ST TERESA'S COLLEGE OF EDUCATION, HOHOE

YEAR THREE SEMESTER ONE.

EBS 330:THE USE OF THE GHANAIAN LANGUAGES AS A MEDIUM OF INSTRUCTION

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Definition of concepts and terms

- *Langauge:*

- *Language Policy:*

A legal backing given to a language to be used for a particular function.

It is the official legislation or policy from government to determine how languages are used for specific functions in the country.

- *Educational Language Policy* is the legislative or policy acceptance of a language to be used for the purposes of teaching and learning.

Definition of concepts and terms

- **Language of Instruction:**

A language that has been accepted through legislation, policy or norm to be used for teaching and learning. It is the language accepted to be used to teach in schools.

- The LoI in a country may vary according to grade levels in the educational institutions.

First Language L1

- The language a child is first introduced to in their life. It is the language a child can fluently speak from childhood.
- It is also called Mother tongue, Heritage Language, Indigenous language, Home language, Primary language, Native Language.
- It is not necessarily the language one's parents speak.

Eg; *a child whose parents are Ewes can have her L1 to e Hausa because she was born into a Hausa community. And she interacted mostly with Hausa peers and picked the Hausa better and faster than the Ewe.*

Second Language L2

- A language which is not a person's native language but learned in addition to the one's L1.
- It is a foreign language leaned consciously in addition to one's native language.
- It is usually learned for a purpose mostly in schools. It is also called Target Language.

- In Ghana, our one can have many L2 including English, French, German etc.

Importance of Language Policy for the Pre=service teacher.

- To create the awareness in the pre-service teacher about the existence of language policy in the country.
- To identify and select the appropriate language for teaching the relevant grade learner.
- The use of the appropriate LoI to teach prepares learners with solid foundational skills for life long learning.
- It also informs stakeholder collaboration in the schools. (use of resource persons)

- A language identified by legislation to be the language for a country.
- It is the language that a country is identified with.
- A large population or all citizens speak the national language.
- Botswana has Setswana as National language and Tanzania has Swahili as National language. Ghana has no NL.
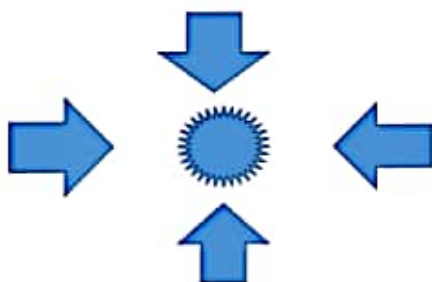
Official Language: A language that has the legal status for use in state administration and other official functions. (legislation, education, government business). It is also called *State language. Eg;* English for Ghana.

- Citizens are not obligated to use the OL for daily interactions.

International Language: A language spoken by different countries. English, French, Portuguese etc. as examples in Africa. They may be called in Africa as colonial languages.

Interactive

Questions and contributions.

Categories/types of language policy

Official Language Policy:

- A situation by which a country gives a legal backing to a language to be used for government administration, business and education.
- It is *de jure* in nature, that it is backed by law. It is also called **Overt/Explicit** language policy. Its evidence is what we currently have.

Unofficial Language Policy:

- A situation where a language has no legal recognition but is being used for official purposes such as in education.
- It is *de facto,* to mean it is only accepted by the people. Also called Covert/Implicit language policy. Eg, during the English only policy era, some schools used the GHL to teach in the early grade classrooms.
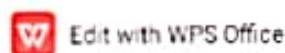
Factors affecting LP Implementation

• **Lack of Political will**

Governments' reluctance in giving full legal support to the LP in education. They play leap services to the LP over the years. It affect, monitoring and supervision of the implementation strategies. No/little support for material production, review and training of teachers.

• **Language preference of Education stakeholders:**

Key stakeholder including parents, students, teachers and educational administrators prefer using the L2 to the L1 at the early stages. They usually fail to validate the bilingual LP in education hence work to thwart its enforcement (Bronteng et al., 2019). Most stakeholder associate education of their wards to success, prestige, civil service employment etc. but failing to check on the language in which same children are taught.

# Factors affecting LP Implementation

Inadequate public education:

• Governments fail to educate the public on existing LP and its prospects. The public is hence not aware of the existing LP or any change or review.

Influence of Donor Agencies:

• Countries that support education may require the use of a particular LP as a condition. This would mandate the receiving nation to review her LP to qualify to access the support funding.

