Linguistic Shift among Ghanaian and Nigerian New English Native Speakers (NENS): Pedagogical Implications

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Abstracts: This study investigates the intriguing linguistic phenomenon of New English Native Speakers (NENS) in Ghana and Nigeria. NENS are typically monolingual, with some having limited ability to speak or understand their local languages. Their adoption of English as a native-like language has led to the creation of a unique linguistic subgroup and a language shift in the two countries. The research, therefore, provides insights into the linguistic shift among Ghanaian and Nigerian NENS and its pedagogical implications. A survey questionnaire was administered to collect quantitative data on participants' language backgrounds, patterns of language use, and competence in English concord usage. The overall percentages of correct responses for both countries are computed, yielding approximately 42.65% for Ghana and approximately 39.15% for Nigeria in concord competence. Notably, Ghana exhibits a marginally higher overall percentage of correct responses than Nigeria. The findings of this investigation hold significant implications for pedagogy in both nations. In order to address the observed linguistic challenges in Ghana and Nigeria, the study advocates for the adoption of more communicative and task-based approaches to English language teaching, alongside an increased emphasis on authentic language exposure.. The research underscores the pressing need for more effective pedagogical methodologies in instructing English concord usage. English language teachers in Ghana and Nigeria are encouraged to acknowledge the identified challenges and devise strategies to enhance English language teaching and learning.

Keywords: New Native Speakers, Ghana, Nigeria, language shift, Grammar, Concord.

1. INTRODUCTION

The adoption of English in Ghana and Nigeria can be traced back to the colonial period, when the British established their presence in the Gold Coast (now Ghana) in the 19th century and Nigeria in the 18th century. The British colonial government introduced English education in the two countries to create a literate workforce to assist the colony's administration. This had far-reaching implications for the development of education and language in Ghana and Nigeria. English education had a transformative impact on Ghanaian and Nigerian society, leading to the emergence of a new class of educated elites who could use English to interact with the British colonial authorities.

This, in turn, led to the emergence of a Westernized middle class that viewed the use of English as a marker of social status and prestige. English education also helped to shape the cultural and intellectual landscape of Ghana and Nigeria. After these countries gained independence in 1957, and 1960, respectively, English remained the official language, and its use continued to be prioritized in education and other official contexts. However, the language has also become a means of social mobility and a marker of prestige, leading to its widespread adoption by Ghana's and Nigeria's middle and upper classes (Kwasi, 2013).

1.1. Stages of English Development in Ghana and Nigeria

This section sought to explore the various stages of English development in Ghana and Nigeria and to understand how historical, social, and cultural factors have influenced the language.

Pre-Colonial Era: Prior to the arrival of European colonizers, several indigenous languages were spoken in in the two countries. English was not widely used except in limited contexts such as trade and by Christian missionaries. According to Ameka (2011), this period was characterized by a rich diversity of languages and cultures, with each group having its unique way of communication. This linguistic diversity was supported by a strong oral tradition, with storytelling, proverbs, and songs playing a significant role in communication. While English was not yet a dominant language, its limited usage during this period would later lay the groundwork for its adoption during the colonial era.

Early Colonial Era: The early colonial era, from the late 19th to early 20th centuries, marked the introduction of English as the official language of the Gold Coast Colony (now Ghana) and Nigeria. English was used in administrative and commercial affairs and was also introduced in schools as a means of instruction. The initial goal of introducing English in schools was to train African clerks to work in the colonial administration. This led to the emergence of small but educated elite who were proficient in English and who would later play significant roles in the struggle for independence. During this period, English was seen as a language of power and prestige, and proficiency in the language was a marker of education and social status.

Late Colonial Era: During the mid-20th century, English usage in Ghana and Nigeria expanded to include politics, media, and literature. Attah (2005) notes that during this period, a distinct Ghanaian and Nigerian English accent and usage emerged, with some scholars suggesting that this was due to a combination of British and American English influences. English was still the primary language of instruction in schools, but there was also a growing interest in promoting the use of local languages, particularly in education and the media. This period saw the emergence of a vibrant literary scene, with Ghanaian and Nigerian writers such as Ayi Kwei Armah and Chinua Achebe writing in English about the social and political issues of the day.

Post-Independence Era: After Ghana and Nigeria gained independence, English continued to be the primary language of instruction in schools, government, and commerce. However, the government also promoted the use of local languages, particularly in education and the media. Aboh (2009) notes that this led to the emergence of what he calls "Ghanaisms", which are unique Ghanaian and Nigerian expressions and idioms that are now used in English. During this period, there was a renewed interest in developing local languages, with some scholars arguing that the promotion of local languages was essential for national unity and development. According to Bonney (2019), the government made significant investments in English language education, and English proficiency became a requirement for many jobs in the public and private sectors. In addition, Ghanaian and Nigerian authors began to write and publish their own works in English, which helped to promote Ghanaian and Nigerian literature.

Language Maintenance in Contemporary Era: In the present day, English remains an important language in Ghana and Nigeria, but the government continues to promote the use of indigenous languages alongside it. Bodomo (2005) notes that this has led to the emergence of a "multilingual landscape" in the two countries, with a variety of languages being used in different contexts. There is a growing interest in documenting and preserving local languages, and there are now several institutions dedicated to this task. English is still the language of education and the professions, but there is also recognition of the importance of local languages in promoting national unity and development. Ghanaian and Nigerian English continue to evolve, with the emergence of new words and expressions that reflect the unique cultural and linguistic context of Ghana. English language development in Ghana and Nigeria has gone through several stages, from its introduction during the colonial era to its current role as the official language of the country. While English has played a critical role in Ghana's and Nigeria's development, there are still challenges that need to be addressed to ensure that English language education is accessible and effective for all Ghanaians and Nigerians. This paper, therefore, examines the Linguistic Shift among Ghanaian and Nigerian New English Native Speakers (NENS): Pedagogical Implications.

2. LITERATURE REVIEW

2.1. Language Shift in Ghana and Nigeria

Language shift is a complex and multifaceted process that involves a gradual and often unconscious shift in language use and identity within a society. The process typically unfolds over several generations and is influenced by a range of social, cultural, economic, and political factors. One of the key factors contributing to language shift is demographic change. As a society grows and changes, new groups of people with different linguistic backgrounds may come to occupy a dominant position. This can lead to a gradual erosion of the traditional language, as younger generations adopt the dominant language as their primary means of communication.

Language shift is a complex and multidimensional phenomenon that has been studied by scholars from various disciplines (Fishman, 1991; Dorian, 2010; Grin, 2003; Baker, 2006; Wolfram, 2000). According to Fishman (1991), language shift is "the process by which a speech community in a given territory changes from using one language as its first choice to using another language as its first choice." He identified demographic, economic, social, and political factors as contributing to language shift. Dorian (2010) emphasized the importance of community-based approaches to language revitalization that empower speakers to take control of their language and culture. Grin (2003) argued that language policies should take into account the costs and benefits of maintaining or shifting languages, and that language planning should be based on a comprehensive analysis of the social, economic, and cultural factors that affect language use.

The shift from indigenous languages to English in Ghana and Nigeria is a complex phenomenon that has been the subject of scholarly inquiry in various fields. The imposition of English during the colonial era led to the displacement of indigenous languages, as English became the language of administration, education, and commerce (Addae-Mensah, 2009). Consequently, the use of indigenous languages declined, and English became the dominant language in Ghana and Nigeria. This trend has been sustained by multiple factors, including the role of education, media, and globalization.

The role of education in the shift from indigenous languages to English has been extensively examined in the literature. Boadi and Teye (2019) note that English is the language of instruction in Ghanaian and Nigerian schools, and pupils are often encouraged to learn and use English at the expense of their native languages. As a result, many young Ghanaians and Nigerians are more proficient in English than in their indigenous languages, leading to the erosion of linguistic diversity (Addo & Owusu-Ansah, 2016). Boadi and Teye (2019) recommend that policymakers and educators acknowledge the value of linguistic diversity and prioritize the promotion of indigenous languages in education.

The role of the media in the shift from indigenous languages to English has also been scrutinized in scholarly discourse. Teye (2015) asserts that the prevalence of English in the media, especially in television, radio, and newspapers, has contributed to the marginalization of indigenous languages. English is perceived as a language of prestige, while indigenous languages are relegated to the periphery, undermining their status and importance. This has significant implications for the self-esteem of speakers of indigenous languages, who may feel ashamed or embarrassed to use their native languages in public. Teye (2015) recommends that the media assumes a proactive role in promoting the use of indigenous languages and challenging the predominance of English.

