction of EMI had a detrimental psychological impact and a disempowering effect on students who did not speak English well. Students do not have equal access to postsecondary education under the EMI policy. This came to light when he looked into the opinions of students regarding the English as a medium of instruction (EMI) policy that was being applied at a public university in Oman and how it influenced their academic achievement and the standard of their educational experiences.

One of Albakri's many suggestions are to improve English language instruction (ELT) in schools so that kids are better prepared for their academic studies in the language. Teachers should also be given the opportunity to become pedagogically competent so they may employ a student-centred teaching strategy. Lastly, by setting up study centres that students can use if they run into any academic issues, the college should improve student assistance in their studies, particularly in EMI.

Methods

The research questions are investigated in this study using a mixed-method technique. In a single study, mixed-methods research involves gathering and analysing both quantitative and qualitative data (Creswell et al., 2011). Prioritized, contemporaneous or sequentially acquired, and integrated at one or more stages of the research process are the data.

They point out that collecting data at the same time enables the researcher to look for and contrast the two types of data in order to uncover findings that are consistent. Therefore, the study employed both quantitative and qualitative methods.

This combination of approaches was chosen because it promotes the study's objective, which is the use of English as a medium of instruction in educational institutions, and it is applied to a representative sample of Level 200 and Level 300 students from Dambai College of Education. This is because the approach

can use a range of instruments, such as focus groups, questionnaires, and observation, to gather data from participants in their natural settings in order to fulfil the objectives of the study. Additionally, the limitations of any one method are supplemented by the mixed-method approach. Thus, the findings are reinforced.

The main goal of employing both quantitative and qualitative responses in research is to guarantee the validity, calibre, and uniqueness of the replies pertaining to the phenomenon being examined. Additionally, the study will use one component of the responses as supporting data (Creswell & Plano, 2011).

The sample and the sampling process

Purposive sampling and basic random sample were the two sampling strategies used in this investigation. While simple random sample was utilized to choose student respondents, purposeful sampling was utilized for tutors. There are 1,260 students at the Dambai College of Education, including 249 first-year students, 466 second-year students, 245 third-year students, and 300 Level 400 students. There are also eight English tutors on staff. Two hundred second – year and two hundred third-year College students made up the sample of 400 students. As previously stated, 200 males and 200 women were chosen from the selected sample, respectively, to guarantee gender parity.

Purposive sampling for tutors

Since English language tutors are familiar with their students' comprehension of the use of English as a medium of education, this sampling technique was chosen for tutors. They are the ones who have made an educated assessment of the pupils' proficiency in the English language. Purposive sampling also has the benefit of being economical and time efficient.

Simple random sampling for students

In this instance, every single student was picked at random, and every student in the student body had an identical chance, or probability, of being chosen. The responses were divided into males and females to provide gender parity. Under the sponsorship of the Ghanaian government, Transforming Teacher Education and Learning (T-TEL) promoted measures to address gender sensitivity issues in education colleges, which served as the foundation for the

decision to choose students in an equal male/female ratio. Paper pieces were cut according on the number of pupils in each category.

Two hundred pieces of paper were marked "Yes" for each gender, while the remaining parts were marked "No." Everyone who answered "Yes" made up the study's sample. The decision to use basic random sampling lessens selection bias and makes it possible to calculate the sampling error. One particular benefit is that it is the simplest technique for probability sampling.

The study's participants were eight English language tutors and second and third-year students at Dambai College of Education. The College was chosen due to its close proximity, ease of use, and status as the sole postsecondary school for teacher training located in the centre of the recently established Oti Region. Due to their length of time in the college system, the year batches of students were chosen with that in mind. They were also familiar with the College system. In addition to conducting individual interviews with each English teacher, the focus group interview's target participant pool consisted of 40 groups of ten students. Four hundred pupils were selected to serve as representatives.