The National Language Factor

• The existence of a NL fosters strong LP. The absence of a NL in Ghana heavily affects the LP planning and implementation.
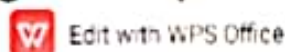
ECE 313: Ghanaian Language as MoI

Unit 3

HISTORICAL OVERVIEW OF LP IN GHANA

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Today at a Glance

- Recap of last week's discussions
- Historical Overview of Educational Language Policies in Ghana

Historical Overview of MoI in Ghana

- **Religious Bodies**
- **Colonial Era**
- **Post Independence Era**

Religious Bodies

MoI of the Religious Bodies

- It did not take long for the religious bodies or the missionaries to realize the relevance of the MTB-BMoI in their churches and their schools.
- Almost all the Ghanaian languages were reduced to writing by the missionaries (Asante Twi was developed by natives).
- Almost all mission schools had an open policy of using the L1 as media of instruction.

MoI of the Religious Bodies Cont'd

- **Catholic Mission:** First missionaries to the Gold Coast (1529-Elmina) but couldn't stay for long.
  - Returned in 1880 and settled in the Northern part of Volta.
  - By then other missionaries had come to the southern part of the country and had reduced some of the languages spoken in the catchment areas into writing
  - The Catholic missionaries also reduced some of the languages in their catchment areas into writing (Lelemi, Eroe, Lekpe, Kasem, Dagaare, Dagbani, & Nzema)
  - They used these local languages as MoI in their churches and schools.
  - This brought a great positive change in their work

The Basel/Presbyterian Mission

- Arrived in 1832
- Though the 4 missionaries died, they were not discouraged.
- Settled in the Ga and Akuapem areas.
- Reduced Ga Adangbe and Akuapem Twi into writing
- They campaigned strongly for L1 MoI in all primary schools and English MoI in middle schools.

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- Despite the sabotage for Rev. Sunter (1st Inspector of schools), they continued the L1 MoI in their primary schools.
- By 1928, L1 became the MoI in all infant (Lower Primary) in the entire nation.
- This fostered early literacy acquisition in schools.

The Wesleyan/Methodist Mission

- The first grammar of Akan was written in 1764 by Protten after which no serious attention was given to it until the advent of the Wesleyans.
- Arrived in 1835
- They used L2 as MoI for **43 years** before developing the Fante (Mfantse) language with the help of their sister mission Basel (*The Wesleyans initially asserted that the English language as a heavenly sent medium of religion and civilization*).
- They translated the bible into the Fante and wrote books and other literature in the language based on the existing Akuapem Twi language.
- This help tremendously in both their churches and school

The Bremen/EP Mission

- Arrived in the Gold Coast (Cape Coast) in 1847
- Left for Peki in the Eweland at the invitation of Togbe Kojo Dei (the then chief of Peki)
- Moved to Keta due to ill health
- They invited Rev. Bernhard Schloghel (a gifted linguist) to help reduce the Ewe language into writing in 1854.

- Within **5 years**, they were able to produce books and other literature as well as translated bible into the Ewe language
- Used the Ewe language in the churches and schools
- Promoted the study of Ewe language in some universities in Germany

Effects of the Mission Schools' MoI on Education

- It enhanced early literacy acquisition in both L1 and L2
- It improved teaching and learning (it brought about great progress in learning because learners easily understood concepts taught)
- Products from such schools were bilinguals and biliterates
- Most of the L1 reduced into writing by the missionaries became subjects of study in higher levels of education (Some were even studied abroad e.g. Akan & Ewe)
- Books (literature) were produced in those languages
- Ghanaian language served as a criterion for certification in the then Teacher Training Colleges (Colleges of Education)

- **Note:** The MoI the religious bodies used was similar to the current policy Ghana is using (bilingual MoI where a familiar local language is used for beginning instruction while the English is subject of study before the switch to EMoI).

Colonial Era

Colonial Government: 1920-1950

- Until 1920, the MoI in the public schools was EMoI.
- During this era schools and bodies that did not comply with the EMoI directives were denied grants.
- When Governor Gordon Guggisberg came into power in 1919, he set up an educational committee (*Educationist Committee*) to investigate past education efforts-their successes and failures
- The committee came out with 52 recommendations and 53 suggestions
- Regarding MoI, the committee recommended L1 MoI in the primary schools while the English language became a subject of study
- Special publication committee was set up for the publication of Ghanaian language textbooks

Colonial Government: 1920-1950 Cont'd

- Based on the committee's report, Guggisberg came out with 16 principles on Education of which the 12th was: "While English Education must be given, it must be based **SOLIDLY** on the local language"
- This brought about the passing of the Education Ordinance of 1925
- L1 MoI became compulsory at least at the lower primary school. This ordinance was in force until 1950

The Phelps Stokes Commission-1920

- Phelps Stokes commission funded by Phelps Stokes fund was set up in 1920
- The commission toured West Africa and noted that schools in the colony were out of touch with their communities
- They recommended that "...tribal languages (Native languages)" should be used in the lower elementary
- In schools that have linguistic differentiation, a Lingua Franca should be in the middle forms.
- The language of the European nation should begin in the upper standard only (Jones & Jesse, 1922)
- Though they faced opposition, permanent Advisory Committee in Native Education in the African colonies to liaise between the religious bodies and the government was set up