Globalization has further propelled the shift from indigenous languages to English in Ghana and Nigeria. Amfo (2013) posits that the increased interconnectivity of the world has led to the emergence of English as the lingua franca of business, trade, and diplomacy. Consequently, the ability to use English is highly valued, while indigenous languages are viewed as less crucial. This has engendered a situation where the promotion of indigenous languages is not considered a priority, endangering their survival. Amfo (2013) suggests that policymakers should appreciate the significance of linguistic diversity in a globalized world and advocate for the use of indigenous languages in international settings.

In summary, the shift from indigenous languages to English in Ghana and Nigeria is a multifaceted and intricate phenomenon with far-reaching ramifications. The preponderance of English in education, media, and globalization has caused the marginalization of indigenous languages, jeopardizing Ghana's and Nigeria's cultural diversity and identity. Scholars advocate for the recognition of the worth of linguistic diversity and prioritization of the promotion of indigenous languages in education and the media. The conservation and promotion of indigenous languages are fundamental to maintaining Ghana's and Nigeria's cultural diversity and identity in the face of globalization.

2.2 New English Native Speakers in Outer Circle

English has become a global language, spoken by millions of people across the world. The spread of English can be attributed to colonization, globalization, and technology. As a result, English has spread beyond the traditional English-speaking countries to other regions of the world, including the Outer Circle countries. The emergence of New English Native Speakers in the Outer Circle has had a significant impact on the use and spread of the English language. The

concept of ownership of the English language has become problematic, as it is no longer exclusively possessed by native speakers from countries such as the US or UK. With English becoming an international language, it is now recognized that no nation can claim ownership over it. Widdowson (1993) challenges the dominant view that native speakers are the sole owners of English, suggesting that the existence of Englishes around the world means that the language cannot be owned by any one group. Instead, English belongs to those who speak it, regardless of their nationality or linguistic background.

Recently, a group of speakers known as the New English Native Speakers has been identified. These speakers are mostly monolingual and have a strong command of English. They lack or have limited ability to speak or understand the local languages spoken around them. These speakers did not exist in the outer circle prior to this time; the move is a 21st-century phenomenon. Babatunde, (2022)

New English Native Speakers refer to individuals who have acquired English as a first language and use it fluently in their daily lives. These individuals have a high level of proficiency in English, which enables them to communicate effectively with native speakers of the language. They have also been exposed to English from an early age, and as a result, they have developed a native-like command of the language. Crystal (2003) notes that the emergence of New English Native Speakers in the Outer Circle has had a profound impact on the teaching and learning of English as a second language. Rather than being taught as a foreign language with a focus on grammar and vocabulary, English is now taught as a second language with a focus on communicative competence. This approach emphasizes the ability to use English effectively in real-life situations, which is crucial for learners who will use the language in their daily lives. The Outer Circle countries, which include Nigeria, Ghana, Malaysia, and the Philippines, among others, have experienced a significant increase in the number of New English Native Speakers in recent years. According to Canagarajah (2005), the emergence of New English Native Speakers in the Outer Circle has challenged the traditional notions of linguistic authority and authenticity. These speakers bring their own linguistic and cultural backgrounds to the language, which can be seen as both strength and a challenge for English language teaching. Canagarajah argues that these speakers should be viewed as co-contributors to the development of the language, rather than as deviations from a standardized norm.

Prior to 21st century, the term "native speakers" (NS) is frequently utilized in language education as a standard of comparison for placement into language classes and as an evaluation criterion for language proficiency (Suglo, 2014). However, the native/nonnative binary and the use of NS as a reference point have recently been met with considerable scrutiny in the linguistic milieu of the 21st century, largely due to the proliferation of individuals for whom English is their first language in Outer Circle contexts (Nero, 2019). Some scholars (Afolayan, Ikhide, and Kperogi, 2012), as part of the USA-Africa Dialogue Series hosted by Toyin Falola at the University of Texas at Austin, contend that individuals who speak English as a second language and do not reside in traditional English-speaking countries such as the UK, USA, Canada, Australia, and New Zealand cannot be considered native speakers of English. Nonetheless, they argue that since the notion of "nativeness" is embedded within ethnic identity and culture, the sequential process of language acquisition, specifically the language learned from birth, should determine one's native status. This implies that a child born to Nigerian parents who speak only English, for example, may be deemed a native English speaker.

In Jenkins' (2005) perspective, individuals who are considered Native Speakers of English (NSEs) do not only belong to the "Inner Circle" countries where English is the primary language, but also to the "Outer Circle" countries where English is used as an official or institutionalized language for work or education. Thus, NSEs are not limited to those who speak English as their mother tongue, but also to those who use it regularly as a means of communication and instruction. This interpretation suggests that individuals who are part of the "Outer Circle" are not regarded as having a lower proficiency in English.

Paidday (2003) employs the concept of competence in identifying native speakers of a language, rather than relying on outdated geographic classifications. The idea of a "new speaker" serves as an inclusive term that connects various multilingual research areas, offering a contemporary linguistic model to grasp the diverse profiles of speakers in our modern multilingual society. The modern definition of a native speaker includes: acquiring the L1 language in

childhood, having an understanding of one's own idiolectal grammar as well as distinct features of the Standard Language grammar, demonstrating fluency in spontaneous discourse with pauses primarily at clause boundaries, possessing a vast memory bank of complete lexical items, exhibiting a broad range of communicative competence, and possessing a unique ability to write creatively, including literature of various forms. (Davies, 2003)

In conclusion, the emergence of New English Native Speakers in the Outer Circle has had a significant impact on the use and spread of the English language. As such, the role of New English Native Speakers in shaping the future of the English language and its use cannot be ignored. Therefore, the mastery of English by any speaker, native or nonnative, must be based on the speaker's expertise in the grammatical aspect of the language in question. The fact that the so-called native speakers in the inner circle still have to be taught how to write properly well into the level of higher education requires the acquisition of grammatical knowledge, especially in the areas of tense and concord.

2.3 Language Policy in Ghana from Pre-Colonial to Post

Ghana and Nigeria have a rich linguistic diversity, with hundreds of indigenous languages spoken across the region. The countries' language policies have evolved significantly from pre-colonial to post-colonial times, reflecting changes in political, social, and economic contexts. This section will comprehensively describe the language policies in Ghana from pre-colonial to post-colonial times, using academic language and supporting evidence from scholarly sources.

Pre-colonial Ghana and Nigeria was characterized by a diversity of languages, reflecting the complex social structures and cultural practices of the various ethnic groups in the region. These languages were the primary means of communication within and between communities, and they played a vital role in the transmission of knowledge, beliefs, and values. According to Ameka and Osam (2018), there are over 70 languages spoken in Ghana and over 200 languages in Nigeria.

The emergence of colonialism in the 19th century had a significant impact on Ghana's and Nigeria's linguistic landscape. The colonial authorities imposed European languages, mainly English, as the official language of administration, education, and commerce. This policy had the effect of marginalizing and eroding the use of many indigenous languages, as people sought to adopt English as the language of progress and modernization. According to Adomako and Ahenkorah (2015), "the use of indigenous languages declined during the colonial era as European languages became the primary means of communication and prestige."

After gaining independence, Ghana's and Nigeria's language policies shifted towards promoting the use of indigenous languages alongside English. This policy aimed to address the linguistic inequalities created by colonialism and promote national unity by recognizing the importance of Ghana's linguistic diversity. The government introduced bilingual education programs in primary schools to promote the teaching of local languages alongside English. According to Amoako (2016), "the policy of bilingual education aimed to promote the use of local languages in schools and communities, and it was seen as an essential step towards decolonization and the reclamation of Ghana's and Nigeria's cultural identity."

The English spoken in both regions has many similarities but also many differences. The English Language plays two important functions in Nigeria and Ghana: It serves as the language of education based on the apparent assumption that there is a substantive connection between English and the quality of education Ibekwe (2006). Secondly, it acts as a unifying factor in the two countries. Adebileje, (2002); Anyidoho & Kropp Dakubu (2008); cited in Quarcoo (2014); Odebunmi, (2001); and Tom-Lawyer (2011). This first motivation inspired the need to use the countries and their New Native English speakers.

Also, the two countries' educational policies are similar, which is considered the backbone for developing and producing competent language speakers. There are similar language policies adopted at different times since independence from the British rule over the two countries.