Description of the research site

Located in the centre of the recently established Oti Region, the Dambai College of Education is the sole postsecondary institution dedicated to teacher preparation. In 1974, it was founded. The college was chosen due to its close proximity, ease of use, and status as the sole postsecondary school for teacher training located in the centre of the recently established Oti Region. An analysis of the data utilized for the study is shown in the table below.

Table 1: The study's sample, tutors

| <i>Category</i> | <i>Frequency</i> |
|-----------------|------------------|
| Tutors | 8 |
| Total | 8 |

Table 2: Sample selected for the study (students)

| Category | Frequency |
|-----------------------------|------------------|
| Year two student-teachers | 200 |
| Year three student-teachers | 200 |
| Total | 400 |

Table 3: Distribution of the sample by gender (students)

| Category | Frequency |
|-----------------|------------------|
| Male | 200 |
| Female | 200 |
| Total | 400 |

Methods of data collection

Interviews, in-class observations, and a questionnaire were used to collect data for the study. The survey was modified from Agyemang-Prempeh (2018) and Rogier (2012). This is because they looked into related topics in various contexts.

As stated before, data was gathered in three phases to examine English as a teaching language at Dambai College of Education. Student participants' perspectives on the value of teaching in English, the challenges of doing so, and the outcomes of teaching in English in educational institutions were gathered during the first phase using a standardized questionnaire. The pupils were also asked to rate their proficiency in speaking English and completing the given tasks.

Questionnaire

Data from the respondents was gathered using questionnaires so that the findings could be extrapolated to the entire population. Universities have an academic calendar, therefore the researcher had a deadline to complete the study. Furthermore, because structured questionnaires are faster to handle and analyse than word-based data, researchers used them in this study (Cohen, Manon, & Morrison, 2007). If participants feel at ease answering questions, using a structured questionnaire could also be beneficial for a big sample size. The research questions are directly related to the items in the questionnaire's five (5) sections.

Respondents were requested to provide their opinions on each of the five areas in response to a series of questions. The purpose of the first section was to get the students' thoughts on why they choose to learn English. Finding out what individuals believed about the effect of English instruction on education college students was the aim of the second section. In the last two (2) sections of the questionnaire, the respondents were asked to rate their level of English proficiency and their ability to complete certain activities. 390 copies of the

400 copies of the questionnaire distributed to students were received, along with eight (8) surveys from the teachers.

Focus group interview

The focus group interview was the second step. By serving as a moderator or facilitator, focus group interviews allow the researcher to gather a large number of participants at a suitable time and location to gauge their thoughts, emotions, and experiences on a subject being studied (Bell, 2008; Marvasti, 2004). The study's research questions served as the basis for the questions in the semi-structured interview guide. Focus group interviews were used with the pupils. As stated before, the focus group interview sample consisted of 40 groups. The targeted interview was built upon the developed themes.

One-on-one interview

All of the college's English language tutors participated in one-on-one interviews. Due to their small number, the tutors were interviewed one-on-one. A recorder was used to conduct the interviews, and the recordings were subsequently transcribed. This was done to guarantee that the participants' comments and viewpoints were legitimate.

Observation

Observation was the last stage. The need to understand phenomena, events, processes, reactions, behaviours, and relationships drives observation, which is guided by logical rules and presumptions. Researchers observe people in their natural environments using all of their senses as part of a methodical data gathering methodology (Smart, Peggs, & Burrige, 2013). The directness of the observation approach is one of its main advantages. You can learn about people's attitudes, sentiments, and beliefs by listening to what they have to say and seeing how they behave (Cargan, L. 2007). Using the following criteria, the researcher alternated between watching a two-hour session in L200 and L300 classrooms:

Table 4: Guide for observing lessons in class

| Criteria | | Rating | |
|------------------------------|--------------|---------------|------------------------------------|
| Teacher-used lesson language | English Only | L1 Only | L1 and English for limited clarity |

The researcher used the aforementioned observation guide to determine if the class tutors' medium of instruction was English solely, English with L1 for limited clarity, or English only. It was noted that the tutors' primary language of instruction was English, with L1 for clarity.

