

PN-ACK-341

QUALITATIVE RESEARCH

TRAINING MANUAL

A Multi-site Case Study on the Implementation of
the Language Policy in Six Schools in Ghana

Improving Educational Quality Project II

A Partnership Between

CRIQPEG, University of Cape Coast

University College of Education at Winneba

Institute of African Studies

University of Ghana/Legon

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INTRODUCTION

Some Key Words in Qualitative Research (QLR)

Meaning	Understanding	Making sense	Constructing meaning
Images	“Thick description”	Explain	Process
Insight	Compare	Portray	Inductive

What is qualitative research?

Qualitative research (QLR) refers to the kind of inquiry that helps us understand and explain the meaning of social phenomena in its natural setting, disrupting the natural setting as little as possible in the course of data collection.

Characteristics of qualitative research:

1. Qualitative researchers are interested in *understanding* the *meaning* people have constructed; that is, how they make sense of their world and the experiences they have in the world.

In contrast to quantitative research--which takes apart a phenomenon to examine component parts (the variables of the study)--qualitative research can reveal how all the parts work together to form a whole.

QLR examines

“what it means for participants to be in [a] setting, what their lives are like, what’s going on for them, what their meanings are, what the world looks like in that particular setting and in the analysis to be able to communicate that faithfully to others who are interested in that setting (Patton, 1985, in Merriam, 1998).

2. Qualitative research usually *involves fieldwork*. The researcher must physically go to the people, setting, site, institution (field) in order to observe behaviour in its natural setting.
3. Qualitative research primarily employs an *inductive* research strategy. Hypotheses are formed after data is collected rather than before, as in quantitative research.
4. *The researcher is the primary instrument for data collection* and analysis. Data are mediated through this human instrument. Therefore, the researcher must be able to communicate well, be sensitive and able to establish trust and rapport, and able to tolerate ambiguity.
5. Since QLR focuses on process, meaning, and understanding, the product of a qualitative study is *richly descriptive*. Words and pictures rather than

numbers are used to convey what the researcher has learned about a phenomenon. This is what anthropologist Clifford Geertz (1974) has called “thick description.” Quotes from interviews and vignettes from observations are important evidence included in the research report.

The Qualitative Researcher

What do qualitative researchers do?

Qualitative researchers usually do not measure. They emphasize, describe, compare, judge, portray, evoke images, and create for the reader or listener the sense of having been there (Lincoln and Guba, 1989 in Merriam, 1998).

What kinds of instruments does the qualitative researcher use?

The *researcher* her- or himself is the most important instrument in qualitative research. Lists of questions serve as a guide for interviews and for observations. Special observation guides may be used to obtain specific kinds of information, *e.g.*, *The Pupil Observation Form (IEQI and IEQII)*.

What characteristics does a qualitative researcher need?

1. The Ability to Communicate Well

The qualitative researcher must be able to communicate well. This means that s/he

- empathizes with respondents,
- establishes rapport,
- asks good questions, and
- listens intently.

Empathy. The extent to which inquirers are able to communicate warmth and empathy often marks them as good or not-so-good data collectors. Empathy is the foundation of rapport. A researcher is better able to have conversation with a purpose—an interview—in an atmosphere of trust.

Listening. Another vital communication skill is listening. The good qualitative researcher “looks and listens everywhere.” “*Hearing*” *what is not said* but only implied, as well as *noting the silences*, whether in interviews, observations, or documents, is an important component of being a good listener.

2. Sensitivity

Sensitivity, or being highly intuitive, is a second trait needed in this type of research. The researcher must be sensitive to the context and everything in it, including:

- physical setting,
- people,

- overt and covert agendas, and
- nonverbal behaviour.

Being sensitive in the data-gathering phase of the study involves a keen sense of timing; that is:

- knowing when to allow for *silence*,
- when to *probe* more deeply,
- when to *change the direction* of the interview.

Every sense of the investigator must be alert to cues and slight variations in meaning provided by the context.

3. Tolerance for Ambiguity

The qualitative researcher must have an enormous *tolerance for ambiguity*. Throughout the research process—from designing the study to data collection, to data analysis—there are no set procedures or protocols that can be followed step by step. Researchers who prefer neatly-packaged answers are better suited for quantitative research.

What are the methods used to collect qualitative data?

QLR data is collected through observations, interviews (individual, group, or focus group), documents, and audiovisual materials, including photographs, videotapes, art objects, computer software, and film. (For options, advantages and limitations of each method, see Creswell, 1994.)

How is qualitative data organized and managed?

Observation data and interview notes are usually recorded in notebooks (*as will be true for this study*). If data is transferred to note cards, cards are kept in card files. If salient or important points from field notes and interviews are kept on Field Notes Summary sheets, these are kept in a notebook (*see below*).