Presentation of Educational Language Policies in Nigeria and Ghana

Year	Ghana	Year	Nigeria
1925-1957	The Ghanaian Languagewas used as a means of instruction in the first threeyears.	1927	Indigenous languages should be used as the medium of instruction inlower primary schools.
1957-1966	English-only policy.		
1967-1969	Ghanaian language was used only in primary school.	1977	The medium of instruction will be the mother tongue or Language of environmentand later English.
1970-1973	The Ghanaian Language is used in the first four years of primary school.	1981	The medium of instruction will initially be the mother tongue or language of the environment and, later, English.
1974-2002 (Sept)	The Ghanaian Language is used in the first three yearsof primary school.	1998	The medium of instruction for lower primary would be the language of the environment.

2002-2006	English-only policy.	2004	The medium of instruction will be the language of the environmentin the first three years.
2008	The Ghanaian Language is used in the first three yearsof primary school.		

Sources: Musa (2010), cited in Ibrahiim & Gwandu, (2016); Owu-Ewie (2006); Ibrahim and Gwandu (2016); National Policy on Education (1998).

These policies have compelled some schools in the two countries to develop English as the main communication medium and parents to enforce its sole use in homes. This trend has also motivated the researcher to explore how competent New Native English speakers are in writing in English, especially in the use of tense and concord.

2.4. Ghanaian and Nigerian Linguistic Communities

Ghana is a multilingual country with over 80 different languages spoken across the country. The four main languages spoken in Ghana are Akan, Ewe, Ga, and Dagbani. Akan, the most widely spoken language, is spoken by over 45% of the population and is divided into several dialects such as Twi, Fante, and Asante. Ewe is spoken in the Volta Region and parts of the Eastern Region. Ga is spoken in the Greater Accra Region, while Dagbani is spoken in the Northern Region. According to Kofi Agyekum (2013), the linguistic diversity in Ghana can be attributed to the country's historical and cultural background. The Akan, for example, have a rich history and culture that has contributed to the development and preservation of the Akan language. Similarly, the Ewe people have a distinct cultural identity that has helped to preserve the Ewe language and culture.

Nigeria is a linguistically diverse country with over 500 different languages spoken across the country. The three main languages spoken in Nigeria are Hausa, Yoruba, and Igbo. Hausa is spoken in the Northern part of Nigeria, while Yoruba is spoken in the Southwest, and Igbo is spoken in the Southeast. Other notable languages spoken in Nigeria include Fulfulde, Kanuri, Tiv, and Edo. According to Akin Odebunmi (2018), the linguistic diversity in Nigeria can be traced back to the country's colonial history. The British colonial rule in Nigeria led to the imposition of English as the official language, which resulted in the marginalization of local languages. However, in recent years, there has been a resurgence of interest in local languages, with efforts made to preserve and promote them. In Nigeria, language plays a crucial role in daily life and is used to express cultural identity and heritage. For example, the Yoruba people have a rich cultural heritage expressed through their language, music, and dance. The Yoruba language has been used in various cultural expressions such as movies, music, and literature.

In Ghana and Nigeria, English is the official language used in education, government, and business. This has created a situation where English proficiency is highly valued, and local languages are often viewed as inferior. As a result, there has been a decline in the use of local languages in official settings, which has contributed to a loss of cultural identity and heritage.

However, globalization has also created opportunities for the preservation and promotion of local languages. The internet, for example, has made it easier for people to connect and share information across linguistic and cultural boundaries. Social media platforms such as Facebook and Twitter have also provided a platform for people to express themselves in their local languages, which has helped to promote their use and preserve their cultural significance.

2.5. English Pedagogy in Ghana and Nigeria

Pedagogy refers to the theory and practice of teaching and learning, and it is an essential aspect of education. Pedagogical approaches play a crucial role in shaping the learning experiences of students and can have a significant impact on their academic achievement, motivation, and engagement. In recent years, there has been growing interest in exploring the effectiveness of different pedagogical approaches in higher education. According to Biggs and Tang (2011), pedagogy involves "the ways in which teachers design and organize learning experiences, how they present knowledge, and how they interact with students" (p. 8). The traditional model of lecture-based teaching has been challenged by newer approaches that emphasize student-centered learning and active engagement. These approaches include inquiry-based learning, project-based learning, problem-based learning, and collaborative learning, among others (Barkley, Cross, & Major, 2014).

The increasing use of technology in education has also opened up new opportunities for pedagogical innovation. Online and blended learning environments provide opportunities for personalized learning and can facilitate collaborative and interactive learning experiences (Means et al., 2013). However, the effectiveness of these approaches in promoting student learning outcomes is still an area of active research.

English language pedagogy is the study and application of teaching and learning methods specifically designed for the teaching of the English language. Effective English language pedagogy requires teachers to use a range of approaches, methods, and techniques to facilitate language learning in students. In recent years, there has been a growing interest in exploring the effectiveness of different pedagogical approaches in English language teaching. Some of the student-centered pedagogical approaches that have been found to be effective in English language teaching include task-based learning, project-based learning, and collaborative learning (Kumaravadivelu, 2003). These approaches emphasize active engagement and encourage students to use the English language in authentic contexts. Research has also shown that the use of technology in English language pedagogy can enhance learning outcomes. For example, online and blended learning environments can provide opportunities for personalized learning, facilitate collaboration, and improve student engagement (Chapelle, 2001). Effective English language pedagogy also requires teachers to consider the individual needs and characteristics of their students. This includes taking into account their proficiency level, cultural background, and learning styles. Therefore, teachers need to adopt a flexible and adaptable approach to teaching, using a range of techniques and methods to cater to the needs of different learners.

Pedagogy in Ghana and Nigeria share some similarities and differences. Both countries use a colonial education system, and their pedagogical practices have been influenced by their colonial past. However, there are some variations in their approaches to pedagogy. In Ghana, pedagogy emphasizes a student-centered approach, which involves promoting active learning, critical thinking, and problem-solving skills. Ampiah and Kofi (2013) found that teachers in Ghana are increasingly using a student-centered approach that emphasizes active learning and critical thinking. They note that this approach is in line with the government's efforts to promote cultural relevance and student engagement. According to the authors, "there is a growing recognition that the traditional teacher-centered approach is not sufficient to meet the needs of today's learners" (p. 52). The curriculum emphasizes the use of Ghanaian languages and culture, and teachers are expected to integrate local content and contexts into their teaching. The use of technology in pedagogy is also gaining popularity, and there has been a recent push for the incorporation of digital technology into the classroom.

In contrast, pedagogy in Nigeria tends to be more teacher-centered, emphasizing rote learning and memorization. The curriculum is focused on academic subjects, and there is less emphasis on local languages and culture. However, there is also a growing interest in incorporating more student-centered approaches to pedagogy, such as project-based learning and experiential learning, to improve learning outcomes and promote critical thinking skills. Abdullahi and Tahir (2018) note that the teacher-centered approach in Nigeria has been criticized for its emphasis on rote learning and memorization. They argue that this approach "does not foster the development of critical thinking skills or promote creativity and innovation" (p. 96). The authors suggest that there is a need to shift towards more student-centered pedagogical practices to improve learning outcomes in Nigeria. However, there has been a recent push for the incorporation of more student-centered approaches, such as project-based learning and experiential learning. Despite these differences, both Ghana and Nigeria face similar challenges in their pedagogical practices. These include inadequate teacher training, lack of access to educational resources, and a shortage of qualified teachers. There are also concerns about the quality of education, particularly in rural areas, where infrastructure is often inadequate.

Both Ghana and Nigeria face similar challenges in their efforts to provide quality education for all. Oduro and Mensah (2020) highlight some of the challenges facing both Ghana and Nigeria in their efforts to provide quality education for all. They note that inadequate teacher training, lack of access to educational resources, and a shortage of qualified teachers are some of the key challenges. The authors argue that addressing these challenges requires significant investment in teacher training and support, as well as improved access to educational resources.

In conclusion, pedagogy in Ghana and Nigeria is influenced by historical, political, and cultural factors that shape the approach to education in both countries. While there are some differences in pedagogical practices between the two countries, both share similar challenges in their efforts to provide quality education for all. Investing in teacher training, increasing access

to educational resources, and incorporating technology-enhanced pedagogical approaches are some of the strategies being employed to address these challenges and improve the quality of education in both countries.