Data collection and analysis

Within a month, the participants self-administered the questionnaire, the interview, and the observation. This tactic gave the chance to address concerns that the respondents had regarding the tool. Additionally, the majority of participants were motivated to reply to the items by the personal administration of the instrument. As previously stated, students self-administered 400 questionnaires, however only 390 were returned. Alongside the qualitative data, questionnaires from the eight English tutors—including the aforementioned 390—were examined.

Both qualitative and quantitative analyses were performed on the information gathered from the questionnaire, in-class observations, and interview schedules. The analysis was conducted theme-by-theme. To find parallels and contrasts, the researcher arranged information from all interviewees or respondents and their responses, including observations made in class. As the results were analysed, the connections and connections among the answers were investigated.

Ethical considerations

Since "one has to consider how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices" (p. 51), ethical considerations are present throughout the entire research process and are essential when framing the research design, according to Cohen et al. (2007). Hence ethical considerations are not merely procedural. Therefore, the cost/benefit ratio was taken into consideration when considering the research problem. For the participants, there was virtually little risk. They were requested to make time to complete the survey and take part in the interview.

After weighing the expected benefits of the study (additional understanding about the advantages/significance, the challenges, and impacts of English medium training) against the cost (time to participants), it was concluded that the study was worthwhile as an initial step in the research process. Other

ethical study considerations included decreasing participant risks, informed permission, privacy, anonymity, and confidentiality.

Since each participant was an adult, they were competent enough to make their own well-informed judgments about taking part in the experiment. At every stage of the data collecting process, including answering the questionnaire and taking part in interviews, participants were made aware of the nature and goal of the study, and participation was entirely voluntary. The fact that participation was entirely voluntary and that withdrawal was possible at any moment was explained to the participants. At every stage of the study, they were given the name and contact details of the researcher. I obtained the participating tutors' permission before doing the in-class observation. Measures were taken to protect each participant's privacy and confidentiality during the entire study.

Validity

Using a variety of data collection techniques helped to mitigate the drawbacks of any one strategy and guaranteed the correctness of the information acquired, ensuring the validity of this study (Creswell, 2003; Punch, 2005). As was already noted, the semi-structured interview schedule was developed using observations and questionnaires. Voice recordings of interviews were played back to the interviewees for verification in order to collect qualitative data. The validity of the study's conclusions was increased by the employment of several data collection tools.

Results and Discussion

This section displays the results of the study on student performance. Students' and tutors' results are contrasted and assessed. The overwhelming support from both students and tutors indicates that employing English as a teaching language significantly affects students' academic performance. Students have a favourable attitude toward English as a result, which enhances their professional opportunities, increases their level of skill, and increases their acceptance across the globe. However, because of their limited vocabulary, kids are unable to ask many questions, which leads to their dropping out of school because they can't understand the content being taught. Tables 1-4 provide a summary of the responses from both students and tutors.

Results

Table 5: Responses from tutors regarding how students' performance is affected when English is used as the medium of instruction.

| Item | Agree | Uncertain | Disagree |
|---|--------------|------------------|-----------------|
| Pupils acquire a favourable attitude toward English. | 87.5 | 12.5 | 0 |
| It increases students' job opportunities. | 100 | 0 | 0 |
| It aids in raising pupils' competency levels. | 100 | 0 | 0 |
| It helps pupils get welcomed around the world. | 75 | 25 | 0 |
| Students' limited language prevents them from asking numerous inquiries. | 50 | 25 | 25 |
| Due to their inability to understand the material being taught, pupils end up dropping out of school. | 62.5 | 12.5 | 25 |

According to Table 5, when asked if students acquire a favourable attitude toward English, 87.5% of the tutors said "yes," while 12.5% said "no." In this case, the majority of instructors agreed with the statement, and none objected. The findings also showed that using English as a teaching language improves students' employment prospects. In this regard, it is noteworthy that every tutor gave an affirmative response, demonstrating that they all agreed with the statement. Furthermore, the findings imply that every tutor concurred that teaching in English raises students' competency levels. Compared to 25%, 75% of respondents were still unsure.

