



**Title of Project**

Language Policy as Personal Experience: Rereading Medium of Instruction policy in Ghana

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**TIRF Research Topics Investigated**

Language Planning and Policy  
English as a Medium of Instruction

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**Project Summary**

In educational systems in sub-Saharan Africa, Medium of Instruction (MOI) policy presents a policy dilemma. Teachers are caught between Mother Tongue-based Bilingual Education (MTBE) and English Medium of Instruction (EMI) language policies, two ardently debated offerings that shape their pedagogical practice for multilingual learners. This research study will analyze the extent to which northern orthodox knowledge shapes MOI policy and practice in Ghana by studying how teachers reconcile their experiences of bifurcated constructions of language policy with pedagogical implementation in MOI models through a Southern conceptual view of language policy. The study will explore five elementary classroom teachers' experiences of MOI policies in Ghana with two primary aims: 1. To understand teachers' interpretations of (MTBE) and (EMI) policy and practice and, 2. To critically read MOI policies from a Southern Theory (ST) or a Southern Epistemological perspective (SE) (de Sousa Santos, 2012; Mafeje, 2000; Pennycook & Makoni, 2019), in terms of how Ghana's language policies define teachers' roles and how this contributes to their implementational stances in MTBE and EMI. I shall collect data for this study using both documentary film methods and Interpretative Phenomenological Analysis (IPA) (Smith & Shinebourne, 2012). This study is in two parts: it comprises a written dissertation and a complimentary 30-minute film.