3. METHODOLOGY

The study uses a mixed-methods approach, incorporating both quantitative and qualitative data collection and analysis. It targets NENS in Ghana and Nigeria who use English as their primary language of communication. Stratified sampling is used to select participants based on age, gender, education level, and socioeconomic status to ensure diversity within the sample.Four hundred students; two hundred from Ghana and two hundred from Nigeria were used to get the information.

A survey questionnaire is administered to gather quantitative data on the participants' language backgrounds and language use patterns and, most importantly, get the competence level of these speakers in the use of concord. The Participants are given standardised language tests to assess their proficiency levels in English. The study uses the following methods to analyse the data: Descriptive statistics: Quantitative data from the survey is analysed using descriptive statistics to identify patterns and trends in the data.

The language tests are analysed using content analysis to identify areas of strength and weakness in the participants' English competence.

4. DATA ANALYSIS

4.1 Grammatical Concord

Table1   I_____go to school every day.

Answer = do		I _____ go to school every day.			Total
		used to	Does	Do	
Country	Ghana	52	14	132	198
	Nigeria	25	6	167	198
Total		**77**	**20**	**299**	**396**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is "do." The results show that 167 respondents from Nigeria answered the concord statement correctly, while 132 respondents from Ghana also answered it correctly. This implies that respondents from Nigeria are more competent than respondents from Ghana in relation to this statement.

Table 2. Ayo and Emeka _____Friends.

Answer = are		Ayo and Emeka _____Friends.				Total
		is	to	Are	To	
Country	Ghana	3	14	182	1	200
	Nigeria	1	19	173	5	198
Total		**4**	**33**	**355**	**6**	**398**

N=400 (Source: Field Survey, 2023)

The answer to the statement above is "are." According to the results, 182 respondents from Ghana answered the concord statement correctly, while 173 respondents from Nigeria also provided the correct response. These findings suggest that respondents from Ghana display a higher level of competence in understanding and responding correctly to the statement on concord, compared to respondents from Nigeria.

Table 3 You _____ to me when you were away.

Answer = did not write		You _____ to me when you were away.				Total
		had not write	had not written	are	did not write	
Country	Ghana	17	27	15	141	200
	Nigeria	24	37	6	129	196
Total		**41**	**64**	**21**	**270**	**396**

N=400 (Source: Field Survey, 2023)

The response to the statement above is "did not write." Based on the data, it is evident that 141 respondents from Ghana answered the concord statement correctly, whereas only 129 respondents from Nigeria provided the correct answer. These findings indicate that respondents from Ghana exhibit a higher level of competence in understanding and correctly responding to the statement on concord, in comparison to respondents from Nigeria.

Table 4. You can accompany me if he _____ to my terms.

Answer = agrees		You can accompany me if he _____ to my terms.				Total
		agree	is agreeing	agrees	had agree	
Country	Ghana	15	23	154	8	200
	Nigeria	36	12	127	23	198
Total		**51**	**35**	**281**	**31**	**398**

N=400 (Source: Field Survey, 2023)

The response to the statement above is "agrees." According to the results, 154 respondents from Ghana answered the concord statement correctly, while 127 respondents from Nigeria also provided the correct answer. This suggests that respondents from Ghana demonstrate a higher level of competence compared to respondents from Nigeria when it comes to understanding and correctly responding to the statement on concord.

Table 5 I know you now; I _____ that you could be trusted.

Answer = had thought		I know you now; I _____ that you could be trusted.				Total
		am thinking	think	have been thinking	had thought	
Country	Ghana	9	101	19	71	200
	Nigeria	19	49	57	74	199
Total		**28**	**150**	**76**	**145**	**399**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (had thought). The result shows that 74 respondents from Nigeria get the above concord statement correctly and 71 respondents from Ghana get the above concord statement correctly. This implies that the respondents from Nigeria are more competent than respondents from Ghana on this statement.

Table 6. It is high time we _____ complaining about our president.

Answer = stopped		It is high time we _____ complaining about our president.				Total
		shall stop	stop	should stop	Stopped	
Country	Ghana	12	80	12	96	200
	Nigeria	10	116	19	53	198
Total		**22**	**196**	**31**	**149**	**398**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (stopped). The result shows that 96 respondents from Ghana get the above concord statement correctly and 53 respondents from Nigeria get the above concord statement correctly. The response to the statement above is "agrees." According to the results, 154 respondents from Ghana answered the concord statement correctly, while 127 respondents from Nigeria also provided the correct answer. This suggests that respondents from Ghana demonstrate a higher level of competence compared to respondents from Nigeria when it comes to understanding and correctly responding to the statement on concord.

Table 7. Many a student _____ not read anymore.

Answer = does		Many a student _____ not read anymore.				Total
		does	do	is	Was	
Country	Ghana	53	136	7	2	198
	Nigeria	86	104	5	3	198
Total		139	240	12	5	396

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (does). The result shows that 86 respondents from Nigeria get the above concord statement correctly and 53 respondents from Ghana get the above concord statement correctly. This implies that the respondents from Nigeria are more competent than respondents from Ghana.

Summary of the overall performance of the two countries in Grammatical Concord
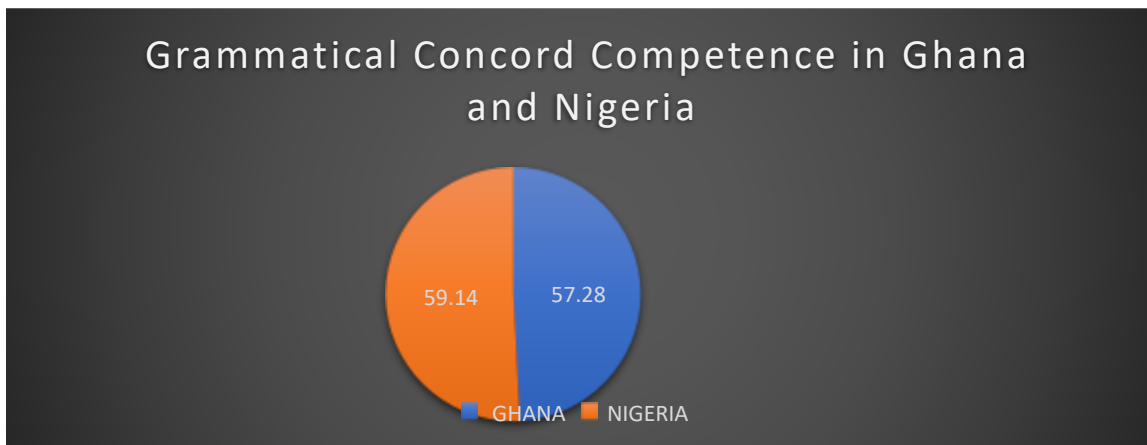
The researchers calculate the overall percentage for each country by adding up the percentages from all seven concord statements and then dividing by the total number of statements (7).

Percentage for Ghana: (66.7% + 91% + 71.9% + 77.8% + 35.5% + 48.5% + 26.8%) / 7 ≈ 57.28%

Percentage for Nigeria: (84.3% + 87.4% + 65.8% + 64.1% + 37.2% + 26.8% + 43.4%) / 7 ≈ 59.14%. **So, the overall percentage for each country is approximately:**

Ghana: 57.28%

Nigeria: 59.14%

In the survey results for the seven concord statements, we calculated the percentage of respondents from Ghana and Nigeria who answered each statement correctly. After analyzing the data, we found the overall performance for each country.

For Ghana:

The percentage of correct responses for each statement was as follows: 66.7%, 91%, 71.9%, 77.8%, 35.5%, 48.5%, and 26.8%.To determine the overall percentage for Ghana, the researcher added up these percentages and divided the sum by the total number of statements (7). The overall percentage for Ghana is approximately 57.28%.

For Nigeria:

The percentage of correct responses for each statement was as follows: 84.3%, 87.4%, 65.8%, 64.1%, 37.2%, 26.8%, and 43.4%. To determine the overall percentage for Nigeria, we added up these percentages and divided the sum by the total number of statements (7). The overall percentage for Nigeria is approximately 59.14%. Based on the overall percentage, Nigeria performed slightly better than Ghana across all seven concord statements.

4.2 Proximity Concord

Table 8. The chief, together with the elders, _____ welcomed to the party.

Answer = was		The chief, together with the elders, _____ welcomed to the party.				Total
		was	is	were	Are	
Country	Ghana	35	21	107	36	199
	Nigeria	23	6	126	43	198
Total		**58**	**27**	**233**	**79**	**397**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (was). The result shows that 35 respondents from Ghana get the above concord statement correctly and 23 respondents from Nigeria get the above concord statement correctly. Therefore, we can conclude that the respondents from Ghana are more competent than respondents from Nigeria.

