

# Using Discussion Pedagogy to Promote 21<sup>st</sup> Century Skill in Ghanaian Language Classroom

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## ABSTRACT

This paper explores the benefits and challenges of employing discussion pedagogy in Ghanaian language classrooms as a means to deepen students' participation and enhancing 21<sup>st</sup> century skills in linguistic landscape, presents a unique opportunity to integrate cultural learning into language education. Through an examination of existing literature and empirical evidence, this paper highlights the benefits of discussion pedagogy in fostering cultural understanding, linguistic proficiency, and 21<sup>st</sup> century skills among students. The study adopts a single research approach, qualitative data collection methods. The research design was descriptive in nature. Interviews were conducted on college tutors, students and parents on their awareness, attitudes, and experiences regarding how discussion pedagogy inculcate 21<sup>st</sup> century skill in students'. In all two hundred and fifty (250) participants took part during the investigation. Focus group discussions and interviews were used to elicit significant information for the data analysis from Berekum College of Education, Agona S.D.A College of Education, Foso College of Education- Foso, St. Teresa's College of Education - Hohoe and St. Francis College of Education - Hohoe. These colleges were randomly selected to represent the colleges in the tertiary space in Ghana. Sociocultural theory propounded by (Vygotsky, L., 2008) underpinned this study. While Vygotsky's original works may not specifically address Ghanaian language classrooms, his ideas have been applied and adapted in various cultural contexts, including Ghana.

**Keywords:** Culture appreciation, Cultural immersion. Discussion pedagogy, Ghanaian cultural heritage, Ghanaian language classroom, Interactive learning, Student engagement,

## Public Interest Statement

In the 21<sup>st</sup> Century there has been a growing recognition of the need to integrate indigenous languages and cultural perspectives into educational frameworks. This acknowledgment stems from a desire to preserve cultural heritage, promote linguistic diversity, and empower learners with a profound sense of identity. Discussion Pedagogy refers to a teaching method that emphasizes the use of discussions as a primary tool for learning. This approach is grounded in the belief that learning is most effective when students actively engage in dialogue, share ideas, challenge each other's thinking, and collaboratively explore topics. Discussion pedagogy emerges as a potent tool in achieving these objectives by fostering active engagement, critical thinking, and intercultural dialogue within the classroom environment. The use of discussion pedagogy in Ghanaian language classrooms represents a vital pathway towards a deeper and fuller appreciation of our culture. Kpeglo, (2024). Embracing this approach, we not only enhance language learning but also foster a profound understanding of our rich

heritage and traditions. Discussions within the classroom setting serve as a conduit for exploring cultural nuances, traditions, and values embedded within Ghanaian languages. Language is more than just a means of communication it embodies the essence of a society's identity. In Ghana, where linguistic diversity is celebrated, the use of discussion pedagogy allows students to delve into the intricate layers of our cultural tapestry.

## INTRODUCTION

The intricate tapestry of Ghanaian culture is woven with vibrant threads of tradition, language, and heritage. Rooted in centuries of history, Ghana's cultural richness is embodied in its diverse languages, each serving as a gateway to understanding the values, beliefs, and customs of its people. In the realm of education, particularly within language classrooms, the utilization of discussion pedagogy emerges as a potent tool for not only language acquisition but also for fostering a deep appreciation of Ghanaian culture. Language serves as the cornerstone of cultural identity, encapsulating the essence of a community's traditions, folklore, and worldview. In the Ghanaian context, where linguistic diversity flourishes with over 80 languages spoken, the classroom becomes a sanctuary for preserving and celebrating this rich tapestry of linguistic heritage. (Ogunsanya, M. E., Wagner, J. L., Bennett, K., Medina, M. S., Starnes, S., & Planas, L. G. (2024)

Discussion pedagogy, characterized by its interactive and participatory nature, offers an ideal platform for students to engage actively with the nuances of Ghanaian language and culture. Through dialogue, students not only enhance their linguistic proficiency but also delve deeper into the cultural underpinnings embedded within the language. In a rapidly globalizing world, the importance of cultural competence cannot be overstated. By incorporating discussion pedagogy in Ghanaian language classrooms, educators empower students to navigate cultural nuances with sensitivity and understanding. Through dialogue-based activities students develop the communicative skills necessary to interact effectively within their cultural milieu.