Effects

- L1 MoI in the first 3 years of the infants schools was compulsory in both government and mission schools (It was a national policy-Education favoured the use of Local languages as MoI due to the legal backing it had in 1925)
- It increased enrolment in schools
- Teaching and learning became pleasant for learners
- L1 was offered as a subject of study in the University of London Matriculation Examination
- L1 was a subject of study in the entire educational system in the colony: primary, middle, secondary, & teacher training colleges
- L1 was accepted into the O' Level system that was examined abroad.
- L1 became a criteria for certification in the teacher training colleges and for promotion in the teaching profession
- Both the L1 and L2 (English) were accorded their rightful and respectable places in the educational system
- Learners progressed tremendously in their academic pursuits

Post Independence Era

Convention Peoples Party (CPP)

- The party that governed Ghana after its independence
- Some sections of the Educated Ghanaians thought the language used in the colonial era was a deliberate attempt to give *inferior education* to the natives.
- This led to the review of the 1925 Ordinance that promoted the L1 MoI.
- Even though the different committees and commissions were set up during this era recommended L1 MoI , especially at the early years of schooling, EMoI was used in Ghanaian schools.
- The periods for L1 instruction in schools were reduced for the teaching of the English language.
- In the Experimental schools, L1 was taught once a week.
- Ironically, this regime encouraged the Mass Education campaign where illiterate adults were educated using the L1 MoI
- This very regime that was advocating Africanism, African personality (African Liberation), and/or the independence of the Black Race, disregarded its local languages which is the main identity marker and preferred foreign language (L2) in its education

Committees Set Up Under CPP

- **The Barnard Committee:**
- This 4 member committee was set up in 1956
- Members were:
  - Mr. Geoffrey Barnard (Chairman-Lecturer at the English Dept. of the University of London-Institute of Education)
  - Mr. J. T. N. Yankah (Retired headteacher)
  - Mr. S. H. Amissah (Principal of Wesley College-Kumasi)
  - Rev. E. A. Asamoah (Vice Principal of Akropong Teacher Training College)
  - The committee was task *to consider whether the use of*

- The committee was task *to consider whether the use of EMoI for the entire educational system was feasible, intrinsically sound and educationally desirable and if so, what procedure should be adopted*

The Barnard Committee Cont'd

- The committee had disagreement on their findings therefore, two reports were presented:
- Majority Report (Mr. Geoffrey Barnard, Mr. S. H. Amissah, Rev. E. A. Asamoah) recommended that L1 MoI should be used at least in the first 3 years of education
- Minority Report (Mr. J. T. N. Yankah) recommended that EMoI should be used from the onset of education. He supported his findings with the quote below:

It is pointless to teach any of the vernacular languages as a subject in schools, for such insufficient and uncultivated local dialects can never become feasible as to assimilate readily new words and to expand their vocabularies to meet new situations, some of these dialects beside not being yet properly standardized have only lately been reduced to writing and their absence of literature discredit them and the use of any of them as medium of expression

- The government accepted the minority report because he was in favour of it.

Convention Peoples Party (CPP) Cont'd

- **The Bannerman Committee (1963):** This committee was set up to review the pre-university education. After thorough investigation, the committee recommended a prominent place for the Ghanaian language (**GL**) in the basic school system. Again, this recommendation was not accepted because it not suit the then government.

Effects

- The requirements of a credit in the **GL** at the 'O' level before entering the training college was abandoned.
- The neglect of the **GL** in favour of English brought about low level of literacy and proficiency
- The teaching of **GL** on the middle school was no longer enforced. Periods allocated for **GLs** on the time table were used for other subjects. In school where **GLs** were still being taught the number of periods was reduced in favour of English.
- In the teacher training colleges, **GL** ceased to count towards certification.
- Parents were encouraged to speak English with their children at home at the expense of **GL**.
- This brought about the influx of International schools where L2 instruction begun as early as kindergarten to the neglect of the **GLs**

National Liberation Council (NLC)

- **NLC (1966-1969)**
- Set up Educational Review Committee chaired by Prof. Alex Kwapong (*The then VC of University of Ghana, Legon*)
- They recommended that L1 be used as MoI for the first 3yrs of primary and the use of L2 MoI from P4 upwards.
- L1 should be a subject of study in the upper levels.
- The change to EMoI may begin earlier than the fourth year (especially in the urban areas)
- Every child should learn one modern language in addition to the L1.