Table 9. Neither those girls nor that boy _____ to blame for the error.

Answer = was		Neither those girls nor that boy _____ to blame for the error				Total
		are	were	was	Have	
Country	Ghana	76	78	41	5	200
	Nigeria	65	79	44	9	197
Total		**141**	**157**	**85**	**14**	**397**

N=400 (Source: Field Survey, 2023)

The answer to the preceding statement is "was." The findings indicate that 44 participants from Nigeria responded accurately to the concord statement, whereas 41 participants from Ghana also provided the correct response. These results imply that the Nigerian participants exhibited greater proficiency compared to their Ghanaian counterparts in comprehending and accurately addressing the statement on this type of concord.

Table 10. The principal, as well as the teachers, _____ in School.

Answer = is		The principal, as well as the teachers, _____ in school.				Total
		is	Were	all are	Are	
Country	Ghana	47	35	25	93	200
	Nigeria	18	49	28	103	198
Total		**65**	**84**	**53**	**196**	**398**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (is). The result shows that 47 respondents from Ghana get the above concord statement correctly and 18 respondents from Nigeria get the above concord statement correctly. This implies that the respondents from Ghana are more competent than respondents from Nigeria on this statement.

Table 11. Neither Jack nor Jill _____there yesterday

Answer = was		Neither Jack nor jill _____there yesterday				Total
		are	Were	is	Was	
Country	Ghana	22	109	17	52	200
	Nigeria	31	94	10	63	198
Total		**53**	**203**	**27**	**115**	**398**

N=400 (Source: Field Survey, 2023)

The response to the aforementioned statement is "was." Based on the results, 63 respondents from Nigeria answered the concord statement correctly, while 52 respondents from Ghana provided the correct response. This suggests that the respondents from Nigeria displayed a higher level of competence compared to the respondents from Ghana regarding their understanding and accurate responses to the statement on concord.

Table 12. Either James or you _____ sick.

Answer = are		Either James or you _____ sick.				Total
		is	have	was	Are	
Country	Ghana	87	15	31	66	199
	Nigeria	77	16	61	43	197
Total		**164**	**31**	**92**	**109**	**396**

N=400 (Source: Field Survey, 2023)

The response to the preceding statement exhibits plurality, denoted by "are." The data analysis reveals that 66 respondents from Ghana responded accurately to the concord statement, while only 43 respondents from Nigeria provided the correct response. These findings suggest that the respondents from Ghana demonstrate a higher level of competence compared to their Nigerian counterparts in comprehending and correctly addressing this type of concord.

Summary of the overall performance of the two countries in Concord by Proximity..
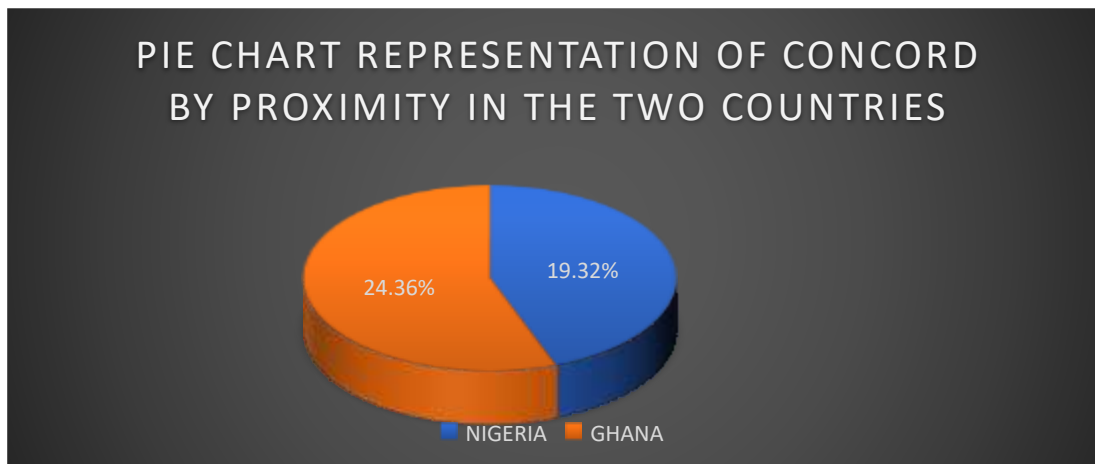
In the survey results for the proximity concord statements (statements 8 to 12), we calculated the percentage of respondents from Ghana and Nigeria who answered each statement correctly. After analyzing the data, we found the overall performance for each country.

For Ghana:

The overall percentage of correct responses for each statement was approximately 17.6%, 20.5%, 23.5%, 26%, and 33.2%. To determine the overall percentage for Ghana, the researcher added up these percentages and divided the sum by the total number of statements (5).The overall percentage for Ghana is approximately 24.36%.

For Nigeria:

The overall percentage of correct responses for each statement was approximately 11.6%, 22.3%, 9.1%, 31.8%, and 21.8%. In order to determine the overall percentage for Nigeria, we added up these percentages and divided the sum by the total number of statements (5).

The overall percentage for Nigeria is approximately 19.32%.

Based on the analysis of statements 8 to 12, Ghana performed better than Nigeria, with a higher overall percentage of correct responses in the proximity concord for these five statements.

4.3 Relative Concord

Table 13. Each of the footballers _____ to receive $1000.00.

		Each of the footballers _____ to receive $1000.00.				
Answer = is		is	have	were	Are	Total
Country	Ghana	64	27	25	83	199
	Nigeria	33	13	48	104	198
Total		**97**	**40**	**73**	**187**	**397**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (is). The result shows that 64 respondents from Ghana get the above concord statement correctly and 33 respondents from Nigeria get the above concord statement correctly. This implies that the respondents from Ghana are more competent than respondents from Nigeria on this statement.

Table 14. Only one of the contestants _____able to answer the question

Answer = was		Only one of the contestants _____able to answer the question correctly.				Total
		can be	are	ware	Was	
Country	Ghana	1	8	26	165	200
	Nigeria	2	6	16	174	198
Total		**3**	**14**	**42**	**339**	**398**

N=400 (Source: Field Survey, 2023)

The response to the statement above was "was." According to the results, 174 respondents from Nigeria answered the concord statement correctly, while 165 respondents from Ghana also provided the correct answer. This indicates that the respondents from Nigeria displayed a higher level of competence compared to the respondents from Ghana regarding their understanding and accuracy in responding to the statement on concord.

Summary of the overall performance of the two countries in Relative Concord
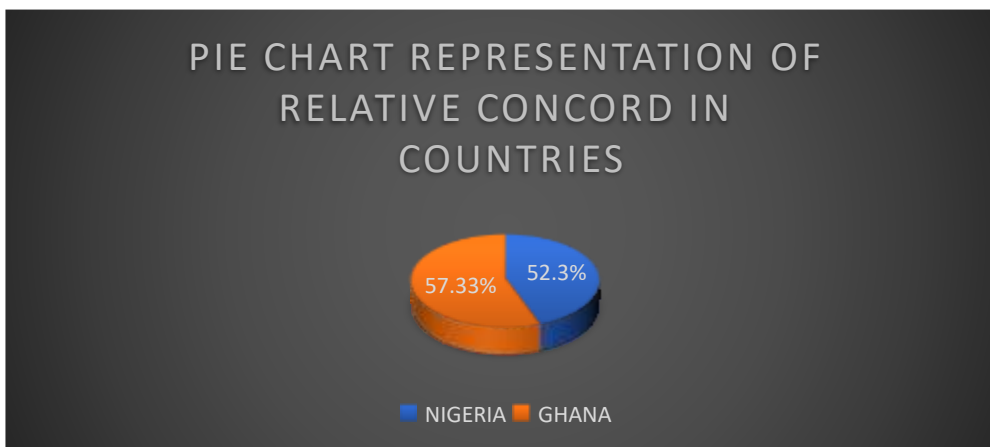
In the survey results for the relative concord statements (statements 13 and 14), we calculated the percentage of respondents from Ghana and Nigeria who answered each statement correctly. After analyzing the data, we found the overall performance for each country.

For Statement 13:

The overall percentage of correct responses for this statement was approximately 32.2% for Ghana and 16.7% for Nigeria.

To determine the overall percentage for each country, we added up these percentages and divided the sum by the total number of statements (2).

