

PEDAGOGICAL PRACTICES OF THE L1: EXPERIENCES AT THE EARLY CHILDHOOD LEVEL AT TAMALE MUNICIPALITY OF GHANA

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ABSTRACT

This study addresses the perception of early childhood educators in the Tamale municipality of Northern Ghana on the place and use of Dagbani (L1) as a tool of instruction at the early childhood level. The study adopted the quantitative research approach of the survey-type design. One hundred and ninety-nine (199) early childhood educators were conveniently sampled from 38 public and private early childhood centres in the Tamale municipality. Among the objectives that informed the study was to determine early childhood educators' capacity to teach using L1, to determine how early childhood educators perceive L1 pedagogical use at the early childhood level, and also to elicit suggestions from early childhood educators on how L1 pedagogical practices can be encouraged. Data obtained through questionnaire were analysed and the results of the analysis of the data revealed that majority of educators lacked the capacity to teach using L1 because they were not trained in L1 pedagogical practices and that scarcely did they teach using L1. Again, there was a vast difference between educators from private and public schools relative to whether L1 should be used as a medium of instruction at the early childhood level. Among some recommendations provided in this study regarding promoting L1 pedagogical use include; training of educators in L1 use, sensitization of parents on the benefits of L1 pedagogy, printing of teaching learning-materials and texts in local languages.

Keywords: Early Childhood Education, Dagbani, Mother Tongue, Pedagogy.