Categories of data may be then be (a) written onto large charts; (b) entered into computer tables; or (c) entered into computer software programs such as NUD*IST, Ethnograph, Alpha or Beta text-based software. *We are planning that IEQ II will use (a) and (b) for the first phase of data collection; and a program from (c) for the second phase.*

How is qualitative research data analysed?

Quantitative data is analysed deductively. Researchers form hypotheses and see whether the data confirm these hypotheses. QLR data is analysed inductively. You begin by reading through all the data to know the range and depth of your information. Then you begin to develop hypotheses about what themes the data suggest.

In practical terms, as you read through QLR data, underline, highlight, and/or label recurring words, themes, or ideas. Data may be labeled and placed under more than one category. (If highlighting, you may choose to use a different colors of pen for marking different clusters of ideas.) If working with note cards, begin to arrange the cards according to categories and sub-categories. If using papers, such as photocopies of pages of notes from your notebooks, cut the papers into strips that have the same labels and put the strips together in a pile under the same category. As you begin to see clusters of data together and sub-categories begin to emerge from the categories, sub-themes and key themes of the analysis also begin to emerge. *For phase one of this project, begin data analysis on the field by preparing Field Notes Summary sheets, as described below.*

Field Notes Summary Sheets

On the same day that you have interviewed someone or made an observation (at the end of the day or during some free time), go over your notes and prepare a Field Site Summary. Pick out the most salient points from the interview or the observation. Number the points in order on this sheet and note the page number in your notebook or on your papers on which these points appear. Also number these points in text of your write-up. Attach a theme or aspect to each point. Invent themes where no existing ones apply and asterisk those. You may also include comments in double parentheses. Example:

Field Notes Summary_

Date: Sept. 21, 1999

Type of contact: Interview

P4 Teacher Ahanta West District Achowa D/C Primary School
(Who, what group) **(place)** **(school)**

RAS Sept. 21, 1999
(Coder) **(date coded)**

Page	Salient Points	Themes/Aspects
1	1. Karina (P4 Teacher) doesn't speak Ahanta.T. language Thinks all pupils should speak E from P1.	
3	2. Txtbks: Gh. Lang/Cul. 4 for 40 pupils. English, all other subjects: 2 books:1 pupil; No T Guides or supp. materials available.	Materials.
5	3. Says girls answer more questions; boys ask more questions.	Gender
6	4. Pupils prefer A. for all subjects; use E. inside; A. outside. 5. (etc.) 6. 7.	P lang. use

8.
(9.)

Abbreviations: T= teacher; E= English; A= Ahanta; supp.=supplementary.

What does a qualitative research report contain?

A research report contains the findings--the themes and sub-themes--you have discovered from poring over your data and finding supportive evidence from the triangulation of your data that allows you to make a particular statement. For example, if a Circuit Supervisor, a teacher and a headteacher all report that the Circuit Supervisor does not help them implement the language policy, one finding you may report is, "The Circuit Supervisor does not help implement the language policy." This may seem obvious to many people, but you have documented the information and can report it.

The research report will include quotes from the interviews that substantiate a particular point you want to make. For example, to give evidence for the above finding, the report may include statements such as these:

"I have so much work to do; there's not time to do everything. So I have no time to implement the language policy." (Circuit Supervisor)

"The Circuit Supervisor comes to visit twice a year--his motorcycle doesn't work--and when he comes he never asks about the language policy." (Head teacher)

"I don't know if the Circuit Supervisor helps the Head teacher with implementing the language policy, but he [the CS] has never said anything to me." (P4 Teacher)

QLR studies also include vignettes that describe one or more scenes from your observations that illustrate a particular point. The vignettes below document one of the ways in which Malawian teachers used a regional language (ChiYao) to clarify the meaning of words pupils did not understand in the national language (Chichewa).

All the ChiYao-speaking teachers switched between ChiYao and Chichewa (and English) in the classroom. They commonly used ChiYao for translation and clarification of Chichewa words.

In Chichewa class a pupil gave the ChiYao meaning for the Chichewa word "litala" (path), which sounds like the ChiYao word for a small device used to kill termites. The teacher said, "Yes, that's correct in ChiYao, now can you give me the meaning of the Chichewa word?"

A GS teacher told the class in Chichewa, "Stop writing." The class stood up. Pupils had confused the two meanings of the word (stopping and standing) and stood up instead of laying their pencils down. The teacher explained in ChiYao that pupils should simply stop writing and reminded pupils of the two meanings of the word.

Teachers also occasionally used ChiYao to reprimand a pupil, "Do not bother others!" or to urge pupils on, "Raise up your voice!"

--from Miske, S. J. and Dowd, A. J. (1998). Teaching and Learning in Mangochi Classrooms: Combining Quantitative and Qualitative Information to Study Twelve Primary Schools in Malawi. Washington, DC: Creative Associates.