The overall percentage for Ghana is approximately 32.2%.

The overall percentage for Nigeria is approximately 16.7%.

For Statement 14:

The overall percentage of correct responses for this statement was approximately 82.5% for Ghana and 87.9% for Nigeria.

To determine the overall percentage for each country, we added up these percentages and divided the sum by the total number of statements (2).

The overall percentage for Ghana is approximately 82.5%.

The overall percentage for Nigeria is approximately 87.9%.

Overall Percentage for Ghana: (32.2% + 82.5%) / 2 ≈ 57.35%

Overall Percentage for Nigeria: (16.7% + 87.9%) / 2 ≈ 52.3%

Based on the analysis of statements 13 and 14, Ghana performed better than Nigeria in the relative concord for both statements, with higher overall percentages of correct responses.

4.4 Measurement Concord

Table 15. Sixty per cent of the students _____ absent.

		Sixty per cent of the students _____ absent.				
Answer = are		is	are	have	Has	Total
Country	Ghana	28	163	9	0	200
	Nigeria	31	157	6	5	199
Total		**59**	**320**	**15**	**5**	**399**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (are). The result shows that 163 respondents from Ghana got the above concord statement correctly, and 157 respondents from Nigeria got the above concord statement correctly. This implies that the respondents from Ghana are more competent than respondents from Ghana on this statement. To calculate the overall percentage for each country for the measurement concord statement (statement 15), the Researcher adds the percentages of correct responses for both countries and divides the sum by the total number of countries (2).

Ghana: 163 correct out of 200 (81.5%), while Nigeria: 157 correct out of 199 (78.89%).

Now, let us calculate the overall percentage for each country: Overall Percentage for Ghana: (14%) / 1 ≈ 14%. Overall Percentage for Nigeria: (15.6%) / 1 ≈ 15.6 %Based on the analysis of statement 15, Ghana had an overall percentage of approximately 14%, and Nigeria had an overall percentage of approximately 15.6%.

Therefore, Nigeria performed slightly better than Ghana in the measurement concord with this statement.

Summary of the overall performance of the two countries in Measurement
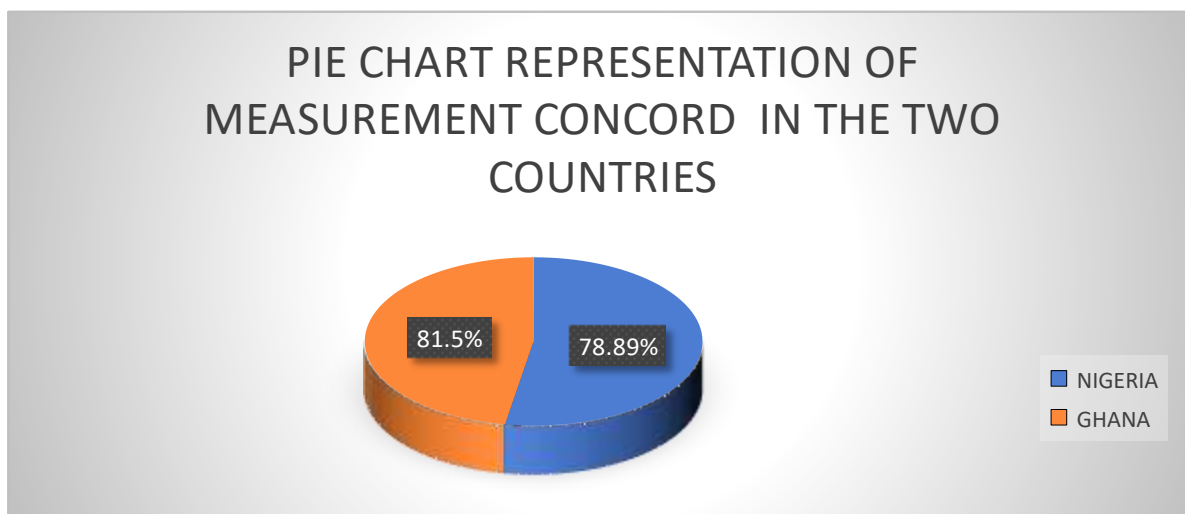
To calculate the overall percentage for each country for the measurement concord statement (statement 15), the Researcher adds up the percentages of correct responses for both countries and divide the sum by the total number of countries (2).

Ghana: 28 correct out of 200 (14%), while Nigeria: 31 correct out of 199 (15.6%).

Now, let's calculate the overall percentage for each country:Overall Percentage for Ghana: (14%) / 1 ≈ 14%. Overall Percentage for Nigeria: (15.6%) / 1 ≈ 15.6%Based on the analysis of statement 15, Ghana had an overall percentage of approximately 14%, and Nigeria had an overall percentage of approximately 15.6%.

Therefore, Nigeria performed slightly better than Ghana in the measurement concord for this statement.

4.5 Pronoun antecedent

Table 16. Bode and Tunji are very selfish; they care only about.

		Bode and Tunji are very selfish; they care only about.				
Answer = each other		each other	one another	themselves	Them	Total
Country	Ghana	38	28	129	5	200
	Nigeria	38	23	127	10	198
Total		**76**	**51**	**256**	**15**	**398**

N=400 (Source: Field Survey, 2023)

The response to the statement above is "each other." The data reveals that both 38 respondents from Ghana and 38 respondents from Nigeria answered the concord statement correctly. These findings indicate that there is an equal level of competence between the respondents from Ghana and Nigeria concerning their understanding and accuracy in responding to the statement on concord.

The result suggests that both groups possess a similar proficiency in their grasp of grammar rules or their familiarity with the specific linguistic concept related to concord. The equal number of correct responses between the Ghanaian and Nigerian participants may suggest that they have comparable educational backgrounds or have encountered similar language-learning experiences that enabled them to perform equally well on this particular statement.

Summary of the overall performance of the two countries in Pronoun Antecedent Concord
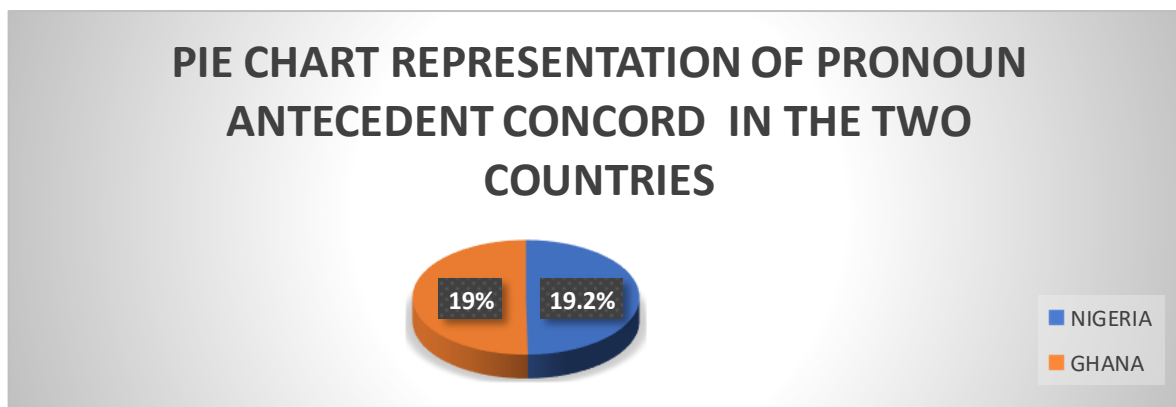
In the survey results for the measurement concord statement (statement 16), we calculated the percentage of respondents from Ghana and Nigeria who answered the statement correctly. After analyzing the data, we found the overall performance for each country.

For Statement 16:

The overall percentage of correct responses for this statement was approximately 19% for both Ghana and Nigeria.To determine the overall percentage for each country, we added up these percentages and divided the sum by the total number of countries (2).The overall percentage for Ghana is approximately 19%.The overall percentage for Nigeria is approximately 19.2%. Based on the analysis of statement 16, both Ghana and Nigeria had an equal overall percentage of approximately 19% in the measurement concord for this statement. Both countries showed the same level of competence in correctly understanding

and using the concord in this context.

4.6 Notional concord

Table 17. The rich also _____ .

Answer = cry		The rich also _____ .				Total
		cries	cry	cried	None	
Country	Ghana	67	116	14	3	200
	Nigeria	84	92	22	0	198
Total		**151**	**208**	**36**	**3**	**398**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (cry). The result shows that 116 respondents from Ghana get the above concord statement correctly and 92 respondents from Nigeria get the above concord statement correctly. This implies that the respondents from Ghana are more competent than respondents from Nigeria on this statement.