Language classrooms serve as microcosms of society, wherein students forge connections with their peers and construct their identities within the cultural landscape. Discussion pedagogy fosters a sense of community wherein students collaboratively explore and celebrate their cultural heritage, strengthening their bonds with both their language and their fellow learners. Beyond language proficiency, discussion pedagogy cultivates critical thinking skills essential for grappling with complex cultural issues. By engaging in dialogue surrounding societal norms such as obedience, hard work, values, and practices, students develop the capacity to interrogate their own cultural assumptions and broaden their perspectives. The utilization of discussion pedagogy in the Ghanaian language classroom represents a significant endeavor towards fostering a deeper appreciation and understanding of Ghanaian culture. As a nation rich in linguistic and cultural diversity, Ghana stands as a testament to the vibrancy and complexity of African heritage. Language, as a primary carrier of culture, serves as a gateway to unraveling the intricacies of societal norms, traditions, and values embedded within the Ghanaian ethos.

In the face of modernization and globalization, the preservation of indigenous languages and cultural practices becomes imperative for the continuity of Ghana's cultural legacy. Discussion pedagogy not only equips students with the linguistic tools to communicate within their cultural milieu but also instills a sense of pride and responsibility in preserving and transmitting Ghanaian culture to future generations. The integration of discussion pedagogy in Ghanaian language classrooms represents a powerful vehicle for nurturing cultural appreciation and understanding. By fostering interactive dialogue, educators not only facilitate language acquisition but also instill in students a profound respect for their cultural heritage. Through collaborative exploration and critical reflection, students emerge not only as proficient language speakers but as stewards of Ghana's rich cultural legacy, poised to uphold and celebrate their heritage in an ever-changing world. Discussion pedagogy fosters inclusivity and promotes the preservation of indigenous languages. In a globalized world where dominant languages often overshadow minority tongues, it is imperative to empower students to value and preserve their linguistic heritage. Through discussions conducted in Ghanaian languages, students not only strengthen their linguistic skills but also contribute to the preservation and revitalization of indigenous languages, safeguarding them for future generations. The use of discussion pedagogy in Ghanaian language classrooms serves as a

catalyst for cultural appreciation, linguistic empowerment, and social cohesion. By embracing this approach, we affirm our commitment to preserving our cultural identity while equipping future generations with the tools to navigate an increasingly interconnected world. It is through such initiatives that we nurture a generation of culturally aware and linguistically proficient individuals who are proud ambassadors of Ghanaian heritage on the global stage.

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Sociocultural theory propounded by (Vygotsky, L., 2008) underpinned this study. Jerome Bruner, Barbara Rogoff, Eugene Matusov and many others have - Expanded on Vygotsky's ideas, in various field of study including the area of education, individual development and cultural context, emphasizing the importance of guided participation and apprenticeship in learning. And on dialogic pedagogy and the role of dialogue in the learning process all these field of studies guided this study., While Vygotsky's original works may not specifically address Ghanaian language classrooms, his ideas have been applied and adapted in various cultural contexts, including Ghana. It provides theoretical foundations and practical insights into how sociocultural theory can inform language pedagogy. It offers valuable theoretical perspectives that educators can adapt and apply to their specific cultural and linguistic contexts, including Ghana. This theoretical framework permitted participatory appropriation. One reached out to perfection when always involve in the same activity.

Avilés, Castillo-Mansilla, Wang, & Smith, (2024) explored how to create engaging and productive discussions in the classroom, emphasizing democratic principles. They provided practical strategies for fostering inclusive discussions, managing conflicts, and assessing participation. They delved into the importance of discussion in educational settings, emphasizing its role in promoting critical thinking, engagement, and democratic participation among students. Aviles et al (2024) argued that meaningful discussions can transform classrooms into vibrant communities of learners where diverse perspectives are valued. Aviles et al provided practical tools and techniques for educators to facilitate effective discussions. These strategies include establishing ground rules, structuring discussions, managing group dynamics, and fostering inclusivity. The article offers concrete guidance on how to create an environment where all students feel empowered to participate and contribute. This study created a room for developing 21<sup>st</sup> century skills such as critical thinking, collaborative skills and creativity and innovation using discussion pedagogy in Ghanaian Language Classroom. Aviles et al emphasize the importance of critical reflection for both educators and students. They encouraged teachers to regularly assess their own teaching practices and adapt them based on feedback and reflection.