National Liberation Council (NLC) Cont'd

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- The government proposed that the L1 be used as

- The recommendation for the L1 was not wholly accepted by the government
- The government proposed that the L1 be used as MoI in just the first and then change to EMoI.
- In cosmopolitan areas, English may be used as the MoI from the onset of education.

Effects

- The L1 was disregarded. Some schools even banned its usage.
- It was during this era that **GL** teachers organized a conference to help them put their grievances before the government but their resolutions were ignored.

Progress Party (PP)

- The Ministry of Education revisited the recommendation of the L1 made by the Kwapong committee and made it a policy (1970).
- In addition, every child was to learn an approved second **GL** (*Akan, Ewe, Nzema & Ga*) from the beginning of 1971.
- This policy was made compulsory in both the public and private schools.

- This policy was made compulsory in both the public and private schools.
- Regional and District Education directors were empowered to ensure its success.
- Teachers were posted to places where they could competently use and teach the approved **GL**

Progress Party (PP) Cont'd

The Minister for Education made the following announcements on the use of **GLs** in education:

- The teaching of **GL** was to be made compulsory in the Teacher Training Colleges and that it will be examined externally for certification.
- The University of Cape Coast (UCC) was to introduce an undergraduate course in **GL**
- The **GL** was to be a compulsory subject in the lower forms in secondary schools.
- The **GL** would be considered for Sixth form admission

Effects

- The policy did not see the light of day as the regime was toppled in a coup d'état in 1972

National Redemption Council/Supreme Military Council (NRC/SMC)

- Came to power through a coup d'état in 1972
- A year later, they adopted the existing LP and improved on it as follows:
- The established the school of GLs at Ajumako in 1973
- GL was accepted as an "A" level subject at GES
- GL was accepted as an undergraduate course at UCC in 1974
- A sub-committee was set up within the National Advisory Committee on curriculum to prepare curricula in GLs
- The position of GL Organizer was established and made substantive

NRC/SMC Cont'd

- Manuscripts in GLs were collected by the government and sent to Hong Kong for printing
- The regime set up the Dzobo Committee chaired by Noah Komla Dzobo)
- The Dzobo Committee proposed that GL should be used as MoI from P1 – P4
- GL should be made a compulsory subject from the upper primary to the lower forms in the secondary schools
- Teacher trainees will be required to study one other GL in addition to his/her own
- GL could be studied as a course at the university level (Dzobo, 1979: 3).

Effects

- This regime did a lot to restore GL to its former glory by taken steps to implement their LP
- There was much improvement in teaching and learning
- Rote learning was minimized
- More teaching and learning materials and literature in the GLs were produced
- There was improvement in the human resource because more people were encourage to pursue GL to the university level.

People National Party (PNP)

- **PNP-** (1979-1981)
- Showed no interest in the existing LP
- They viewed the previous regime's LP as a sabotage to proper education
- Their lukewarm attitude crippled the implementation of the MTB-BMoI
- However, they did not stay long to come out with any LP

PNDC-NDC I & II

- **PNDC-NDC I & NDC II (1982-2000)**
- The Provisional National Defense Council (PNDC) came to power through coup d'état in 31st December, 1981
- NDC I and NDC II were in power through the ballot box in 1992 and 1996 respectively

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- The Provisional National Defense Council (PNDC) came to power through coup d'état in 31st December, 1981
- NDC I and NDC II were in power through the ballot box in 1992 and 1996 respectively
- A few years into the PNDC administration era, they adopted the Dzobo committee's LP (which was commissioned under the SMC era)
- In 1987/88, the Dzobo committee's LP was implemented fully.
- **GL** became the MoI in P1-P3 and a compulsory subject in the primary, JSS, SSS and Teacher Training colleges.

PNDC-NDC I & II Cont'd

- They introduced the Cultural Policy
- Production of GL programmes were encouraged in both the print and electronic media
- The encouraged the publication of children's magazines for promoting Ghanaian values
- In 1988, they launched the **Functional Literacy Programme** similar to *CPP's Mass Education Campaign* (This programme was under the Non-Formal Education Division [**NFED**]) of the Ministry of Education
- Regional and District Coordinators were appointed and facilitators were trained to teach adult.
- Fifteen GLs were officially recognized to be taught in schools and instructional materials prepared in these GLs

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PNDC-NDC I & II Cont'd

- The government encouraged the use of GL during political rallies and Unit level as well as District Assembly meetings
- On assumption of power under the NDC in 1992, they continued the LP of the PNDC
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- The government encouraged the use of GL during political rallies and Unit level as well as District Assembly meetings
- On assumption of power under the NDC in 1992, they continued the LP of the PNDC
- Ajumako school of languages was moved to the newly established University College of Education, Winneba as a department so GL could be offered as Diploma, 1st and 2nd degree courses. This department is currently back to its former Ajumako campus.
- In 1993, the MTB-BMoI LP was relaxed and GL was no more a compulsory subject in SSS as a result of the announcement made by the then Minister for Education due to the massive failure in the SSSCE result in the English language