According to the respondents, learning English helps pupils become accepted around the world. Similarly, 75% of tutors concurred that learning English helps pupils become accepted around the world, but 25% were unsure.

It was also observed that when English is used as the medium of instruction, students' restricted vocabulary hinders them from asking many questions. This was agreed upon by half of the instructors. Nonetheless, 25% disagreed with the assertion and 25% were undecided. Finally, the results also showed that

62.5% of tutors agreed that students' inability to use the English language is the reason they don't do well in school. However, 12.5% were dubious that adopting English genuinely results in school dropouts because children find it difficult to understand the subject, and 25% disagreed. Table 6 displays the responses from the students so that we may compare the tutors' and students' responses.

Table 6: Students' responses on the effects of using English as a medium of instruction on students' performance

| Item | Agree | Uncertain | Disagree |
|--|--------------|------------------|-----------------|
| Students develop a positive attitude towards English | 63.6 | 8.7 | 27.2 |
| It enhances career opportunities for Students | 73 | 9.7 | 17.4 |
| It helps to improve the proficiency level of students | 70.2 | 15.4 | 14.4 |
| It makes students globally accepted | 71.3 | 11.3 | 17.4 |
| Students cannot ask many questions due to lack of vocabulary | 55.3 | 11.3 | 33.4 |
| It leads to school dropout since students cannot grasp the content of what they are taught | 42.5 | 13.8 | 43.6 |

Students' reactions to some potential implications of using English as a medium of teaching on students' performance are shown in Table 6. The resounding support for the things on the list suggests that students' performance is significantly impacted by English as a teaching language. Regarding whether or not students acquire a favourable attitude toward English, 63.3% of the students said "yes," 27.2% said "no," and 8.7% said "uncertain."

The findings also showed that using English as a teaching language improves students' employment prospects. Students responded in the affirmative 17.4% of the time, with 9.7% unsure, and 72.8% agreed in this way. Additionally, it was verified that 70.2% of students believed that using English as a medium of instruction raises students' competence levels, compared to 14.4% who disagreed and 15.4% who were unsure.

Additionally, 71.3% of respondents, compared to 17.4%, stated that using English helps pupils become accepted around the world, while 11.3% were unsure. Additionally, it was discovered that when English is utilized as a medium of education, students are unable to ask many questions because of a lack of vocabulary; 55.3% of students agreed with this finding, compared to 33.4% who were unsure. According to the findings, 42.5% of students concurred that if English is not used as the primary language of teaching, pupils may find it difficult to comprehend the material being taught, which could result in school dropout. In contrast, 13.8% were unsure and 43.6% disagreed with this statement. Descriptive statistics were employed to further determine the significance of the variables listed in Tables 5 and 6, respectively.

Table 7: Response from a tutor regarding how pupils' performance is affected when English is used as a medium of teaching.

| Item | No. | Mean | Std. Dev. |
|---|------------|-------------|------------------|
| Pupils get a favourable outlook on English. | 8 | 3.8750 | .35355 |
| It improves pupils' career prospects. | 8 | 4.2500 | .46291 |
| It aids in raising pupils' competency levels. | 8 | 4.5000 | .53452 |
| It helps pupils get welcomed around the world. | 8 | 4.3750 | .91613 |
| Students' limited language prevents them from asking numerous inquiries. | 8 | 3.5000 | 1.19523 |
| Due to their inability to understand the material being taught, pupils end up dropping out of school. | 8 | 3.5000 | 1.41421 |

Table 8: Responses from students regarding how employing English as a teaching language affects their performance.

