

**Gambian Teachers' Perception on the Use of Wolof Language as a Medium
of Instruction in English Classes.**

(Survey insights from Ngayen Sanjal, The Gambia)



A THESIS

**Submitted to the English Language Education Study Program as a Partial
Fulfillment of the Requirements for the Bachelor's Degree.**

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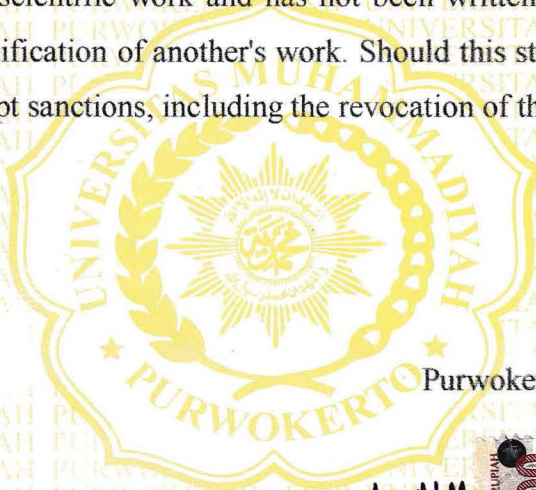
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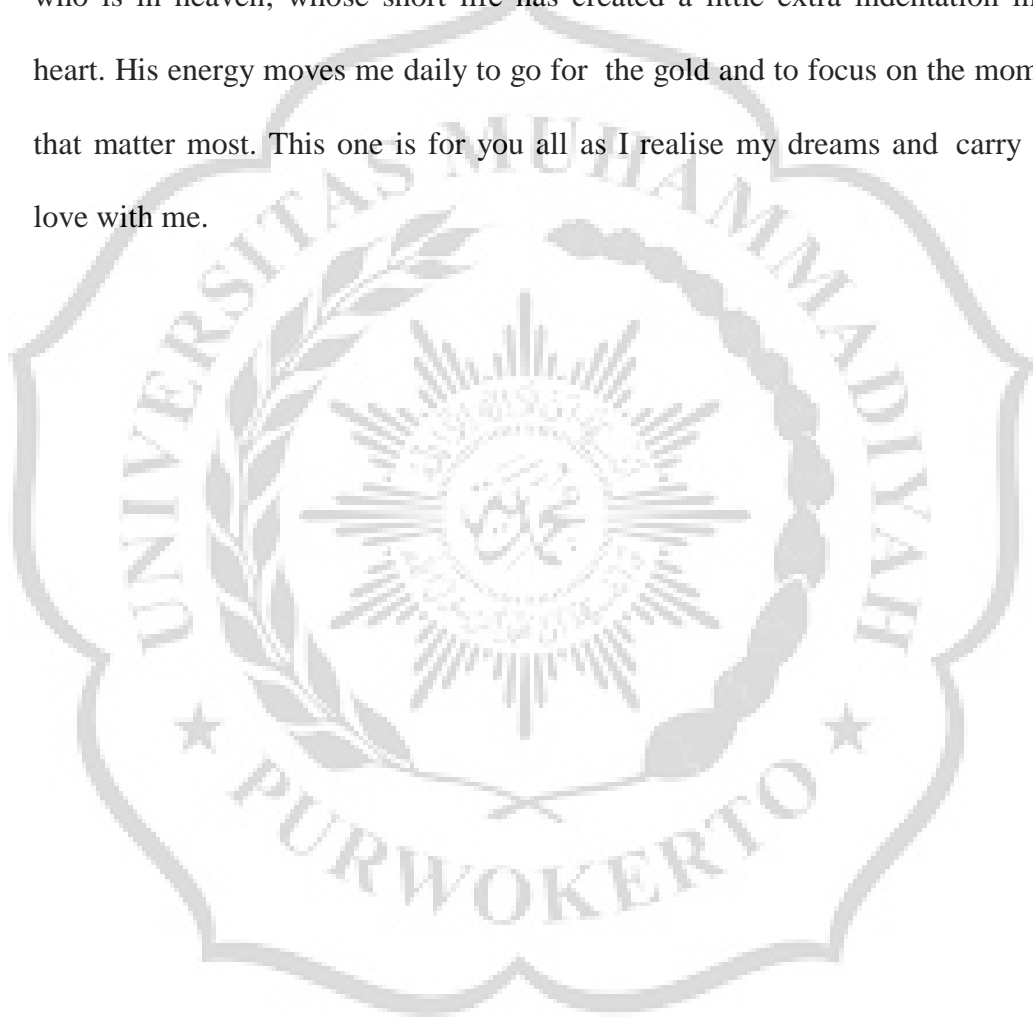
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DEDICATION