PNDC-NDC I & II Cont'd

- The government not satisfied with the MoI that was being practiced after the announcement set up the Educational Reforms Review Committee the following year
- The committee submitted their report the same year recommending that GL should no longer be a core subject but rather an elective at the SSS
- They met the displeasure of the GL experts and some stakeholders in education and so GL was restored as a core subject at the Teacher Training Colleges in 1998/99 academic year and a MoI in the first three years of schooling
- This led to the review of the GL curriculum/syllabi
- NGO's, individuals and publishing companies were encouraged to publish GL books and other teaching and learning resources for Basic schools.
- Due to change in government, the publication of the GL books and TLRs did not materialize in their era.

Effects

- Even though MTB-BMoI fluctuated under this era, the success it chalked extended to politics and non-formal education
- GL was accepted as a medium of communication at unit and district assembly meetings.
- GL became the language for political rallies to date
- GL was the MoI for non-formal education

- GL became the language for political rallies to date
- GL was the Mol for non-formal education
- In 1998/99 academic year the MTB-BMol was restored (first three years of) and as a core subject at the teacher training colleges.
- The government encouraged the production of TLMs in the GLs

NPP I & II

- Came to power from 2001 to 2008 through the ballot box
- Pursued the LP of the NDC I & II partially for the first few years.
- The relaxed attitude towards the MTB-BMol led to EMol in most basic schools with GL as an optional subject of study
- Through persistent appeals by some linguists and educationist, the education review committee chaired by Prof. Jophus Anamua-Mensah (the then VC of the University of Education, Winneba) was set up in 2002
- The committee submitted their report in October the same year
- As usual, the recommendation on Lol was that GL be used as Mol in the lower primary (KG 1- P3) but before it is implemented, there should be adequate TLMs and personnel must be in place. (It was through this committee's recommendations that made KG part of the public basic school system in Ghana)

NPP I & II Cont'd

- At the later part of their 2nd term, due to the achievement of the millennium development goals of which education for all (EFA), National Literacy Acceleration Programme (NALAP) was adopted.
- NALAP is a MTB-BMol policy that states that learners should be instructed in a familiar GL while English language is studied as a subject from KG 1- P3
- With the support from USAID, EQUALL, TLMs were produced and a pilot study was done in two districts (Mfantseman and Ga West).
- Due to change in government, the national implementation did not materialized during this era.

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NDC III & IV

- This regime came to power through election from 2009-2015
- They took the LP mantle from the NPP and continued with the national implementation during the 2009/2010 academic year.
- They organized a week workshop for ECE teachers on the appropriate usage of the bilingual MoI as well as the associated TLMs.
- This era welcome other MTB-BMoI interventions like the "Sabre Trust"
- The policy did not achieve its full implementation during this era

NPP III

- Came to power through election in 2016 to date
- They are continuing the NALAP policy they initiated
- Even though the NALAP has not had its full implementation in schools, this is also encouraging MTB-BMoI intervention such as SABRE,LEARNING, etc.
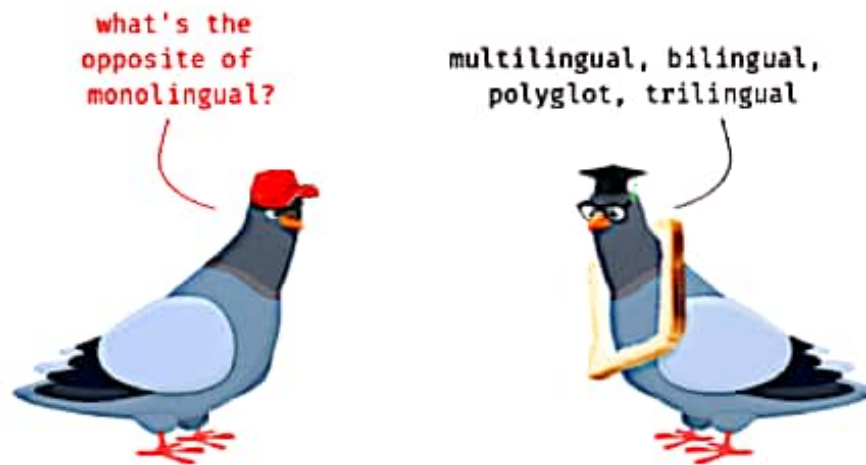
Effects

- Due to some stakeholders EMoI preference, the current polity is yet to see its full implementation in schools.