To the large extent, Nyamekye, Asare-Danso, & Ofori, E.(2024). Discussed the benefits and challenges of using discussion-based approaches in teaching and learning. They offer insights into effective facilitation techniques, promoting active participation, and overcoming common barriers to productive discussions. They delve into the specific pedagogical approach of discussion-based teaching, emphasizing its importance and efficacy in fostering student engagement, critical thinking, and active learning. It provides insights into how discussions can be structured, facilitated, and assessed effectively in various educational settings. In addition to theoretical discussions, the book likely offers practical strategies and techniques for implementing discussion-based teaching in classrooms. This may include tips for initiating and sustaining discussions, promoting student participation, managing group dynamics, and incorporating technology into discussions.

Similarly, Anku, (2024). addresses the role of librarians in promoting discussion-based approaches to learning. She discusses strategies for integrating discussion activities into library programs, collaborating with teachers, and leveraging technology to facilitate meaningful interactions. This supports the assertion that, discussion pedagogy is essential in cultural appreciation as this study is advocating.

The impact of a discussion-based learning intervention on preservice teachers' beliefs about teaching and learning. It highlights the potential of discussion approaches to promote reflective thinking, collaboration, and critical inquiry among future educators. These resources offer valuable insights into the practical strategies and

challenges associated with implementing discussion-based approaches in various educational settings. They provide guidance for educators seeking to enhance student engagement, critical thinking skills, and overall learning outcomes through meaningful discussions. (Nicholas, A., Yeboah, S. K., Otobil, E. K., Atieku, J. N., & Sefenu, J. C. 2024). This study was looking for approaches which ensures the 21<sup>st</sup> century skills which supported the above authorities.

In support of the concept under discussion Agustina, Ulfa, Khusna, & Darmayanti, (2024). Advocated that, for the using philosophical discussions in education, particularly with children. their work promoted the idea that engaging children in philosophical dialogues helps develop their critical thinking, creativity, and moral reasoning, which are essential for nurturing a generation capable of thoughtful, ethical decision-making. P4C utilizes a pedagogical method called Community of Inquiry, where students engage in collaborative dialogue to explore philosophical questions, concepts, and ethical dilemmas. The teacher serves as a facilitator, guiding the discussion rather than providing answers. Through structured dialogue sessions, students learn to articulate their thoughts, listen actively to others, and construct reasoned arguments. These discussions often revolve around open-ended questions that encourage critical thinking and reflection. P4C aims to develop students' critical thinking skills, including questioning, reasoning, and evaluation. By examining various perspectives and considering evidence, children learn to think more deeply and analytically about complex issues. Implementing P4C effectively requires specialized training for educators to facilitate philosophical discussions and create a supportive learning environment. Agustina et al developed training materials and resources to support teachers in implementing the program.

Similarly, In the similarly vain, Ong, & Annamalai, (2024) discussed the importance of dialogue and critical thinking in education, especially in the context of addressing social oppression. They argued that traditional, authoritarian education inhibits learners' ability to think critically and act autonomously. Instead, they advocate for a dialogic pedagogy where educators and learners engage in mutual dialogue to co-construct knowledge and empower marginalized individuals.

Again Bentil, (2024) explores transformative learning theory, which emphasizes the role of critical reflection and discourse in fostering personal and societal transformation. He argues that meaningful learning experiences often involve challenging existing perspectives through dialogue and reflection, leading to a deeper understanding of oneself and the world. This perspective underscores the importance of discussion pedagogy in facilitating transformative learning experiences among learners of all ages.

This study creates room for practicality of discussion pedagogy in same direction Rodomanchenko, & Vertlib, (2024) provide practical advice and strategies for engaging students in discussions both in face-to-face and online environments, aiming to enhance participation and learning outcomes. On Importance of Discussion, he emphasizes the critical role of discussion in facilitating deeper learning, critical thinking, and active engagement among students. Discussion fosters collaboration, encourages diverse perspectives, and enhances comprehension of course material. Rodomanchenko et al provide a range of strategies and techniques to promote active participation and engagement during discussions. This might include methods for structuring discussions, facilitating dialogue among students, and encouraging shy or reluctant participants to contribute. Given the focus on both in-person and online discussions, the article explores ways to leverage technology effectively to enhance discussions in virtual learning environments. This could involve the use of online discussion forums, video conferencing platforms, or other digital tools to facilitate interaction and collaboration among students. Effective discussion facilitation also involves assessing student participation and providing feedback to promote improvement. The article offers guidance on evaluating student contributions, providing constructive feedback, and incorporating discussion outcomes into overall course assessment strategies. This supported this work as discussion pedagogy enhances critical thinking and problem solving.

