



KOMENDA COLLEGE OF EDUCATION

DEPARTMENT: LANGUAGES

UNIT: GHANAIAN LANGUAGE

# EBS 330: Ghanaian Language as a Medium of Instruction 3 Credits

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**Instructional Resources:** LCD Projector, Laptop/Smartphone

# COURSE DESCRIPTION

The objective of this course is to introduce pre-service teachers to techniques and skills of using the mother tongue-based bilingual medium of instruction (MTB-BMoI) in the early years of schooling in Ghana. It focuses on equipping students with the knowledge of the rationale for language policies in education and their effects on learning especially young learners. It exposes students to bilingual education and its types, the theoretical principles that support MTB-BMoI in multilingual societies, and different research works on mother tongue based bilingual education around the world and their connection to the Ghanaian situation. Students will be equipped with the appropriate transitional strategies and skills, the integration of these skills to ensuring learners success in the target language as well as selection of appropriate reading materials for classroom instruction.

Students will be equipped with the knowledge and skills on how to improvise bilingual teaching and learning materials for effective instruction. As a result, students will be given bilingual creative writing projects which will be submitted at the end of the semester. The delivery strategies would equip students with the knowledge and skills to ensure the success of all learners by considering inclusivity, equity, gender, etc. in their instruction. Students will be required to bring on board their personal experiences related to topics for discussions. Assessment will be done through quizzes, assignments and examination. The course is designed to meet the following NTS and NTECF requirements (NTS 1a, 1b, 1c, 1e, 1f, 1g: 13; NTS 2a, 2b, 2c, 2d, 2e, 2f: p.14; NTS 3a, 3c, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3o: 15; NTECF bullets 1, 2, 3, 4, 5, 6, 8, 9, 10, 11: 23 and bullets 1, 2, 3, 4, 6, 7, 10, 11: 42).

# LEARNING OUTCOMES

On successful completion of the course the student will be able to:

**CLO 1**: Demonstrate clear understanding of language policy and its associated key concepts (NTS 1b, 1f, 1g: p.13; NTS 2a, 2b, 2e, 2f: 14; NTS 3c, 3f, 3h, 2i, 3j: 15; and (NTECF bullets 2, 4: 42).

**CLO 2:** Demonstrate knowledge and understanding of bilingual education and its modes as well as medium of instruction, its types and their respective relevance (NTS 1a, 1b, 1f, 1g: 13; NTS 2a, 2b, 2c, 2e: 14; NTS 3a, 3c, 3e, 3g, 3h, 3i, 3j, 3k: 15; NTECF bullets 3, 5: 23 and bullets 3, 4: 42).

**CLO 3:** Have clear understanding theoretical constructs that support the use of MTB-BMoI in the

early years of schooling in multilingual societies and the historical overview of the language policies since the advent of formal education in Ghana (NTS 1a, 1b, 1c, 1e, 1f, 1g: p.13; NTS 2a, 2b, 2c, 2d, 2e, 2f: 14; NTS 3a, 3c, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3o: 15; NTECF bullets 3, 4, 5, 6: 23 and bullets 2, 3, 4, 5, 10: p.42).

**CLO 4** Demonstrate the knowledge and understanding effective strategies for teaching languages and justify why the Ghanaian language should be used as a resource in the teaching and learning of other subjects in Ghanaian Basic Schools. (NTS 1a, 1b, 1c, 1e, 1f, 1g: 13; NTS 2a, 2b, 2c, 2d, 2e, 2f: 14; NTS 3a, 3c, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3o: 15; NTECF bullets 1, 2, 3, 4, 5, 6, 8, 9: 23 and bullets 1, 2, 3, 4, 6, 7, 10, 11: 42).

# COURSE INDICATORS

At the end of the course, students should be able to:

1.1 Explain language policy and the key concepts (Terminologies) that are connected to it.

1.2 Identify and explain the classification of Language

1.3 Discover and explain the categories and types of Language Policy

1.4 Explain the theoretical orientations that could inform language policy and their respective effect of the learners

1.5 Research and discuss children’s right to heritage language

1.6 Identify and explain factors that could affect language policy implementation

1.7 Discuss the importance of appropriate language policy of education

1.8 Identify and discuss the modes of stakeholder participation in language policy

2.1 Explain the meaning of Bilingual Education

2.2 Discover and explain the models of bilingualism education and tell the type that is appropriate for Ghana with justification