- However, the results from the NALAP evaluation indicate that schools that are implementing it (partially) are seeing improvement in children's literacy acquisition

Relevant Research on Bilingual MoI Around the World and their Connection to Ghanaian Situation

Group Assignment (3 in a group)

Guidelines (but not limited to):
- Brief Background/Overview of the chosen country's and her Education system
- *Brief historical overview of their language of instruction*
- *Detailed discussion of their current language/medium of instruction (when it was started, what triggered it, how it is being enacted, its effects on learning, stakeholders' reaction/attitude towards it, and it comparison with Ghana's current MoI)*
- Conclusion

what's the
opposite of
monolingual?

multilingual, bilingual,
polyglot, trilingual

EBS 310s: Ghanaian Language as MoI

Unit 4

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Today at a Glance

- **MTB-BMol Interventions**
  - NALAP
  - Components of NALAP
  - SABRE
  - LEARNING

- **Problems militating against MTB-BMol Interventions**
- **Appropriate/Efficient use of the MTB-BMol materials**

MTB-BMoI Interventions

NALAP

SABRE

LEARNING, etc.

NALAP: *National Literacy Acceleration Programme*

- An instructional approach that provides teachers at the lower primary quality literacy knowledge and skills (Appropriate Pedagogy) as well as materials for effective ECE instruction

- The NALAP is to ease young learners into the academic world.

NALAP Cont'd

- Use of a familiar local language be used for initial instruction during which the English language (L2) is taught at as a subject and later be used alongside the L1 as MoI.

- The import of the NALAP is to enhance young learners' comprehension of concepts taught in their early years of schooling (KG 1 to P. 3).

- It is a quasi-late exit transitional MoI

- Eleven (11) local languages have been approved to be used alongside the English language

NALAP Cont'd

The 11 local languages that are to be used alongside the English language have been grouped into versions:

The 11 local languages that are to be used alongside the English language have been grouped into versions:

- **Akan Version:**Asante Twi, Akuapem Twi, Fante & Nzema

- **Southern Version**: Dangme, Ewe & Ga,

- **Nothern Version**: Dagaare, Dagbani, Gonja, & Kasem

Components of NALAP

- *Instructional Design:*
  - Provision of instructional materials
  - Guidelines for effective instruction
  - Preservice and in-service teacher training models
  - Methodology for smooth transition to the L2
- *Policy Dialogue and Research:*
  - Research & analysis of students learning based on the new literacy approach
  - Understand, adapt and enforce policies on teacher postings
  - Baseline assessment to be conducted to check the effectiveness of the programme. Assessment Support Unit (ASU) to conduct impact assessment of the NALAP on regular basis to inform management decisions.
- *Public Advocacy Campaign:*
  - Sensitization/public education
  - Promotion of community involvement & support

Merits

1. Assists learners' develop a strong language base that acts as a springboard for further academic endeavor

2. Strong love and respect for heritage, language and culture

Recommendations

1. Any further intervention that is focused on strengthening the NALAP should be encouraged

2. Teachers should be given regular refresher courses/training to assist them gain mastery over the appropriate instructional strategies

3. Students assessment need to be supported so that assessment support unit (ASU) can perform its activities.

SABRE

Key Activities:

- Encouraging play-based instruction especially at the KG level
- Building brighter future for young learner through early literacy acquisition through MTB-BMoI (Bilingual labelling is their hallmark)
- Focus on thematic/integrated teaching
- Fast-tract Transformation Teacher Training (FTTT) to improving ECE teachers' (both pre-service and In-service teachers) practical skills and ability to implement the play-based curriculum.
- Supporting in the provision of infrastructure (fundamental facilities e.g. classrooms, TLMs, etc.)

Fast-tract Transformation Teacher Training (FTTT)

- Trains *in-service teachers* to break away from the entrenched rote-based *'chalk and talk'* methodology to enable them deliver child-centred, active and play-based pedagogy.
- These teachers (head teachers) are trained in coaching and mentoring skills and are given support to transform their

mentoring skills and are given support to transform their classrooms into child-centred environments called *Model Practice Classrooms* that showcase best practice in early years education.