Case Study

A case study design is used to gain an in-depth understanding of the situation and meaning for those involved. They are good for showing how something happens or works in a real life situation (Kane, p. 175). Case studies allow you to collect and present information in a way that provides more context. You are interested in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. Insights gleaned from case studies can directly influence policy, practice, and future research--in this study, language policy, its implementation, and future research.

Case studies are intensive descriptions and analyses of a single system (Smith, 1978, in Merriam) such as a program, event, group, intervention, or community. Multiple-site case studies, such as the IEQ II Language Implementation study, involve collecting data from several sites and analyzing the data both within and across sites.

For gaining entry or **access** to the field sites, researchers have developed a protocol of (a) whom to contact (QUIPS personnel can assist with access in three cases; the coordinator and researchers will assist in the other three cases); (b) whom to see first in the community (usually the chief); (c) what to say (“All Ghanaians are concerned about the decline in education in Ghana. . .); (d) what to do next.

INTERVIEWS

Interviews are “a conversation with a purpose” (Dexter, 1970, in Merriam). The purpose of interviewing is to find out what is *in* and *on* someone’s mind (Patton, 1990, p. 278, in Merriam).

Interviewing is necessary when we cannot observe behaviour, feelings, or how people interpret the world around them.

Types of Interviews

Highly structured/standardized Semi-structured Unstructured/Informal

←-----X-----→

Most interviews for quantitative research are standardized. Most QLR interviews are semistructured. Some are unstructured. The standardized interview in QLR is used to collect basic information such as languages spoken, number of years in school, etc.

Questions

Questions are at the heart of interviewing and to collect meaningful data the researcher must ask good questions.

The way in which questions are worded is crucial. Questions need to be understood in familiar language. Avoid technical words, words that may be unfamiliar to a second language speaker.

GOOD QUESTIONS:

Hypothetical questions: “Suppose I were a Primary 1 pupil entering school the first day, the first week. What would you say to me? In which language would you say it?”

Challenge questions: “Some people would say that Ghanaian languages should not be used in school. What would you say to them?”

These questions are especially good to use when the topic is controversial and you want to know the interviewee’s opinions and feelings.

Ideal Position question: “What do you think the ideal Primary One (2, 3) bilingual (two-language) classroom would be like?”

Interpretive question: “Would you say that teaching in this school is different from what you expected? In what ways?”

QUESTIONS TO AVOID:

Leading questions: “Don’t you think the reason for that is because not enough teachers can speak the local language?”

Try: What do you think the reason is for that? Are there any other reasons?

Keep your bias and your opinions out of the question.

Multiple questions: How do you feel about the teachers and the classes?

Try: How do you feel about the Primary 2 class?

KINDS OF QUESTIONS TO CONSIDER IN CONTEXT:

Yes-or-No questions

Yes or no questions can either (a) help you gain information or (b) prevent you from getting the information you need. You will need to decide after you try the question once or twice whether or not the yes/no question is effective.

(a) Do you have any pupils in this class who speak Ewe? Yes; there’s Charles and Ebenezer, Josephine and Evangeline, . . .

(b) Do you like this program? Respondent: Yes. (Probe necessary: What do you like about it?)

Try: What do you like about the program? (Probe optional.)

Probes

Probes are questions or comments that follow up something already asked. Probes may help you to clarify something, to ask for more details or for examples.

Examples of probes: Could you tell me more about that?
Could you give me an example of that?
Could you describe a time when that happened?
Is there anything else?

Probes are impossible to specify ahead of time because they depend on how the interviewee answers the lead question. This is where YOU are the primary instrument of data collection has its advantages.

The best way to increase your skill at probing is to practice. The more you interview, especially on the same topic, the more relaxed you become and the better you can pursue potentially fruitful lines of inquiry.

Practice writing questions and probes

If the interviewer wants to know in what ways parents support bilingual learning for their children, s/he could begin by asking the questions below. Evaluate the questions below. Are they “good?” Or are they questions to be avoided? Which questions would you add? Which probes would you use?

From “one-on-one interviews with parents”:

1. Does your child bring home homework? How frequently?
2. If so, do you help your child with his/her homework? How often? In what ways?
3. Which language do you use when you help her/him with these subjects: math, Ghanaian language and culture, English, environmental studies?

From “interview with class teacher on teacher-pupil interactions”:

1. How do pupils react to instruction using the Ghanaian language?
2. How do pupils show interest or lack of it in lessons?
3. What methods or activities do you employ to enhance teacher-pupil interactions?
4. How often do boys and girls respond or pose questions in class?
5. Observe differences in teacher-pupil interactions between boys and girls. If any, what accounts for the differences?

The Interview Guide

The interview guide is the list of questions you plan to ask in an interview. In QLR, most interviews are semi-structured. The interview guide will contain:

1. several specific questions that you want to ask everyone;
2. some open-ended questions that could be followed up with probes
3. a list of some topics, areas, and issues that you want to know about but about which you do not have enough information to prepare a specific question in advance.

