

Examining Aspects of the New Educational Reforms in Ghana: The Case of French as a Foreign Language in Colleges of Education

Abstract

The study looked at aspects of the new educational reforms in Ghana with the focus on the training of teachers of French in Ghanaian Colleges of Education. It sought to find out how student teachers and trainers perceive what constitutes quality teacher education with regards to the implementation of the new educational policies. Among others, the study explored the question of perfect blending of content and methodology, adequate professional development and practice on the part of trainers, appropriate monitoring and evaluation on the part of mentors, availability of teaching and learning resources, assessment issues and key concerns of student teachers of French as a Foreign Language in Ghana. Six Colleges of Education were purposively sampled for the study. The descriptive survey research design was adopted and data was collected from participants, both trainers and student teachers through questionnaires. Analysis of data was done using SPSS version 20.0 and results were discussed based on simple frequencies and percentages. Findings of the study indicated that generally, both teachers and student teachers of French perceived the new policies on teacher education in Ghana as being of high quality despite disagreements on some of the variables including adequate professional development and practice as well as availability of teaching and learning resources. Findings on the key components of the new educational reforms and related policies in teacher education in Ghana constituted the basis of conclusions drawn in the study which comprised the formulation of a better language policy for the teaching and learning of French as a Foreign Language in Ghana.

Keywords: Reforms, Policy, Teacher Education, Teaching and Learning, French as a Foreign Language.