2.3 Investigate and explain the meaning and types of medium of instruction

2.4 Explain the relevance of the use of MTB-BMoI in educating multilingual learners

2.5 Explain with justification why Mother Tongue MoI is the best Education medium of interaction

2.6 Discuss the negative effects of denying young learners’ L1 in education

3.1 Explain some theoretical constructs that support the use of MTB-BMoI in multilingual Nations

3.2 Explain and apply effective language building activities that promote learners’ acquisition of the BICS and CALP of the L2

3.3 Identify and discuss the Benefits of MTB-BMoI in Multilingual Societies

3.4 Research and discuss the use of MTB-BMoI and its implications on literacy acquisition around the world

4.1 Research and discuss the historical overview of language policies since the onset of formal education to date

4.2 Explain the importance of using MTB-BMoI in the lower primary

5.1 Identify and explain some of the current MTB-BMoI interventions in Ghana and their roles in enhancing early literacy acquisition

5.2 Demonstrate effective use of the available MTB-BMoI intervention materials

5.2 Identify problems that militate against MTB-BMoI and practical ways to solving them

6.1 Demonstrate appropriate knowledge, techniques, and skills of using MTB-BMoI at the Early Childhood Education

6.2 Discuss and apply appropriate transitional strategies that foster MTB-BMoI to English as MoI

6.3 Demonstrate the knowledge and skills of selecting and preparing appropriate reading materials for classroom instruction

6.4 Produce a bilingual book that could be used at the Primary level of education in Ghana

# MODE OF DELIVERY/TEACHING AND LEARNING STRATEGIES

**Online**: Zoom/Google Meet, Discussion Forum, Chat, etc.

**Face to Face**: Lectures, Individual, Pair and Small Group Presentation

# COURSE EXPECTATIONS

Every student will be required to set up his/her goals for the semester and suggest steps he/she will take to achieve these goals. There will be on-going evaluation. Class participation is very crucial in this course. S*tudents are expected to be regular and punctual in class, fully prepared for the day’s work.*

# NORMS

Respect for diversity, Teamwork and Co-operation since there is a great diversity among the students in this professional course and learning community. These values are essential and must be cherished for holistic outcome.

**COURSE OUTLINE**

# UNIT CONTENT ASSIGNMENT/QUIZZES

## 1. Key Concepts of Language Policy

* Meaning of Language Policy
* Explanation of Key Terminologies
* Classification of Language
* Categories and Types of Language Policy
* Theoretical Orientations that Inform Language Policy
* Children’s Right to Heritage language
* Factors That Could Affect Language Policy Implementation
* Importance of Appropriate Language Policy of Education
* Modes of Stakeholder Participation in Language Policy

## Discussion on Bilingual Book Writing

### 2. Bilingual Education

* Meaning of Bilingual Education Selection of Bilingual
* Models of Bilingualism Book Writing Topic
* Meaning and Types of Medium of Instruction
* Importance of MTB-BMoI
* Why Mother Tongue Education?
* Negative effects of denying young learners’ L1 in education

### 3. Theoretical Principles That Support MTB-BMoI

* Theoretical Constructs that Support MTB-BMoI Assignment 1
* Language-Building Activities to Enrich BICS and CALP
* Benefits of MTB-BMoI in Multilingual Societies
* Use of MTB-BMoI and its Implications on Literacy

Acquisition in other African Countries

* Use of Bilingual MoI and its Implications on Literacy

Acquisition of Immigrant children in Former Monoligual Nations

### 4. Historical Overview of Language Policies in Ghana

* Language Policy Used During the Pre-Colonial Era **Quiz 1**
* Language Policy Used by the Early Missionaries
* Language Policy Used During the Pre-Independence Era
* Language Policy Used During the Post-Independence Era

### 5. Some MTB-BMoI Interventions in Ghana

* NALAP
* SABRE
* LEARNING Assignment 2
* Problems militating against MTB-BMoI Interventions Implementation
* Effective Use of the Available MTB-BMoI Intervention Materials
* Other Relevant Information on Language Policy in Ghana

### 6. Strategies for Smooth Transition to English-Only MoI

* Translanguaging
* Signs and its Types
* Labelling and its Types
* Selection and Preparation of Appropriate Reading **Quiz 2** Materials for Instruction
* Effective Instructional Strategies for the Implementation of MTB-BMoI **Submission of Bilingual Book**
* Effective Instructional Strategies for Promoting Extensive Reading

7. Revision & End of Semester Examination

# ASSESSMENT

**Component 1**: Formative Assessment (Individual & Group Assignments and Quiz 1)

*Summary of Assessment Method*

*Class Participation*: Regularity & punctuality, Active participation in discussions (Individual & Group assignments, Seminars), etc.