| Item | No. | Mean | Std. Dev. |
|---|-----|------|-----------|
| Pupils get a favourable outlook on English. | 390 | 3.54 | 1.40 |
| It improves students' career prospects. | 390 | 3.86 | 1.26 |
| It aids in raising pupils' competency levels. | 390 | 3.79 | 1.12 |
| It helps pupils get welcomed around the world. | 390 | 3.85 | 1.27 |
| Students' limited language prevents them from asking numerous inquiries. | 390 | 3.33 | 1.41 |
| Due to their inability to understand the material being taught, pupils end up dropping out of school. | 390 | 3.04 | 1.53 |

Table 8 above displays the responses from students about how using English as a teaching language impacts their performance. A mean value of 3.875 and 3.54, which is comparable to the raw data, shows that both tutors and their pupils concur that students acquire a favourable attitude toward English. This shows whether or not pupils grow to have a positive attitude about English. A tutor said in an interview that:

Because they have been using the English language since elementary school and are therefore accustomed to it, there is not much trouble.

Similarly, a student respondent from the interview indicated that:

Since English is a language that everyone in the nation can understand, learning it is beneficial.

The results also showed that using English as a teaching language improves students' employment prospects. In this regard, a mean score of 4.25 for tutors and 3.86 for students indicates that both tutors and their pupils believe that English-medium training improves students' professional prospects.

Consequently, it is hardly shocking when one of the interviewees stated:

Because English is the language of the world and its working instruments, students who learn it will have a better chance of finding employment.

Likewise, a mean score of 4.50 for tutors and 3.79 for students indicates that both tutors and their pupils concur that using English as a teaching language raises students' competence levels.

During the interview, a tutor surely said:

Students' proficiency level is adequate even though there may be variations.

Additionally, it was shown that using English helps kids get accepted around the world. This opinion is supported by a mean score of 3.85 from students and 4.375 from tutors.

A respondent during the interview remarked interestingly that:

We are in competition with the rest of the globe since it is beneficial to use English if I decide to leave this place to continue my education abroad.

The results also showed that pupils' limited vocabulary prevents them from asking numerous questions when English is utilized as the medium of instruction. This is supported by a mean score of 3.50 for teachers and 3.33 for pupils.

A tutor from the interview, surprisingly, remarked that:

Students typically only struggle when it comes to asking or answering questions since they are unable to articulate themselves clearly in English.

According to this tutor, pupils who struggle to communicate well in English frequently don't participate in class. Remarkably, one more respondent stated that:

If your English is poor, you will be unable to communicate in the classroom. When needed, we can use both English and Ghanaian to improve comprehension.

Finally, a mean score of 3.02 from students and 3.50 from tutors suggest that utilizing English as a medium of education results in school dropouts because pupils cannot comprehend the content. Similarly, according to one of the interviewees:

I believe that the primary reason Cape Coast usually withdraws some of its students is because those who struggle with English may not be able to perform well in other disciplines.

Discussion

The findings of the triangulation investigation are discussed in this section. When studying facets of human behaviour, triangulation entails using two or more data collecting and analysis techniques (Cohen et al., 2007, p. 11).

As in the raw data, a mean value of 3.8750 and a value of 3.54 indicate whether or not students grow to have a favourable attitude toward English. This suggests that both teachers and students concur that students engage in this behaviour. It's intriguing, though, because the degree of agreement varies, with tutors having a greater mean value.

This proposes that, for practical reasons, pupils wish to learn in English in educational institutions. Because of the advantages that come with learning English, they would like to do so. This result supports the findings of Rogier (2012), who contends that staff and students have different perspectives on language proficiency and issues related to using English for instruction.

Despite teachers' assertions that students' language proficiency satisfies the requirements for students in an English-medium school, Rogier contends that students do not perceive learning in English as a difficulty. Both teachers and students think that their English language proficiency improves with study, and they typically attribute this to exposure to the language. Although Rogier suggests that instructors and their pupils have different perspectives on English, it is nevertheless true that both groups have favourable opinions of the language. In an interview, an intriguing tutor stated:

Because they have been using the English language since elementary school and are therefore accustomed to it, there is not much trouble.