This thesis is dedicated to my dearest family, whose love and motivation inspired me to carry on during this difficult process. Thank you to our constant when we were away, my mom, my wife and son. I must also honour my first son, who is in heaven, whose short life has created a little extra indentation in my heart. His energy moves me daily to go for the gold and to focus on the moments that matter most. This one is for you all as I realise my dreams and carry your love with me.



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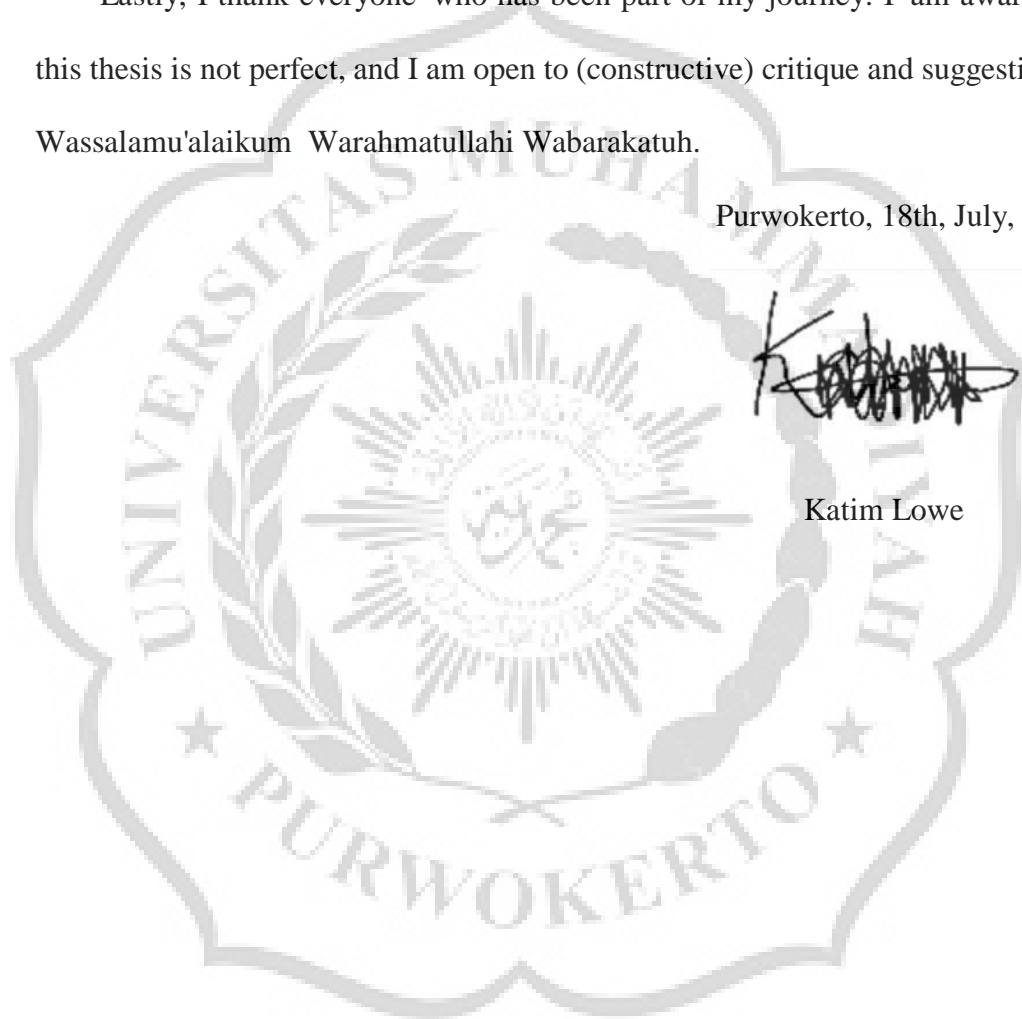
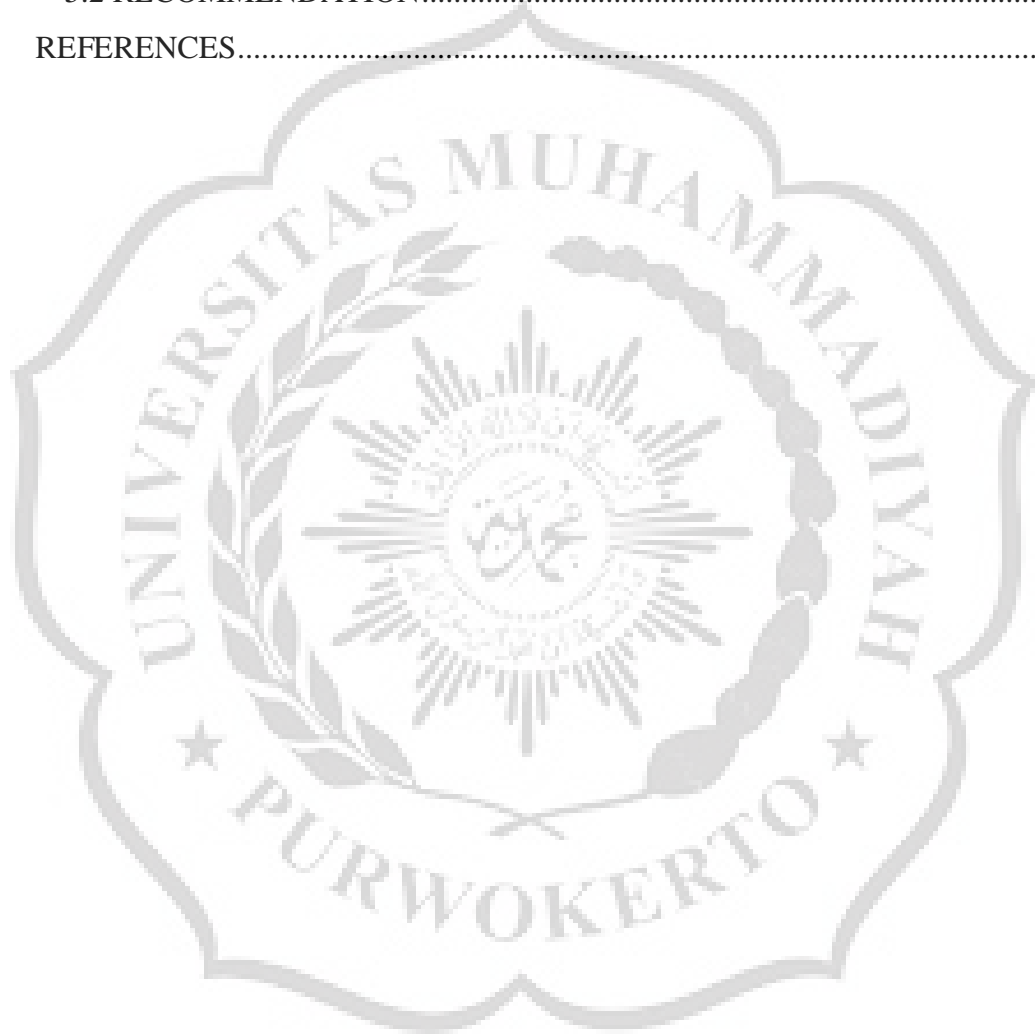


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ABSTRACT

This study explores teachers' perceptions on using Wolof as a medium of instruction among lower primary students in Ngayen Sanjal, The Gambia. Employing a mixed-methods approach, data were collected through a 10-item Likert-scale questionnaire completed by 17 teachers and semi-structured interviews with three educators: a headteacher and two classroom teachers. The quantitative findings revealed strong agreement on the benefits of Wolof for comprehension, vocabulary acquisition, student engagement, and cultural identity. Complementary qualitative findings highlighted real classroom practices such as strategic code-switching, collaborative planning, and challenges faced in multilingual contexts. Teachers advocated for structured training and formal policy support to sustain Wolof integration in English instruction. The study concludes that using Wolof as a medium of instruction meaningfully contributes to inclusive, effective English language teaching and recommends ministry-level reforms, bilingual resource development, and wider-scale research. These insights align with sociocultural theories of language learning and affirm the pedagogical value of leveraging learners' first language in multilingual education systems.

Keywords: Wolof, English Proficiency, Mixed Methods, Bilingual Education, Teacher Perception, The Gambia.