Similarly, Asante, Arhin, Essien, Bentil, & Asibey, (2024). While not specifically focused on discussion pedagogy, this article discusses the integration of conceptual frameworks and project management techniques in

research methods courses, which often involve significant discussion-based learning.

Introduction of various assessment techniques, including those related to discussions, aiming to help faculty assess and improve student learning through active engagement. It aims to provide practical strategies and techniques for assessing student learning in higher education settings. It addresses the need for faculty members to implement assessment practices that align with contemporary educational goals and promote student engagement and achievement. They emphasize principles of effective assessment, such as alignment with learning objectives, clarity of expectations, fairness, reliability, and validity. They also advocate for the use of multiple assessment methods to provide a comprehensive understanding of student learning. The authors present a pedagogical framework for assessment that emphasizes the importance of formative assessment, feedback, and self-regulated learning. They argue that assessment should be seen as an integral part of the teaching and learning process, rather than just a measure of student performance. In the different domain. (Adeoye, M. A., Prastikawati, E. F., & Abimbowo, Y. O. 2024).

Eroles, (2024) explores the relationship between imperialism and culture, arguing that Western culture has often been shaped by imperialist endeavors. He emphasizes the importance of understanding cultural context and the perspectives of marginalized groups but Appiah, (2006) advocates for a cosmopolitan approach to appreciating culture, emphasizing the value of engaging with diverse perspectives and recognizing our common humanity. He argues against cultural relativism and promotes a global ethic that respects cultural differences while also fostering dialogue and understanding. Appiah defines cosmopolitanism as "the idea that we have obligations to others, obligations that stretch beyond those to whom we are related by the ties of kith and kind, or even the more formal ties of a shared citizenship." In other words, cosmopolitanism asserts that individuals have moral responsibilities to all human beings, irrespective of their nationality, ethnicity, or other affiliations. Addressing Cultural Diversity and Universality he argues that while people come from diverse cultural backgrounds, there are certain universal moral principles that transcend these differences. Cosmopolitanism, according to Appiah, involves recognizing both the diversity and the commonality of human values. A significant aspect of Appiah's exploration is the relationship between identity and cosmopolitanism. He discusses how individuals negotiate their multiple identities, such as nationality, ethnicity, and religion, within the context of a cosmopolitan ethic. He advocates for a cosmopolitan identity that embraces diversity while maintaining a commitment to shared humanity.

Similarly, Butarbutar, & Vyzul, (2024) examined the impact of globalization on culture, arguing that it has led to the fragmentation and reconfiguration of cultural identities. They emphasize the importance of understanding the complexities of cultural flows in the modern world and the need for new frameworks for appreciating and engaging with diverse cultural expressions.

Again, Sharp, (2024). delves into the intricacies of non-verbal communication and how it shapes culture. By understanding the silent cues and signals embedded in different cultures, individuals can deepen their appreciation and understanding of diverse cultural norms and behaviors. The focused extensively on the role of nonverbal communication in human interactions. He argued that much of communication happens through nonverbal cues such as body language, facial expressions, and spatial relations. In addressing High-Context vs. Low-Context Cultures One of the key concepts introduced by Sharp in "The Silent Language" is the idea of high-context and low-context cultures. In high-context cultures, much of the communication is implicit, relying on context and shared understanding among individuals. In contrast, low-context cultures rely more on explicit communication and rely less on context for understanding. He emphasized the role of culture in shaping perceptions and interpretations of communication. Sharp argued that what might be considered appropriate or polite behavior in one culture could be perceived quite differently in another culture due to differences in communication norms and cultural values.

Adu-Darkwa, (2019). explores the application of discussion pedagogy in Ghanaian language classrooms and its impact on language learning. He presents a case study highlighting the effectiveness of discussion-based teaching

methods in improving students' language proficiency and engagement. The study emphasizes the importance of incorporating interactive discussions into the curriculum to foster deeper understanding and communication skills in Ghanaian languages. The study emphasized the use of discussion pedagogy as a means to enhance language learning. Discussion-based teaching methods encourage active engagement, critical thinking, and communication skills development among students. The above reviews have supportive evidence on this study they all advocating for discussion pedagogy that supported 21<sup>st</sup> century skills such as critical thinking, creativity and innovation, collaborative and communication skills as this skill rooted in the various benefits of the discussion pedagogy.