How to begin the interview

1. Make sure you have the necessary materials: notebook and pens, tape recorder, an extra tape and extra batteries. Check in advance to see that the tape recorder is working properly. When you begin to record, say your name, the date, who you are interviewing, where, and “for IEQ 2.”

2. Use the Interview Guide. Begin with asking for permission to tape record the interview. Most researchers find that they depend on the interview guide for the first few interviews but that soon they can separate themselves from constantly referring to the questions and can go with the natural flow of the interview.

3. Order of Questions. It is generally a good idea to ask for relatively neutral, descriptive information at the beginning of an interview. There are no rules to tell you what should go first and what should come later; as you practice, you will learn which order works best. However, in this multi-site case study approach, following a similar order across sites means there is a smaller probability that you will forget to ask some of the questions.

Practice Interviewing

Skilled interviewers can do much to make the interview a positive one. Being respectful, nonjudgmental, and nonthreatening is a beginning. Becoming skilled takes practice; practice combined with feedback on performance is the best way to develop the needed skills.

Practice Exercise:

1. Choose a set of questions from those developed for the Interview Guide, such as, inquiring about parents’ attitudes toward Ghanaian and English language use in school and at home (see questions above under “Practice writing questions and probes.”)
2. Role play one set of questions with someone where you are the interviewer and s/he is the interviewee.
3. Choose a different set of questions and repeat the exercise, switching roles.
 - a. Give each other feedback on: the kinds of questions asked (see the list for “good” or “bad” questions);
 - b. if your partner used probes used effectively;
 - c. the way you asked the questions. Give positive feedback first.

For IEQ II fieldwork observations, classroom observations will be both structured (see the Pupil Observation Form under “Instruments,” used also in IEQI) and unstructured/systematic. For example, both inside and outside the classroom we are interested not only in which language(s) people use, but also what they are talking about in a particular language. Classroom observations written up as field notes should capture the content of what teachers, pupils, and others talk about, as well as the language they use to say it. For example, following field observations of two-language interactions in Malawi, the researchers were able to conclude:

Pupils use the home language: (a) to assist other pupils with a task related to the lesson, such as, requesting to borrow a pencil, or telling another pupil how to write correctly in the exercise book; and (b) to chat about personal things such as what one did the previous evening or on the way to school (Miske & Dowd, 1998).

Where to begin. . .

1. The physical setting. Draw a map of a) the community; b) the school grounds; c) the classroom. Label everything.
2. The participants. Make a list of names of people who will/do appear in your case study data.
3. Activities and interactions. Observe who interacts with whom in the community when you arrive, before school, during class, at break, in the evenings. What activities are they involved in?
4. Conversation. Who talks to whom and what do they talk about? If you join in a conversation, what topics are discussed?
5. Subtle factors can elude the untrained observer; so you will work to pay attention to subtle details, such as:
 - Informal and unplanned activities;
 - Nonverbal communication such as dress and physical space;
 - Unobtrusive measures such as physical clues;
 - What does NOT happen—especially if it ought to have happened (Patton, 1990, p. 235, in Merriam).
6. Your own behaviours. How you react to things is an important part of what you observe. If you react strongly to something, write it down and try to make sense of it later. Do not blurt out what you are thinking in an evaluative statement (“How could you say such a thing?!”) that will make someone you are observing feel defensive. You want to understand their behaviours, and paying attention to your own behaviour can alert you to questions you may want to ask later.

Conducting an observation, even a short one, can be exhausting, especially at the beginning of a study. Everyone and everything is new; you do not know what will be important, so you try to observe everything; you are concerned about the effect you will have on the scene; you miss things while taking notes; and so on. In time, the

more familiar everything begins to feel, the more comfortable you will be in the setting.

Practice observing

Exercise #1. Sketch a map of a) the grounds around your building; b) the building itself; c) the classroom in which you are working. On this map, note where the people are and what they are doing. (In the classroom include such details as broken windows, charts on the wall, electrical plugs, etc.)

Exercise #2. Observe people interacting with each other in the market, if possible, or in a shop. What are they wearing? What are they doing? From what you observe, what are the duties of the sellers toward the buyers? What are the duties of the buyers toward the sellers?

Begin with short periods of observation; then practice recalling and recording data. Recalling data and filling in the gaps in your notes following an observation can be helped by these suggestions *during* your observation (Merriam, 1998):

- Pay attention.
- Shift from a “wide angle” to a “narrow angle” lens—that is, focus “on a specific person, interaction, or activity while mentally blocking out all others” (Taylor and Bodgan (1984) p. 54, in Merriam);
- Look for key words in people’s remarks that will stand out later.
- Concentrate on the first and last remarks in each conversation.
- Mentally play back remarks and scenes during breaks in talking or observing.

Write up a description (a “vignette”) of one or two of the interactions you observed for this practice exercise. Discuss the vignette/interaction with others in the group. What did you do well? How can you improve on your skills of systematic observation?