Summary of the overall performance of the two countries in Notional Concord
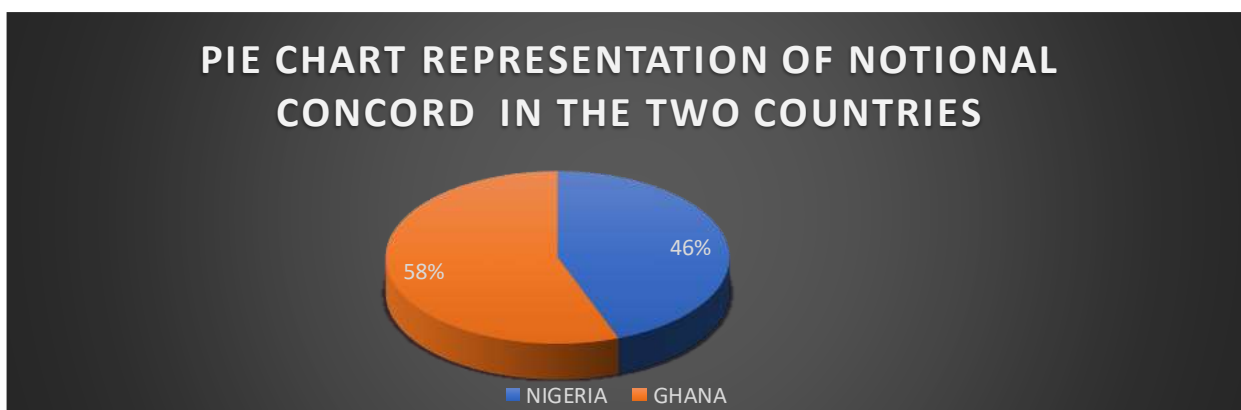
In the survey results for the measurement concord statement (statement 17), we calculated the percentage of respondents from Ghana and Nigeria who answered the statement correctly. After analyzing the data, we found the overall performance for each country.

For Statement 17:

The overall percentage of correct responses for this statement was approximately 58% for Ghana and 46.5% for Nigeria. In order to determine the overall percentage for each country, we added up these percentages and divided the sum by the total number of countries (2).

The overall percentage for Ghana is approximately 58%.

The overall percentage for Nigeria is approximately 46.5%.

Based on the analysis of statement 17, Ghana performed better than Nigeria in the measurement concord for this statement, with a higher overall percentage of approximately 58% of correct responses.

4.7 Subjunctive Concord

Table 18. If it _____ rained.

Answer = hadn't		If it _____ rained.				Total
		had	has	hadn't	hasn't	
Country	Ghana	30	12	145	13	200
	Nigeria	28	25	101	45	199
Total		**58**	**37**	**246**	**58**	**399**

N=400 (Source: Field Survey, 2023)

The response to the statement above is "hadn't." Analysis of the data reveals that 145 respondents from Ghana answered the concord statement correctly, while 101 respondents from Nigeria also provided the correct answer. This suggests that the respondents from Ghana exhibit a higher level of competence compared to the respondents from Nigeria in understanding and accurately responding to the statement on concord.

The results imply that there may be differences in the level of language competence, educational background, or exposure to similar linguistic concepts between the two groups of respondents. The larger number of correct responses from the Ghanaian participants indicates that they have a stronger grasp of grammar rules or may have encountered concord-related concepts more frequently in their linguistic experiences.

Table 5.1: 19. My friend asked me if I would like to go to Lagos for a holiday and I said I _____.

		My friend asked me if I would like to go to Lagos for a holiday and I said I _____.				
Answer = would		will	Could	would	Like	Total
Country	Ghana	71	29	92	8	200
	Nigeria	78	28	85	8	199
Total		**149**	**57**	**177**	**16**	**399**

N=400 (Source: Field Survey, 2023)

The response to the statement above is "would." Examination of the data indicates that 92 respondents from Ghana answered the concord statement correctly, while 85 respondents from Nigeria also provided the correct answer. This suggests that the respondents from Ghana exhibit a higher level of competence compared to the respondents from Nigeria in understanding and accurately responding to the statement on concord.

Table 20. If I _____your father, I would call the police.

		If I _____your father, I would call the police.				
Answer = were		were	Am	have been	will be	Total
Country	Ghana	133	36	25	5	199
	Nigeria	103	74	17	5	199
Total		**236**	**110**	**42**	**10**	**398**

N=400 (Source: Field Survey, 2023)

The answer to the above statement is (were). The result shows that 133 respondents from Ghana get the above concord statement correctly and 103 respondents from Nigeria get the above concord statement correctly. This implies that the respondents from Ghana are more competent than respondents from Nigeria on this statement.

Summary of the overall performance of the two countries in Subjunctive Concord
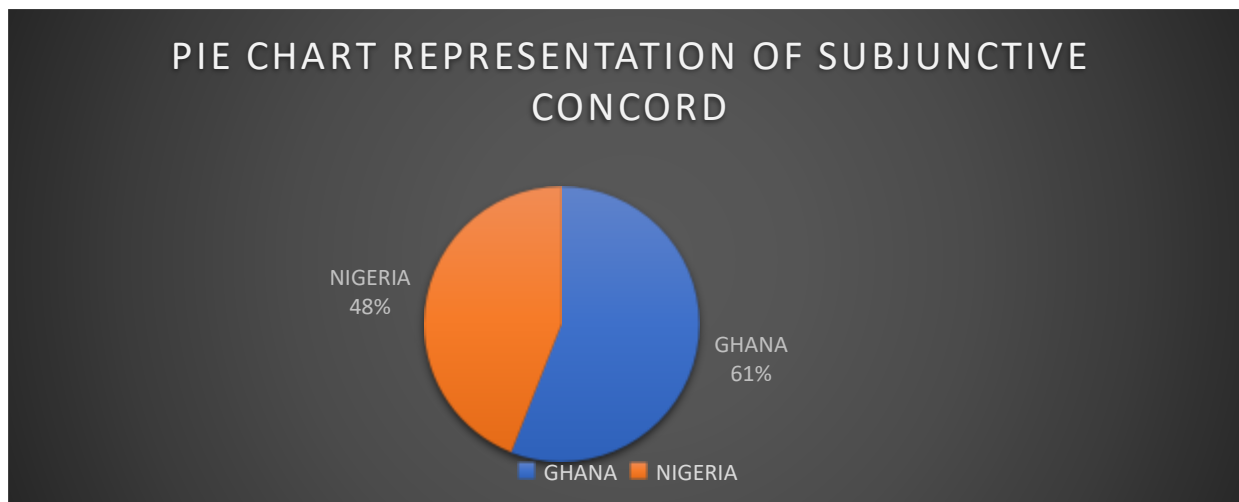
In the survey results for the subjunctive concord statements (statements 18 to 20), we calculated the percentage of respondents from Ghana and Nigeria who answered each statement correctly. After analyzing the data, we found the overall performance for each country.

For Statement 18:

The overall percentage of correct responses for this statement was approximately 72.5% for Ghana and 50.8% for Nigeria.

For Statement 19:

The overall percentage of correct responses for this statement was approximately 46% for Ghana and 42.7% for Nigeria.

For Statement 20:

The overall percentage of correct responses for this statement was approximately 66.8% for Ghana and 51.8% for Nigeria.

To determine the overall percentage for each country, we added up the percentages of correct responses for all three statements and divided the sum by the total number of statements (3).

The overall percentage for Ghana is approximately 61.1%.

The overall percentage for Nigeria is approximately 48.4%.

Based on the analysis of statements 18 to 20, Ghana performed better than Nigeria in the subjunctive concord for these three statements, with a higher overall percentage of approximately 61.1% of correct responses, compared to 48.4% for Nigeria.