## METHODOLOGY

This study explores the significance of employing discussion pedagogy in Ghanaian language classrooms as a means to deepen students' appreciation of their culture. Ghana, with its rich cultural heritage and diverse linguistic landscape, presents a unique opportunity to integrate cultural learning into language education. Drawing upon theoretical frameworks of sociocultural theory and communicative language teaching, this study advocates for the integration of discussion-based approaches to language teaching, particularly in the context of Ghanaian languages. Qualitative method was chosen to delve deeply into the subjective experiences, attitudes, and perspectives of tutors, students and parents in this context.

It was a type of research design which specifies the nature of a given phenomenon. It determines and reports on how things look like. This design involves observing and describing the behavior or characteristics of a population, without manipulating any variables. It recognizes the natural setting as the direct or primary source of data. Purposive sampling techniques was used to elicit significant information for the analysis. The approach of the study was qualitative by nature. In all, two hundred (250) participants were observed and interviewed. The breakdown of the above were one hundred and fifty (150) tutors, fifty (50) students, and fifty (50) parents from varied environments of Berekum College of Education, Agona S.D. A College of Education, Foso College of Education, St. Teresa's College of Education - Hohoe and St. Francis College of Education - Hohoe.

The significant information for the analysis was obtained through interview, observation, and focus groups discussion. The interview protocol was designed to explore various aspects of the discussion approach and its implementation in Ghanaian Language classroom. In each of these driving instruments, the operation was based on an ethical consent. The purpose of using interview and the other tools was to obtain information directly from the respondents since they are all stakeholders in education and have some fair knowledge on the discussion pedagogy in Ghanaian Language Classroom. Ethical principles, including informed consent, confidentiality, and voluntary participation, were strictly adhered to throughout the study. Participants were provided with information about the study's purpose, procedures, and their rights before obtaining their consent to participate. Confidentiality of participants' responses was maintained through anonymization during data analysis and reporting.

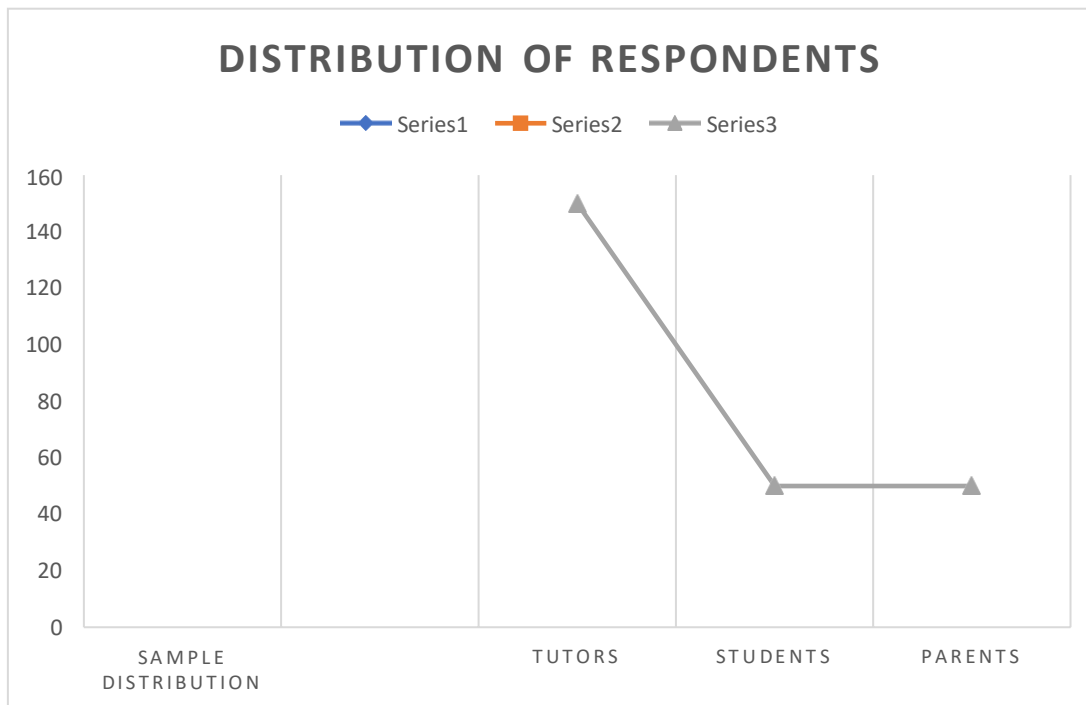
**Table 1:** Population size

Gender	Number
Male	150
Female	100
Total	250

The participants were male dominated because in the colleges the tutors were male dominated.