Field Notes

The content of field notes usually includes the following:

- Date, name of school/interviewee (use an abbreviation), page number in notebook;
- Descriptions of the setting, the people, the activities;
- Direct quotations or at least the substance of what people said;
- Observer’s comments, put in the margin on the right side of the page (see below).

Observer commentary

An important part of fields notes is observer commentary; comments can include the researcher’s feeling, reactions, hunches, initial interpretations, and working

Recording and Evaluating Interview Data

There are three basic ways to record interview data:

1. tape record the interview (the most common);
2. take notes during the interview (with or without tape recording);
3. take notes as soon after the interview as possible (the least desirable).

Ideally, transcribing recorded interviews verbatim provides the best database for analysis.

The rule of thumb (for a person with fairly good keyboard skills) is one hour of recorded interview equals two hours needed for transcription.

A researcher should transcribe the first few interviews of any study her/himself even if someone is going to assist with transcribing the rest of the tapes.

OBSERVATIONS AND FIELD NOTES

Fieldwork usually refers to observation and interview, and, to a lesser degree, documentary analysis that are conducted in the natural setting where data is being collected.

Observations take place in the natural field setting. They represent a firsthand encounter with the data, rather than a secondhand account of the world obtained through an interview.

Systematic observation and training in observational techniques mark the difference between everyday observation and research-related observation. “Comparing untrained observers with researchers is like comparing what “an amateur community talent show” can do compared with “professional performers” (Patton, p. 202, in Merriam, 1998).

Training to be a skilled observer includes:

- practicing the disciplined recording of field notes
- knowing how to separate details from trivia and
- using rigorous methods to validate observations
- learning to write descriptively.

(order mine, Patton, 1990, p. 201, in Merriam).

What to observe is determined by several factors:

- the researcher’s purpose in conducting the study in the first place (the most important!);
- practical considerations—time, money, energy; and
- how structured the researcher wants observations to be.

hypotheses. These comments are over and above factual description of what is going on; they are comments on and thoughts about the setting, people, and activities.

INSTRUMENTS

The following instruments are included for IEQ II research Phase One:

1. Pupil Observation Form
2. Pupils' Interview
3. Teachers' Interview
4. Headteachers'/Circuit Supervisors' Interview
5. Parents'/Guardians' Interview
6. Community Interview
7. Community Profile
8. School Profile
9. Reminders for Observations

Pupil Observation Form (Form used in IEQ I)

This particular observation deals with language use. Observations are made every five minutes for four students at any one time--Girl 1 (G1), Girl 2 (G2), Boy 1 (B1), Boy 2 (B2). Careful precautions must be taken to ensure that every observer understands the form and records the events in the same way.

Instructions: Two observers record the same events independently. The system below enables you to compute the percentage of agreement. If/When this percentage is exceeded, use the system below for handling discrepancies:

Following the observation, the two observers should compare their Forms. To compute percent agreement, the two observers should focus on the G1, G2, B1, and B2 columns in the Totals section of the form. Using only these columns, observers should count up the number of times the total is in agreement. The number of agreements/disagreements should total 104. There should be no more than 20 instances of disagreement. Discrepancies should be discussed. If a discrepancy cannot be resolved, the coding done by the more trained observer (researcher) should be recorded (adapted from Schubert, no date, in Kane).

In all research, you must protect the confidentiality of the information you receive. You have a responsibility to ensure that no one reads and uses your notes to the detriment of the people with whom you are working. Your observer teams must work out ways of sharing information and still protecting the people in the notes (Kane).

[Insert form here.]

PUPILS' INTERVIEW

Date:

Name of Pupil: Pupil ID No.:

Town: District:.....

School:.....

Class:

Sex: M / F Date of Birth:

Parent/Guardian's Name:

Child stays with: Father Mother Both Parents
 Other (specify).....

Language(s) spoken by child:

Child's first language:

Language(s) Spoken at Home:

Language(s) Spoken at School:

Interview Questions

(NOTE: Interview pupils who have been observed in class through the Pupil Observation Form, if they are present.)

1. What language(s) do you speak at home?
2. What Ghanaian language is used in your class?

(Pupil/Pupil Interactions)

3. Whom do you like to talk to in the classroom? when you're out on break?
4. When you talk to these friend(s) in class, what do you talk about? What do they say?
5. What language do you usually talk to them in? Why?
6. When you talk to your friend(s) at break time, before or after school, what do you talk about?
7. What language do you and your friends speak?
8. Do you speak a different language with different friends? Could you give me an example?
9. (After an observation, if applies:) I saw you talking to (pupil's name) in class today. Please tell me what you talked about. What language did you use?