- *Pre-service teachers* are placed in Model Practice Classroom with Mentors
- As part to the FTTT programme, newly trained teachers are support in their first year of teaching through refresher courses
- All classrooms under Sabre receive a resource pack which includes key items such as culturally appropriate books, dolls, construction blocks and a full set of training manuals and classroom guides

LEARNING

- ECE early literacy enhancement programme. It is an early reading enhancement programme (Focuses on laying firmer foundation in the L1 in order to ease the learning of the English language)

AIMS:

1. Support early grade reading and literacy
2. Strengthen and support human and institutional capacities in education
3. Improve pedagogical excellence in grade reading
4. Engage communities to promote reading
5. Equip teachers with the knowledge and approaches to improve early grade math skills

Key Activities

1. Raising public awareness of the importance of reading for individual and national development through a national media campaign
2. Promoting public action to encourage good reading habits at home as a complement to the classroom through a variety of activities.
3. Working with community organizations and volunteers to build a strong network of early-grade reading champions to promote reading locally.
4. Growing public-private partnership supporting home and community-based reading

1. Support early grade reading and literacy
2. Strengthen and support human and institutional capacities in education
3. Improve pedagogical excellence in grade reading
4. Engage communities to promote reading
5. Equip teachers with the knowledge and approaches to improve early grade math skills

Key Activities

1. Raising public awareness of the importance of reading for individual and national development through a national media campaign
2. Promoting public action to encourage good reading habits at home as a complement to the classroom through a variety of activities.
3. Working with community organizations and volunteers to build a strong network of early-grade reading champions to promote reading locally.
4. Growing public-private partnership supporting home and community-based reading
5. Awarding grants to communities and civil society organizations to support early-grade activities

Factors that Militate Against MTB-BMoI Intervention

1. Inadequate human resource (i.e. teachers, supervisors)
2. In adequate preservice and in-service teacher training
3. Insufficient teaching and learning resources
4. Issues with teacher posting
5. Negative attitude of some education stakeholders
6. Mixed population in the urban and cosmopolitan classrooms
7. Lack of political will

EBS 310s: Ghanaian Language as MoI

Unit 5

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Today at a Glance

- Appropriate/Efficient use of MTB-BMoI Materials
- Effective Strategies that Promote Language Learning
- Appropriate Transitional Strategies
  - Translanguaging
  - Appropriate Labelling Techniques

Key Considerations

The choice of instructional materials and strategies should take into consideration the following:
- Inclusivity,
- Gender,
- Equity,
- Reflexivity,
- ICT Integration, etc.

Appropriate/Efficient Use of MTB-BMoI Materials

- **Alphabet Cards:** Could be used for teaching of sounds, letters of the alphabet, penmanship, etc.
- **Picture Cards:** Could be used for teaching sounds, phonographs, phonics, vocabulary, picture prompts (conversation starters), storytelling, etc.
- **Posters/Poster Book:** Conversation/discussion prompts, storytelling, Language Experience Activities (LEA), pretend reading, etc.
- **PictureBook/Wordless Books:** Could be use for promoting authentic talk, creative writing/storytelling, LEA, pretend reading, etc.
- **Picture Book/Near Wordless Books:** Could be used for encouraging individual/pair reading for beginning reading activities, reading workshops, book tease, book for beginners, etc.

Appropriate/Efficient Use of MTB-BMoI Materials

- **Big Books:** Could be used for different types of read aloud (echo reading, choral reading, shared reading, interactive, etc.), LEA (aiding learners to create their version of the story, etc.),
- **Teacher's Guide:** Blue print of what teachers should teach and how to teach them. It gives the themes/lessons with teaching exemplars of each lesson
- **Pupils Book:** Contains short passages and class exercises/activities for pupils. Some of the activities could be used for individual/group or take home exercises
- **Take Home Book:** Books for home work/home exercises
- **Supplementary Readers:** For encouraging extensive reading. It could be used for story sharing, book talk, book tease, etc.

Effective Strategies for Promoting Language Learning

The following strategies explained below are effective for language instruction because they encourage active learning and allow learners to use language in authentic ways. These strategies can be used in teaching other subjects

- **Picture Prompt:** Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from teaching/lecture, or to name the processes and concepts shown. Do not give the "answer" until they have explored all options first.
- **Empty Outlines:** Distribute a partially completed outline of the day's discussion/lecture and ask students to fill it in. This is *useful* at the start or at the end of the class.

Effective Strategies for Promoting Language Learning

- **Instructor Storytelling:** Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study.

- **Word of the Day:** Select an important term and highlight it throughout the class session, working it into as many concepts as possible. Challenge students to do the same in their interactive activities.

- **Board Rotation:** Assign groups of students to each of the boards you have set up in the room (four or more works best), and assign one topic/question per board. After each group writes an answer, they rotate to the next board and write their answer below the first, and so on around the room. Variation: pass around flipchart paper with the same task.

Effective Strategies for Promoting Language Learning

- **Plenary Talk Placemat:** Questions or statements regarding the key ideas in the lesson are written in a cut-out callout shapes for students to work with

Samples of Cut-Out Callout Plenary Talk Placemat

Effective Strategies for Promoting Language Learning Cont'd

- **Application Cards:** After teaching about an important principle or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.
  - The teacher should quickly read through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.