**Table 2:** Distribution of sample by participants and age bracket

Institution	Number of Respondents	Age Bracket
Berekum College of Education		
Agona S.D.A. College of Education		
Foso College of Education		
St. Teresa’s College of Education		
St. Francis College of Education		
Tutors	150	42 - 53 yrs
Students	50	20 - 38 yrs
Parents	50	48 - 82 yrs
Total	250	-



## DISCUSSION AND ANALYSIS

In Ghanaian classrooms, the use of discussion pedagogy holds immense potential for fostering a deeper and fuller appreciation of culture, particularly within the realm of language education. Integrating discussion-based teaching methods into language classrooms, educators can create dynamic learning environments where students not only learn the language but also gain insights into the rich tapestry of Ghanaian culture. One of the primary advantages of discussion pedagogy lies in its ability to facilitate active engagement and critical thinking among students.

Instead of passively receiving information, students are encouraged to actively participate in dialogue, express their thoughts, and articulate their perspectives. In the context of language learning, this means students have the opportunity to engage with authentic language use in meaningful ways, such as discussing cultural practices, traditions, and societal norms. This context was in line with Kpeglo, (2024) Discussion pedagogy creates more room for students to appreciate their culture.

**Table 3:** Discussion pedagogy facilitates problem solving and critical thinking.

Response	Number of Respondents	Percentage
Yes	97	39%
No	153	61%
Total	250	100%

From the table 3, the respondents who answered (Yes) to whether the discussion pedagogy can enhance or facilitate the critical thinking and problem solving as 21<sup>st</sup> century skills were ninety – seven (97) representing 39% out of two hundred and fifty (250) respondents whereas one hundred and fifty - three (153) representing 61% answered No. This means a lot of tutors in colleges of education and students as well as parents were unaware of the benefit of the discussion pedagogy.

Discussion pedagogy provide a platform for students to explore cultural nuances embedded within language. Ghanaian languages, like many others, are deeply intertwined with cultural heritage, history, and identity. Through discussions, students can dissect idiomatic expressions, explore the historical contexts behind certain words or phrases, and gain a deeper understanding of the cultural significance attached to language use. Discussion-based pedagogy promotes collaborative learning and peer interaction, which are essential components of language acquisition. Engaging in conversations with their peers, students not only practice speaking and listening skills but also learn from each other's experiences and perspectives. This collaborative learning approach mirrors the communal nature of many aspects of Ghanaian culture, where knowledge is often shared within tight-knit communities.

**Table 4:** Discussion pedagogy facilitates collaboration and communication skills

Response	Number of Respondents	Percentage
YES	213	85%
NO	37	15%
Total	250	100%

From the table 4, the respondents who answered (Yes) to whether the discussion pedagogy can enhance collaboration and communication skills as 21<sup>st</sup> century skills were two hundred and thirteen (213) representing 85% out of two hundred and fifty (250) whereas thirty – seven (37) representing 15% answered No. This means, discussion pedagogy provides a platform for students to critically examine societal issues and cultural practices within the Ghanaian context some of the cultural practices that are in the curriculum in the Ghanaian Language Classroom were; puberty rites, marriage rites, enstoolments and many others. Language classrooms can serve as spaces for discussing topics such as traditional values, gender roles, or contemporary social issues, allowing



students to develop a deeper awareness of the complexities inherent in their own culture. It's essential to recognize the importance of creating inclusive discussion environments that respect diverse perspectives and experiences. In a culturally diverse country like Ghana, classrooms may comprise students from various ethnic, linguistic, and socio-economic backgrounds. Therefore, educators must foster an environment where all students feel valued and encouraged to contribute to discussions, regardless of their cultural or linguistic backgrounds. The use of discussion pedagogy in Ghanaian language classrooms offers a powerful means of appreciating and preserving Ghanaian culture. By encouraging active engagement, critical thinking, and collaborative learning, educators can help students develop a deeper understanding of the cultural nuances embedded within language while also fostering a sense of pride and appreciation for their cultural heritage. As stated by (Adu-Marfo, A. O., Kwapong, O. A. T. F., Oheneba-Sakyi, Y., & Miller-Young, J. (2024).