(Teacher/Pupil Interaction)

10. Did the teacher talk to you today or yesterday? What did s/he say? When the teacher talks to you at other times, what kinds of things does s/he say?
11. When s/he talks to other pupils, what does s/he say? What language does s/he use?
12. Did you talk to the teacher today or yesterday? What did you say to her/him? What language did you use?
13. When you talk to the teacher at other times, what kinds of things do you say? What language do you use to talk to the teacher—during the lesson? At break time?
14. Did you enjoy the Ghanaian language/English lesson today? Why? (Did you understand it?) Tell me about the lesson. (Describe it for me.)
- 15a. Did you like that the teacher taught [Environmental Studies] in [English/Ghanaian language] today? Why?
- 15b. If not, which language would you have preferred/liked better? Why?
16. In what language does your teacher teach the following classes?
 - a) _____ Ghanaian language and culture
 - b) _____ English
 - c) _____ science
 - d) _____ maths
 - e) _____ environmental studies
 - f) _____ religious and moral education

17. What makes a lesson interesting/enjoyable for you? Why?

(Homework)

18. Does your teacher give homework? If yes, how often (i.e., how many times a week, a month). Do you take textbooks home to do your homework?
19. Who helps you to do your homework? What language does s/he use?
20. Apart from this person/persons, who else assists you with your homework? What language does s/he use?

NOTE: Ask permission to look at children's homework exercise books at end of interview to see if homework is being given and how frequently.

(Attitudes)

21. What language would you prefer your teacher to use when teaching?
22. What language do you like/prefer to use when asking or answering questions in class?
23. How do you feel when the teacher teaches maths in (whichever applies: English/Local language)?
24. What language do you think your teacher should use to teach? Why?

(Materials)

25. What types of materials does the teacher use when s/he is teaching in the Ghanaian language? for English?

26. How does the teacher use these materials?

NOTE: After this interview, talk to two or three pupils in a class whom you observed did not answer the teacher's questions during a particular lesson.] Ask: Why didn't you participate in class (or answer the teacher's question) today? Did you understand the question?

TEACHERS' INTERVIEW

Date:

Name of Teacher: Teacher ID No.:

Town: District:.....

Home Town: Home District:

School:.....

Class:

Sex: M / F Age:

Academic Qualification:.....

Schools/Colleges Attended:

Professional Qualification:.....

No. of Years of Teaching: Lower Primary Upper Primary

No. of Years in this School:

No. of Years in this Class:

Language(s) Spoken:

Language(s) Written:.....

Teacher's First Language:

Ghanaian Language(s) Capable of Teaching:

Ghanaian Language(s) Capable of Using as Medium of Instruction:.....

Ghanaian Language(s) Taught: Medium of Instruction:.....

Interview Questions

1. How many pupils are in your class? (Girls ___ Boys ___)

(Materials)

2. How many textbooks do you have for--

- | | |
|---|---|
| a) _____ Ghanaian language and culture? | d) _____ maths? |
| b) _____ English? | e) _____ environmental studies? |
| c) _____ science? | f) _____ religious and moral education? |

3. What other materials are available for teaching the classes listed above?
 For each of the above subjects, ask if the following is available:
- a) Teachers handbook
 - b) Supplementary readers
 - c) Wall pictures
 - d) Teaching materials
 - e) Other (specify) _____

4. Which aspects of language do you teach? (Please give examples from a lesson.)

	English Language	Ghanaian Language
Grammar		
Dictation		
Comprehension		
Composition		
Vocabulary		
Conversation		
Other(specify)		

5. a) What types of materials, if any, are available to help you teach P1, P2, P3 in the Ghanaian language?
 b) What is the source of these materials? (Who prepares them)?
 c) Are these materials enough?
 d) If not, what other materials would you wish to be able to use?
6. How are pupils allowed to use available textbooks for learning
 a) Ghanaian language?
 b) English language?
7. What language do you use as a medium of instruction for teaching the following subjects?
 a) _____ Ghanaian language and culture d) _____ Maths
 b) _____ English e) _____ Environmental Studies
 c) _____ Integrated Science f) _____ religious and moral education
8. How do pupils react to teaching materials?
9. What materials enhance pupil-pupil interactions? What materials do not enhance/promote pupil-pupil interaction?
10. Are pupils given exercises in class? If yes, in what languages for the following subjects:
 a) _____ Ghanaian language and culture d) _____ Maths
 b) _____ English e) _____ Environmental Studies
 c) _____ Integrated Science f) _____ religious and moral education

11. Are pupils given homework in the following subjects? If yes, in what language?
- | | |
|--|--|
| a) _____ Ghanaian language and culture | d) _____ Maths |
| b) _____ English | e) _____ Environmental Studies |
| c) _____ Integrated Science | f) _____ religious and moral education |

12. How do pupils react to instruction using the Ghanaian language?

13. Do you enjoy using the local language in teaching your primary classes? If so, why? If not, why not?

14. How do you feel when you ask a P 2 child a question in English and s/he responds in the local language?

15. What methods or activities do you employ to enhance teacher-pupils interaction ?

16. What methods when used generate or enhance pupil-pupil interactions in class?

17. How do pupils show interest or lack of interest in lessons?

(Gender-specific questions)

18a. How often do boys/girls respond to questions in class?

b. How often do boys/girls pose questions in class? What kinds of questions do they ask?