According to the tutor, despite the difficulties they encounter, students are still at ease speaking English. This is due to tutors' belief that learning English exposes pupils to numerous chances that may be advantageous to them. Likewise, one of the interviewees, a student, stated that:

Learning in English is beneficial since it is the language of communication where everyone is able to understand the nation.

According to the students' viewpoint, they want to learn English since they think it's a language that's growing in popularity globally. As a result, learning English will help them in many ways. This perspective suggests that despite the difficulties they encounter while utilizing English in classrooms, pupils have a positive attitude about the language's use as a teaching tool. In an interview, an intriguing tutor stated:

The results also showed that using English as a teaching language improves students' employment prospects. In this regard, a mean score of 4.2500 for tutors and 3.86 for students indicates that both tutors and their pupils believe that English-medium training improves students' professional prospects. It's also crucial to remember that the disparity in the level of agreement indicates that tutors are more convinced than students are that using English as a teaching language improves students' employment prospects.

It goes without saying that people whose English ability is unquestionable are given several job options. Additionally, learning English gives kids the opportunity to pursue any career. For instance, studying English at Dambai College of Education enables students to pursue careers in nursing and engineering, among other fields.

This result supports the claims made by Karvonen (2017) and Lueg & Lueg (2015) that using English as a teaching language improves employability and provides improved chances for professional advancement. This is due to the fact that jobs are generally available to people whose English proficiency is undeniable. This implies that learning English makes it simple for pupils to find work in any industry. It is comparable to AlBakri's (2017) theories that the English policy is approved for practical reasons because of English's practical use as a lingua franca and its necessity for future employment.

This implies that students can find jobs in any field they choose. Therefore, one of the most important prerequisites for job seekers is proficiency in English. Therefore, it should come as no surprise when an interviewee said:

Because English is the language of the world and its working instruments, students who learn it will have a better chance of finding employment.

It is clear that students can excel in a variety of job fields because people who speak English well have an easier time finding work.

Likewise, a mean score of 4.5000 from tutors and 3.79 from students indicate that both tutors and their pupils concur that using English as a teaching language raises students' competence levels. However, the level of agreement varies, with teachers holding a more powerful opinion than students. This indicates that as students learn English, their speaking abilities improve. The results are consistent with those of Cosgun and Hasircı (2017), who found that receptive language skills development is positively impacted when language is used as a tool and when meaningful exposure to language and task engagement occurs.

By completing different tasks, pupils automatically increase their language skills since they are exposed to understandable input.

This finding, however, contradicts that of Mouhamad (2016), who discovered in his research that students with low levels of English language competency suffer when English is used as a medium of instruction. According to him, pupils find English to be a cognitive burden that impairs their understanding, output, and academic achievement. He recommends that in order to meet students' poor language proficiency, course material, pace, depth, and breadth should be modified. Assessment procedures and language alternation should also be changed.

As a result, he suggests that more indigenous language-medium courses be offered across faculties in order to raise the profile of local languages. According to him, this can be accomplished by acknowledging the value of local languages in assisting students' having lesson in English as a Medium of Instruction courses and by offering more resources for learning the language.

According to Kyeyune (2003), there are theoretical grounds to believe that adopting the mother language as an alternate medium would not always result in a significant improvement, even though it is one possibility for change. This is due to the fact that the issue is more deeply rooted in the prevalent forms of teacher-student communication than it is in language proficiency. He came to the conclusion that rather than supporting students' learning attempts, some of the ways teachers use English can actually make things more difficult. Therefore, it is incumbent upon educators to reconsider how they interact with their pupils in the classroom. On the basis of that, students' proficiency could

be improved by using practical-driven communication techniques in the classroom. Undoubtedly, one of the interview's tutors said:

Despite possible variances, the students' level of competency is sufficient.