This was instructional approach that emphasizes student engagement through dialogue, debate, and critical thinking. In the context of the Ghanaian language classroom, it implies moving away from traditional lecture-based teaching methods towards more interactive and participatory approaches. Specifies the setting in which the discussion pedagogy is being applied. Ghana is a culturally diverse country with over 80 languages spoken, including Akan, Ewe, Ga, and many others. Focusing on Ghanaian languages in the classroom highlights the importance of preserving and promoting indigenous languages and cultures.

The goal of employing discussion pedagogy in this context is to foster a deeper appreciation and understanding of Ghanaian culture among students. This involves not only language proficiency but also cultural competency, including knowledge of traditions, values, norms, and historical contexts. Encouraging active participation and dialogue, discussion pedagogy can enhance language acquisition, critical thinking skills, communication abilities, and cultural awareness. It allows students to explore diverse perspectives, share personal experiences, and engage with authentic cultural materials. Through interactive dialogues, students engage with authentic materials, folklore, and idiomatic expressions, thereby gaining insights into the unique essence of Ghanaian culture. Discussion-based learning cultivates critical thinking, communication skills, and empathy among students. By actively participating in discussions, learners not only refine their language proficiency but also develop a deeper sense of cultural empathy and understanding. They learn to appreciate diverse perspectives, challenge preconceptions, and celebrate the richness of Ghanaian heritage.

Implementing discussion pedagogy effectively in the Ghanaian language classroom may face challenges such as limited resources, large class sizes, linguistic diversity among students, and the need for teacher training and support. It's crucial to address these challenges through appropriate curriculum design, instructional techniques, and ongoing professional development. While promoting discussion and exploration of Ghanaian culture, it's essential to approach the subject with sensitivity, respect, and inclusivity. Teachers should be mindful of diverse student backgrounds, beliefs, and experiences, creating a supportive and inclusive learning environment. Discussion pedagogy should be integrated strategically into the curriculum, aligning with learning objectives, language proficiency standards, and cultural competence goals. It can complement other instructional methods such as storytelling, role-playing, project-based learning, and technology-enhanced activities. (Adu-Darkwa, K., 2019).

### **Practical Strategies**

1. Incorporate authentic Ghanaian texts, such as folktales, proverbs, and traditional songs, to stimulate discussion and provide cultural context.
2. Begin with structured discussions where the teacher poses guiding questions, gradually transitioning to more open-ended discussions as students become more proficient.
3. Divide students into small groups to facilitate more active participation and foster collaboration. This also allows for differentiated instruction to meet individual learning needs.
4. Encourage students to role-play scenarios from Ghanaian culture, such as traditional ceremonies or community events, to deepen their understanding and appreciation.

5. Use multimedia resources, such as videos or online forums, to expose students to diverse perspectives and enhance engagement.
6. Pose thought-provoking questions that encourage students to critically analyze cultural practices and societal norms, fostering a deeper understanding of their cultural heritage.
7. Assess students' ability to actively participate in discussions, listen to their peers, articulate their ideas clearly, and respectfully engage with differing viewpoints.

## Challenges

Access to authentic Ghanaian materials and resources may be limited, requiring teachers to be creative in sourcing culturally relevant materials. Students may struggle with the language proficiency required for engaging in meaningful discussions, particularly if they are learning a Ghanaian language as a second language. Discussions about culture may evoke strong emotions or discomfort, particularly if students hold differing beliefs or perspectives. Teachers must create a supportive and inclusive environment where all viewpoints are respected. Incorporating discussion-based approaches may require more time than traditional teaching methods, posing challenges within a curriculum that is already packed. Teachers may require training and support in facilitating discussions effectively, including strategies for managing group dynamics and promoting active participation. Assessing students' participation in discussions can be subjective and challenging. Teachers may need to develop clear criteria and rubrics for evaluating students' contributions. Some parents may prioritize traditional teaching methods over discussion-based approaches, posing challenges in gaining parental support and acceptance. This study was grounded that, despite these challenges, implementing discussion-based approaches in Ghanaian language classrooms can enrich students' cultural understanding, language proficiency, and critical thinking skills, ultimately fostering a deeper appreciation for Ghanaian culture.