19. Do you observe differences in the ways girls and boys talk to you? If so, what do you think accounts for these differences?

20. What language do pupils use in pupil-to-pupil interactions in class? on the playground?

21. What are pupils' attitudes to the use of Ghanaian language as a medium of instruction? to English as a medium of instruction?

22. Do pupils have any preferences on medium of instruction?

23. What do you think accounts for these attitudes that come to notice? (Possible prompts: community attitudes, parent attitudes, older siblings, teacher attitudes.)

24. Do pupils' attitudes toward language seem to affect teaching and learning? In what ways?

(Teacher Preparation/Ability to use Ghanaian languages)

25. Tell me about your background in Ghanaian languages.

26a. (Prompts, if needed:) What languages do you speak? Read? Write?

b. Which Ghanaian language(s) did you study at each level of your education?

c. Which Ghanaian language(s) can you speak that you did not learn at school? How did you learn them?

d. What is the predominant language of this community? Are you able to speak it? To read and write it?

e. What training have you received in college on teaching in Ghanaian languages?

- f. Did you learn to teach Ghanaian languages while at college? Which language(s)?
- g. Did you learn how to teach language specifically to primary school pupils? Please give some examples.
- h. How many terms did you study [this Ghanaian language]?
- i. How/what were your marks?
- j. Did you like the class(es)? Why or why not?

27. What training have you received on the use of the Ghanaian language(s) as a medium of instruction?

28. How useful has this training on using Ghanaian languages been for you in your work as a teacher in primary school? Please give some examples.

29. a. Do teachers receive in-service training in using Ghanaian language or English language as a medium of instruction?

- b. If yes, how often?
- c. Who organizes the Inset training?
- d. What is the content?
- e. Do you do micro-teaching at the Inset?

30. Do you feel that more training would assist you in following the language policy?

31. What kind of training, if any, would assist you in following the language policy?

32. What do head teachers/Circuit Supervisors/AD Supervision do to help you implement the language policy, if anything?

33. What do you think about the Government's language policy?

34. If you had the opportunity, what changes would you effect in the language policy?

HEADTEACHERS'/CIRCUIT SUPERVISORS' INTERVIEW

Date:

Name: ID No.:

Town/Location: District:

Home Town: Home District:

School/Circuit:

Position: [] Circuit Supervisor [] Detached Headteacher [] Teaching Headteacher

Class (For Teaching Headteachers only):

Sex: M / F Age:

Academic Qualification:

Schools/Colleges Attended:

Professional Qualification:

No. of Years of Teaching: Lower Primary Upper Primary

No. of Years as Headteacher/Circuit Supervisor:

No. of Years in this School/Circuit:

No. of Years as Head/Circuit Supervisor of this School/Circuit:

Language(s) Spoken:

Language(s) Written:

First Language:

Ghanaian Language(s) Capable of Teaching:

No. of Teachers Supervised:

No. of Schools Supervised (Circuit Supervisors only):

Interview Questions with Headteacher/Circuit Supervisor/AD Supervision

- 1a. What are the languages spoken in this area?
- 1b. What language is usually used in class for interaction?
2. Are you aware of the Government's language policy for schools? If yes, what does it say?
3. Is there a document on the language policy in your office?

4. What do you do to help in the implementation of the language policy?
5. What do you do, if anything, if/when you find teachers not using the prescribed language medium for instruction?
6. What do you think about the Government's language policy?
7. If you had the opportunity, what changes would you effect in the language policy?

NOTE: Ask to look at logbook/comments book (if available), supervisor's report, or circulars from the office relating to the implementation of the language policy.

If headteacher also teaches a P1-P4 class, also ask questions on Teacher Interview list.

PARENTS'/GUARDIANS' INTERVIEW

Date:

Name: ID No.:

Town/Location: District:

Sex: M / F Age:

Occupation:

Marital Status:

Level of Education:

Other Related Educational Qualification:

No. of Primary School-Age Children in Household:

Boys: Girls:

No. of Primary School-Age Children at School:

Boys: Girls:

Name of Pupil(s) Selected:

Relationship to Guardian:

Language(s) spoken by Parent/Guardian: Language(s) Written:

First Language:

Languages Spoken at Home:

No. of Children in Household: Their Ages:

Interview Questions:

1. What language(s) do you speak with your children at home?

2. Do your children in the primary school bring homework to the house?

If yes, what language do they use in doing their homework in the following subjects?