According to this tutor, as students study English, their competency keeps getting better. This is a result of their regular usage of English in conversation. Thus, it is accurate to say that using English as a teaching language raises students' competency levels. The rate of improvement is extremely modest, though. For some of them, it takes a long time. This is because people with good proficiency levels who come from senior high schools take a little longer to get better. For people who arrive at institutions with really low skill levels, it takes a long time.

Additionally, the results showed that pupils' global acceptance is improved when they use the English language. A mean score of 3.85 from students and 4.3750 from instructors support this. It's interesting to identify that the difference in mean values indicates that students have a great opinion than their tutors. However, the findings show that students and tutors both think that being able to communicate in English helps pupils gain international reputation. This implies that since English is widely used, students who study it will be able to integrate into society.

This result is consistent with Ebad's (2014) conclusion that English is a better language than regional tongues since the world has shrunk to a small village and English is the primary language used for communication in this global community. He contends that whereas local languages are spoken in specific geographic locations, English is spoken worldwide. Therefore, for worldwide commerce and communication, English should be the language of communication.

It is also in line with AlBakri (2017), who claims that the practical justifications for the acceptance of English as a medium of instruction policy stem from the language's usefulness as a lingua franca. During the interview, one respondent made the following intriguing observation:

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stem from the language's usefulness as a lingua franca. During the interview, one respondent made the following intriguing observation:

This respondent believes that it is important for pupils to be globally recognized by using the English language. English is becoming more and more popular as a language for business and communication because we live in a multilingual society. Students will therefore be found wanting no matter where they end up.

The results also showed that pupils' limited vocabulary prevents them from asking numerous questions when the English language is employed as the medium of education. This is supported by a mean score of 3.5000 from instructors and a score of 3.33 from students. Notwithstanding the differences between the two beliefs, it is significant that both tutors and their pupils believe that if students learn in English, they will be unable to ask many questions because of a lack of vocabulary. It is clear that a large number of students do not participate in class, not because they lack knowledge but rather because the words, they would use to communicate their thoughts are inadequate.

Their writing also demonstrates this. Ideas are there in one's work, but they are not stated directly. This is in line with Owusu's (2017) assertion that pupils who are becoming bilinguals do not benefit from education in English alone. Students' engagement in class is hampered by the English-only instruction. Owusu also contends that English is a language with a large vocabulary. Technical terminologies are used to express some of these vocabularies. In order to improve pupils' comprehension, their meaning can occasionally only be comprehended in local languages.

The results are also consistent with AlBakri (2017), who claims that students struggle academically, primarily due to their lack of language proficiency. In this regard, he argued that using local languages as a teaching medium would result in a more thorough comprehension of the material and, most likely, improved academic achievement. Surprisingly, one of the interview tutors said that:

Students typically only struggle when it comes to asking or answering questions since they are unable to articulate themselves clearly in English.

According to this tutor, kids who struggle to communicate well in English typically don't participate in class. It's interesting to note that another respondent said:

If your English is poor, you will be unable to communicate in the classroom. For greater comprehension, we can thus blend Ghanaian and English when needed.

This implies that using English as a medium of instruction will prevent some pupils from being able to express themselves in a meaningful way. Due to their limited vocabulary, students are also unable to ask many questions during lectures. Students' inability to participate and ask and answer questions appears to be significantly hampered by their limited language proficiency.

Last but not least, a mean score of 3.50 from tutors and a score of 3.02 from students indicate that using English as a medium of instruction causes school dropout because students are unable to understand the material. The disparity in values, however, indicates that tutors hold a more robust opinion than students that students drop out of school because they are unable to handle the English language in the classroom. It is clear that pupils who struggle with English study frequently leave school.