*Assignments*: The assignments will assess critical thinking, creative and innovative problemsolving skills.

*Quiz 1* (Zonal -Assessing CLOs 1 & 2)

## Weighting 20%

**Component 2**: Formative Assessment (Individual & Group Assignments and Quiz 2)

*Summary of Assessment Method*

*Class Participation*: Students must attend all lectures and must be punctual too. Each student is expected to participate actively in class discussions and assignments.

*Assignments*: The assignments will assess critical thinking, creative and innovative problemsolving skills.

*Book Project*: Bilingual Book

*Quiz 2*: (CLOs 3 & 4)

## Weighting 20% Total Formative Assessment 40%

**Component 3**: Summative Assessment (End of Semester Examinations and Formative

Assessment Grades)

*Summary of Assessment Methods*

*End of Semester Examination*: An end of semester examination that encapsulates CLOs 1-4 that assess the development of core skills such as knowledge application, personal and professional development. The examination will adopt varied approaches (multiple choice items, short response items and essay items). Students are expected to demonstration critical thinking, creative and innovative problem-solving skills in their responses/feedback.

## Weighting 60%

**READING LIST (CORE)**

Andoh, Kumi K, (2000). The *Teaching of Ghanaian Language*, CRICILE

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. (5th ed.). Bristol: Multilingual Matters.

Barac, R., & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child development*, *83*(2), 413422.

Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, & Cognition* (pp. 5689). Cambridge, UK: Cambridge University Press.

Bialystok, E., Craik, F. I. M., & Freedman, M. (2010). Delaying the onset of Alzheimer disease:

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Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development:

students’ perceptions, *Language Matters*, *47*(2), 203-222. DOI:10.1080/10228195.2016.1153135

Cenoz, J., & Gorter, D. (2017b). Translanguaging as a pedagogical tool in multilingual education. In J. Cenoz & D. Gorter (Eds.), *Language awareness and multilingualism:*

*Encyclopedia of language and education*. New York, NY: Springer.

Center for Applied Linguistics. (2004). *Educating Learners in their home languages.* Washington DC.

Corson, D. (1999). Language Policy in Schools: A Resource for Teachers and Administrators. Mahwah, NJ: Lawrence Erlbaum Associates

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In

B. Street & N. H. Hornberger (Eds.), *Encyclopedia of language and education*: Vol. 2. Literacy (2nd ed.) (pp. 71-83). New York: Springer Science + Business Media LLC.

Dzamesi K.A. (1988). Language policy and the language controversy in Ghana. *Research Review NS 4.2*

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In:

A. Mohanty, M. Panda, R. Phillipson & T. Skutnabb-Kangas (eds.). *Multilingual*  *education for social justice:Globalising the local*, (pp.128-145.) New Delhi: Orient Blackswan.

Klaas, A. & Trudell, B. (2011). Effective literacy programmes and independent reading in African contexts. *Language Matters*, *42*, 22-38. DOI: 10.1080/10228195.2011.569739

**Additional Reading List**

Ferguson, G. (2006). *Language Planning and Education*. Edinburg: Edinburg University Press.

Benson, C. (2004c). *The importance of mother tongue-based schooling for educational quality.*

Background paper for EFA Global Monitoring Report 2005. Paris: UNESCO.

Bialystok, E, Craik, F. I. M. & Luk, G. (2012). Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences, 16*(4), 240-250.

Brock-Utne, B. (2010). Research and policy on the language of instruction issue in Africa.

*International Journal of Educational Development*, *30*(6), 636-645.

Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices-Nuevas Voces- Guide to cultural & linguistic diversity in early childhood*. Baltimore: Paul H Brookes Publishing.

Dutcher, N. (2004). *Expanding Educational Opportunity in Linguistically diverse Societies*. (2nd ed.) Washington DC: Center for Applied Linguistics.

Fafunwa, A. B., Macauley, J. I. & Sokoya Funnso, J. A. (eds). (1989) *Education in Mother Tongue:*

*The Ife Primary Education research Project*. Ibadan University Press Ltd.

Kraft, R. J. (2003). *Primary schools in Ghana: A report to USAID*. Accra: USAID/Ghana Ministry of Education.