5.1 Finding and Discussion
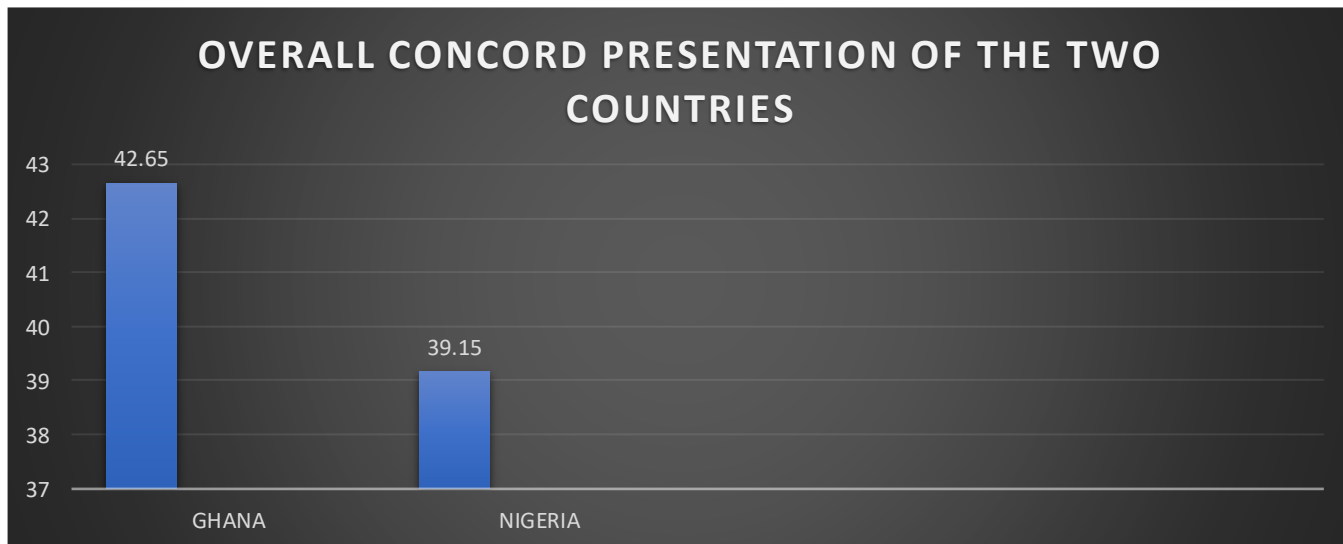
Overall Percentage for Ghana: (57.28% + 24.36% + 57.35% + 14% + 19% + 58% + 61.1%) / 7 ≈ 42.65%

Overall Percentage for Nigeria: (59.14% + 19.32% + 52.3% + 15.6% + 19.2% + 46.5% + 48.4%) / 7 ≈ 39.15%

The study reveals the concord competence in Ghana and Nigeria, researchers found that Ghana had an overall percentage of 42.65% correct responses, while Nigeria had an overall percentage of 39.15% correct responses. The researchers calculated the overall performance for each country by adding up the percentages of correct responses for each country in each group and dividing the sum by the total number of concord types (7). These findings reveal that Ghana performed slightly better than Nigeria in the overall English concord.

The implication of this finding for pedagogy is that there is a need to re-examine the current language teaching methods and approaches used in Ghana and Nigeria. Traditional grammar-translation methods may not be effective in developing the communicative competence required for real-life communication. Instead, there is a need to adopt more communicative and task-based approaches that focus on the development of practical language skills such as speaking, listening, reading, and writing. Furthermore, the findings suggest that there is a need for more exposure to authentic language use in English-speaking countries. This could be achieved through study abroad programs, international collaborations, and online language learning platforms. Exposure to authentic language use could help to improve learners' language proficiency, as well as their intercultural competence, which is essential for effective communication in a globalized world.

The results of the study indicate a concerning level of linguistic incompetence among New English Native Speakers in Ghana and Nigeria. These speakers are expected to be competent since they use only English as a medium of communication, but reverse is the case. This shift in linguistic and language in-competency has significant implications for pedagogy in the country. The data presented in the study clearly illustrates the extent of the issue, with a majority of participants performing below the expected standard on various language tests. These findings are consistent with previous research that has identified similar issues in other countries with a similar linguistic landscape. For instance, a study conducted by Adebileje and Babatunde (2020), using the New Native Speakers in Nigeria found out that they are incompetent. To address this issue, it is important for pedagogical approaches to be revised in order to address the specific linguistic needs of New English Native Speakers in Ghana and Nigeria. The findings above reveal a concerning issue of linguistic incompetence among New English Native Speakers in

Ghana and its potential implications for pedagogy. This issue is particularly significant in light of the current global emphasis on English as a lingua-franca and its increasing use as a medium of instruction in higher education.

The results suggest that the majority of New English Native Speakers in Ghana are struggling with key aspects of English, particularly in areas such as grammar, vocabulary, and syntax. This raises important questions about the quality of English language instruction in Ghana and the effectiveness of current pedagogical approaches. It also highlights the need for a more nuanced understanding of the linguistic and cultural backgrounds of New English Native Speakers in order to design language instruction that is both effective and culturally responsive. Possible reasons for the low performance of New English Native Speakers in Ghana could include inadequate exposure to English language input, limited access to quality language instruction, and cultural and linguistic differences that can affect the acquisition of English language skills. For instance, Ghanaian English is known to be heavily influenced by local languages such as Twi and Ga, which can affect English language production and comprehension.

The findings on the linguistic competence of NENS in Ghana and Nigeria have significant implications for pedagogy in the two countries. To address the linguistic shift in Ghana, there is a need for a more communicative and task-based approaches to language teaching, as well as increased exposure to authentic language use. The results of the analysis revealed a low level of English concord usage among the participants, indicating the need for more effective teaching and learning methods. The findings of this study have implications for English language teachers in Ghana and Nigeria and other similar contexts, as they highlight the importance of addressing the challenges of teaching and learning English concord. Further research is needed to explore the factors contributing to the low level of English concord usage among Ghanaian students and to identify effective teaching and learning strategies to improve the situation.

A possible reason for the low performance is the lack of resources for teaching and learning English. Teachers may not have access to up-to-date textbooks and teaching materials, and students may not have access to English-language books and media outside of the classroom. This lack of resources may limit the exposure and opportunities for students to practice and improve their English language skills. Furthermore, cultural and societal factors may also contribute to the low performance of New English Native Speakers of English in Ghana. To improve the English language proficiency of New English Native Speakers of English in Ghana and Nigeria, several solutions can be implemented. First, there should be a focus on creating a more immersive English-language learning environment. This could be achieved through increasing exposure to English-language media, such as films and TV shows, and providing access to English-language books and other materials. Secondly, the Ghanaian and Nigerian educational system should place greater emphasis on developing critical thinking and communication skills, which are essential for mastering any language. Finally, there should be more investment in training and resources for English language teachers, including access to up-to-date teaching materials and training in effective language teaching techniques.

In conclusion, the low performance of New English Native Speakers of English in Ghana can be attributed to several factors, including the lack of exposure to English, limited resources for teaching and learning English, and cultural and societal factors. To address these challenges, there should be a greater emphasis on creating an immersive English-language learning environment, developing critical thinking and communication skills, and investing in training and resources for English language teachers.

5.1. 2 Suggestions for the teachers of New English Native Speakers in Ghana and Nigeria

Having discovered that the New English Native Speakers are not competent at the use of grammar, despite having English language a their first language and only channel of communication to the majority, the researchers suggested the following teaching methods to be adopted by the teachers and the educational policy makers:

Experiential learning: According to Kolb's (1984) Experiential Learning Theory, learning occurs when individuals are engaged in concrete experiences that are followed by reflection, abstraction, and application. This method can be used in English language teaching by incorporating real-life experiences, such as field trips, simulations, and role-plays, which help learners to use English in context.

Inquiry-based learning: Inquiry-based learning is an active learning method that encourages learners to ask questions and seek answers by conducting research, experimenting, and collaborating with others. This method helps learners to develop critical thinking skills, learn to communicate effectively, and deepen their knowledge of English (National Research Council, 2000).

Task-based learning: Task-based learning is an approach to language teaching that emphasizes the use of authentic tasks to promote learning. Tasks are designed to be meaningful and challenging, and learners work collaboratively to complete them. This approach helps learners to develop communicative competence, as well as critical thinking, problem-solving, and collaboration skills (Willis & Willis, 2007).

Technology-enhanced learning: Technology has revolutionized the way English is taught and learned. By incorporating digital tools, such as online resources, multimedia materials, and social media platforms, educators can provide learners with engaging, interactive, and personalized learning experiences (Chapelle, 2010).

In conclusion, these teaching methods have been found to be effective in enhancing English language competence for native speakers in the USA and UK. However, the effectiveness of a teaching method may depend on various factors, such as learners' needs and preferences, the learning environment, and the educator's expertise. Therefore, it is essential for educators to be familiar with various teaching methods and select those that best meet their learners' needs.

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