- | | |
|--|--|
| a) _____ Ghanaian language and culture | d) _____ Maths |
| b) _____ English | e) _____ Environmental Studies |
| c) _____ Integrated Science | f) _____ religious and moral education |

3. Do you help your children in the primary school with their homework? If yes, what language do use in help in them and why this language? If no, tell why.

4. When you visit your children's school, do you observe the language being used in teaching?
What do you observe?
5. What are your child's attitudes to the use of Ghanaian language or English in class?
6. What is your child's attitude to the use of Ghanaian language or English at home?
7. What do you think accounts for these attitudes that come to notice? (Possible prompts:
attitudes of community, teacher, older siblings, parents)?
8. If you had a choice, would you prefer your primary school child to be taught in English or the
prevalent local language? Why would you prefer this language?

COMMUNITY INTERVIEW

Date:

Name of Interviewee: ID No.:

Town/Village: District:.....

Sex: M/F Age:

Occupation:

Position: Marital Status:

Highest Level of Education:

No. of Children in Household: Their Ages:

No. of Primary School-Age Children in Household:

Boys: Girls:

No. of Primary School-Age Children at School:

Boys: Girls:

Prevalent Language(s) of the Town/Village:

Language(s) of the Market:

Language(s) of the District:

Interview Questions

1. What language(s) do you think should be used in teaching the pupils at school?
2. Do the schools approach you for any assistance? If yes, what kinds of assistance?
3. Do you involve the schools in your cultural activities?
If yes, tell me about those activities. What do the schools do? What do others in the community do?
If schools are not involved in community cultural activities, tell why.
4. If your school has a teacher who does not speak the local language, what do you do?
5. Does the community produce any literary works in the local language for use in the schools?
If yes, please tell me about it.

COMMUNITY PROFILE

Date:

Main Language(s):

Main Ethnic Group:

Other Ethnic Group:

Main Religious Denomination(s):

Types of Educational Institutions available:
.....

Level of Education in the Community:

No. of Schools: Private Public

Primary Occupation:

Economic Activities:

Political District:

Traditional Area:

State of Community in Traditional Setting:

Settlement Pattern:

Amenities:

Accessibility:

Political Organisation:

Population Size:

SCHOOL PROFILE

After drawing map of school grounds, fill in the following table:

FACILITIES

SCHOOL (name)	BLOCK	BAMBOO	TREES (Classrm)	CLSRMS	#LATRINES	BORE HOLE	WATER?	TCHRSÈ HOUSES

Other noteworthy features:

ENROLLMENT DATA

School _____ District _____ Date _____

Grade	Girls enrolled		Boys enrolled		Total enrolled	
	Repeat	New	Repeat	New	Repeat	New
P1						
P2						
P3						
P4						
P5						
P6						
Total						

Repeat = Pupils who did not failed to pass the previous grade.

New = pupils enrolled; includes pupils who passed the previous standard, transfers, etc.

Also note number of drop-outs.

Grade	Girls withdrawn	Boys withdrawn	Total dropouts after 1999
P1			
P2			
P3			
P4			
P5			
P6			
Total			

Researchers add features for School Profile below, if desired:

Reminders for observations:

1. Check the number of periods used to teach the Ghanaian language as a subject.
 - A. How many periods are on the timetable?
 - B. From your observations, what --
 - : are the number of periods actually used in one week?
 - : is the duration of each language class period?
 - : When in the day does the language class come? (e.g., morning, early afternoon, late afternoon)

2. Repeat this for periods used to teach English as a subject. (As in A and B above.)

3. Which aspects of language are taught? (Give examples from a P1 and P4 lesson, specify day of the week class was observed.)

	English Language	Ghanaian Language
Grammar		
Dictation		
Comprehension		
Composition		
Vocabulary		
Conversation		
Other(specify)		

4. Request to see documents of in-service reports on any Inset related to language teaching; check answers to question 29 a-e (repeated below).
 - a. Do teachers receive in-service training in using Ghanaian language or English language as a medium of instruction?
 - b. If yes, how often?
 - c. Who organizes the Inset training?
 - d. What is the content?
 - e. Do you do micro-teaching at the Inset?

5. What textbooks are available for the teaching and learning of Ghanaian language? Look at the textbooks and note the language in which the books are written.

6. What textbooks are available for teaching and learning of English language? (Observe and inspect as above.)

7. What other materials do you observe in the classroom or on shelves that are available for teaching Ghanaian language/English?

- a) Teachers handbook,
- b) Supplementary readers
- c) Wall pictures
- d) Teaching materials.
- e) Other (specify)

8. What other materials are available for the teaching of

a) science b) maths c) environmental studies d) religious and moral education?

b) For each of the above subjects, ask if the following is available:

- Teachers handbook,
- Supplementary readers
- Wall pictures
- Teaching materials
- Other (specify)

Text from the following resources available to the team during the workshop are included in this document:

Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Kane, E. (1995). Seeing for yourself: Research handbook for girls' education in Africa. Washington, DC: The World Bank.

Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass Publishers.