This is in line with the findings of Agyemang-Prempeh (2018), who found that using English as a medium of instruction causes school dropouts because children are unable to understand the material. In this regard, Agyemang-Prempeh proposes that pupils cease attending school due to their incapacity to learn in English. In the same way, one interviewee stated that:

I believe that the primary reason Cape Coast typically withdraws some of its students is because those who struggle with English may not be able to perform well in other disciplines.

According to this answer, a student's overall performance in other areas is impacted if they struggle with English. Although the results clearly show that students leave school because they are unable to comprehend and assimilate the material that their teachers provide them, it can be argued that there are other factors at play when students leave school. According to this claim, educators should develop tangible teaching and learning pedagogies in order to improve students' comprehension.

Key findings

Students at Dambai College of Education often develop a positive attitude about utilizing English as a medium of instruction, according to a critical review of the study's mean values and raw data. In a similar vein, tutors and their pupils agree that learning English improves students' employment prospects and increases their acceptance around the world. Additionally, research indicates that using English as a teaching language causes school dropouts since not all kids can understand the material. Despite this, it was found that using English raises students' competence levels.

Lastly, the findings imply that students struggle to ask or answer questions when English is utilized as a medium of education due to insufficient vocabulary development. Therefore, it makes sense for tutors to concentrate on helping their pupils develop the knowledge and abilities that will improve their comprehension.

Conclusion

According to the study's findings, students at Dambai College of Education typically grow to have a favourable opinion of the employment of English as a teaching language. Students and tutors agree that learning English improves one's chances for employment and acceptance around the world. Significant obstacles are also highlighted by the report, such as rising dropout rates brought on by students' inability to comprehend the course material and low participation in class discussions as a result of poor vocabulary development. Notwithstanding these difficulties, using English as a teaching language is essential to raising students' skill levels. In order to improve students' learning experiences and academic performance, tutors must concentrate on helping them improve their language proficiency and conceptual comprehension.

Pedagogical implications and recommendations

College of Education tutors should be aware that using English as a teaching language might occasionally hinder rather than help students' learning. In order to help teachers employ language alternation pedagogy more successfully and efficiently, this could be introduced to them. Thus, classroom language alternation could be improved as a useful teaching strategy in education colleges.

Given that English-only instruction reduces student involvement in class, tutors should concentrate on helping their students develop the concepts and abilities that will improve their comprehension rather than concentrating on teaching them solely in English. Because English is a language with a large vocabulary. Some of these vocabulary items are technical in nature, and only local languages can sometimes fully convey their meaning.

It is beneficial for tutors to concentrate on helping their pupils develop the knowledge and abilities that will improve their comprehension. It is suggested that language alternation pedagogy raise English proficiency in Ghanaian educational institutions. Thus, the purpose of the study is to look into the effects of teaching English at Dambai College of Education in the Oti Region of Ghana.

Suggestions for future research

Other questions that ought to be the subject of future language development study surfaced throughout the investigation of the research's questions. First, only Dambai Colleges of Education were included in this study. To include more colleges in Ghana, more study ought to be done. Additionally, more research should be done to determine how students' performance in other subject areas at education colleges is impacted by the English medium of instruction. Finally, more study should be done to compare the opinions of students and teachers on English as a teaching language in educational institutions.

Ethical Statement

The Dambai College of Education's Ethical Research Committee in Ghana examined and authorized this study, which included human subjects. Each participant provided written informed permission prior to study participation. Additionally, the book has been proofread to increase its language clarity and accuracy.

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Conflict of Interest

Regarding the publishing of this work, the authors affirm that they have no conflicts of interest.

Authorship Contribution Statement

Wumbei: Developing the research topic, designing the study, creating the research idea, and writing the manuscript. John Adukpo: Data collection, analysis, formatting, citations, research design, and adherence to ethical research guidelines. Gaaku: Developed the theoretical framework, reviewed pertinent literature, and edited and proofread. Joana Emefa Adansi is in charge of proofreading and editing the work to guarantee its accuracy, coherence, and clarity.

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