## Benefits of discussion pedagogy

Discussion pedagogy encourages active participation from students. Through discussions, students are actively involved in sharing their perspectives, experiences, and cultural backgrounds. This active engagement promotes a deeper understanding of cultural nuances and fosters empathy and respect for diverse perspectives. In a discussion-based classroom, students have the opportunity to exchange ideas and experiences related to the topic being discussed. This exchange allows students to learn from each other's cultural backgrounds, traditions, and practices, thereby broadening their understanding of different cultures within Ghana and beyond.

Discussion pedagogy promotes critical thinking skills by encouraging students to analyze and evaluate different viewpoints. When discussing cultural topics, students are prompted to critically examine their own beliefs and biases, as well as those of their peers. This critical inquiry fosters a more nuanced understanding of cultural issues and helps students develop the ability to navigate cultural differences thoughtfully. Engaging in discussions provides students with opportunities to practice their language skills in a meaningful context. By discussing cultural topics in the target language, students not only improve their language proficiency but also gain cultural insights that enrich their language learning experience. Through guided discussions, students learn to communicate respectfully and sensitively across cultural differences. Teachers can facilitate discussions that promote cultural awareness and encourage students to consider the perspectives of others. This cultivates a classroom environment that values diversity and fosters mutual respect among students from different cultural backgrounds.

Discussion pedagogy allows students to explore how cultural concepts manifest in real-world contexts. By discussing current events, cultural practices, and societal issues, students can connect theoretical knowledge to practical applications. This application-oriented approach enhances students' understanding of cultural phenomena and prepares them to navigate cultural complexities in their personal and professional lives. Discussions create a sense of community within the classroom, where students feel comfortable sharing their thoughts and experiences. This sense of belonging promotes open communication and collaboration, fostering a

supportive learning environment conducive to cultural exploration and understanding.

## FINDINGS

Per the discussion and analysis eight grounded findings were emerge. Discussion pedagogy proves effective in fostering a deeper understanding and appreciation of Ghanaian culture among students. By engaging in discussions about various cultural topics such as language, traditions, values, and norms, students are able to relate the content directly to their own experiences and heritage. Discussion-based teaching methods encourage active participation from students. In Ghanaian language classrooms, where cultural nuances are significant, students are more likely to engage in meaningful dialogue when given the opportunity to express their thoughts, share personal experiences, and ask questions. Discussion pedagogy promotes critical thinking skills among students. Through open-ended questions and group discussions, students are challenged to analyze cultural concepts from multiple perspectives, evaluate their own beliefs and biases, and draw connections between the material and their everyday lives. Utilizing discussion-based approaches enhances language proficiency in Ghanaian languages. By actively engaging in conversations, students have the opportunity to practice speaking, listening, and comprehension skills in a contextualized and authentic manner, leading to improved fluency and communicative competence. Discussion pedagogy contributes to the development of students' cultural identity. By exploring Ghanaian cultural themes in the language classroom, students develop a stronger sense of belonging and pride in their cultural heritage, which can positively impact their self-esteem and sense of community. Effective facilitation by teachers is crucial for the success of discussion-based learning. Teachers play a central role in guiding discussions, encouraging participation, providing feedback, and creating a supportive learning environment where students feel comfortable expressing their opinions and perspectives. Incorporating technology into discussion pedagogy can further enhance learning outcomes. Platforms such as online forums, multimedia presentations, and virtual reality simulations provide additional resources for exploring Ghanaian culture in dynamic and interactive ways, appealing to diverse learning styles and preferences. Traditional assessment methods may not fully capture the benefits of discussion-based learning. Alternative assessment strategies, such as portfolios, reflective journals, and peer evaluations, offer more comprehensive ways of evaluating students' understanding of Ghanaian culture and their ability to engage in meaningful dialogue.

## CONCLUSION

In conclusion, the integration of discussion pedagogy in Ghanaian language classrooms emerges as a paramount approach for fostering deeper and fuller enhancement of 21<sup>st</sup> century skill in teaching and learning. By engaging students in interactive discourse, this method not only enhances language proficiency but also cultivates a profound understanding and respect for Ghanaian traditions, values, and identity. Embracing discussion pedagogy thus stands as a pivotal step towards nurturing a generation that cherishes and preserves our cultural with the support of 21<sup>st</sup> century skill acquires as legacy for generations to come.

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