- **Sneeze:** This is where the teacher asks students to write key ideas/points they have learnt in the lesson within 2-3 minutes. It is a type of quick writes in which students are made to write the main concepts they got from the lesson or the explanation/discussions in their own words.

Effective Strategies for Promoting Language Learning Cont'd

- **Author's Introduction**: Students are tasked to present a brief biographical sketch of the author(s) they are studying in the class. It is remarkable to collect all the detailed information of the author and his literary works. This makes students aware of the literary world of authors.

  - Some students can be asked to write one paragraph on each work of the author. Such information can be compiled for "*Author Study*". It helps students to know the background of the authors and their writing

- **Readers Theatre (RT)**: Students/Actors do not memorize their lines but use only vocal expression to help the audience understand the story. The narration serves as the framework of the dramatic presentation.

Effective Strategies for Promoting Language Learning Cont'd

- **Scope of Creativity**: This is a great activity to motivate students to write:

  - a poem on the novel,

  - a story on a poem or picture,

  - a poem on a picture,

  - draw a picture on a poem, etc.

- It is an effective way for students to enhance their abilities in language learning by using their creative faculty.

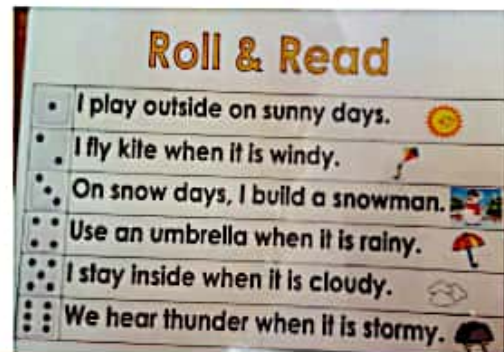- It could be organized as a group competition activities.

Effective Strategies for Promoting Language Learning Cont'd

- **Two Stars and a Wish :** This is where learners are made to indicate two *concepts/ideas/aspects* they have understood well in the lesson and one concept/idea/area that they wish to have further explanation on. Teacher asks learners to give two stars and a wish

  - *Two stars* = Two (2) things that you understood well in the lesson

  - *A wish* = One (1) thing you wish to have further clarification or explanation on.

- **Wisdom of Another:** After any individual brainstorm or creative activity, partner students up to share their results. Then, call for volunteers of students who found their partner's work to be interesting or exemplary. Students are sometimes more willing to share in plenary the work of fellow students than their own work.

Effective Strategies for Promoting Language Learning Cont'd

- **Roll & Read:** This is a game that makes language learning fun and interesting. It is played with a die and the focus sounds/words/sentences, etc.

- It is played in turns. Each play **roll a die** and **read** the sound/word/sentence that correspond to the number on the dice. When s/he is able to read, he/she crosses off one word from the rolled column (e.g. **roll a 3, read a sight word** under 3rd column). Each child/group takes a turn until the board is all crossed off.

- It could be used for writing too.

- This game could be used for all subjects.

- **Sample Roll & Read**

Roll & Read
- I play outside on sunny days.
- I fly kite when it is windy.
- On snow days, I build a snowman.
- Use an umbrella when it is rainy.
- I stay inside when it is cloudy.
- We hear thunder when it is stormy.

Sample Roll & Read/Write

Roll and Read Vowel Teams
- seed weed need seen sleek feed fleet
- ray say way pay may day pay hay
- boat goal foam bad float toast cook
- treat meat cream dream meal steam
- ran man stran tral brad mad rad
- mow grow sow low throw snow tow

Roll & Write
Spelling Made FUN

Effective Strategies for Promoting Language Learning Cont'd

- **Think-Pair-Share:** Students share and compare possible answers to a question with a partner before addressing the larger class.

- **Pair-Share-Repeat:** After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.

- **Think, Ink, Pair, Share:** Pitch a prompt and provide learners enough wait time to reflect on it. Ask learners to jot their response on paper. Then pair them to share their jotted points

This is similar to the "Think-Pair-Share". The key difference is that, this strategies is suitable for only students who can read and write.

Effective Strategies for Promoting Language Learning Cont'd

- **Chain Notes:** Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.

    - After the students' task, the teacher has to go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.

- **Language Experience Approach (LEA):** Teacher assist students to create and read their own text/story. Students share their ideas on the topic and the teacher writes them down. This is useful for improvisation of supplementary readers.

Effective Strategies for Promoting Language Learning Cont'd

- **Literary Luminary:** Students are task to compile at least four quotations from the reading that they think are significant/ interesting or contain poetic language.

    - For each quote, write few sentences/a paragraph discussing what the quote means and what role it plays in the story.

    - This could used as a guide for "Literature Circle" where students will read each quotation to their group, then ask the group for members to share their views on (*e.g. what they notice about the quotation, what they think it means, and what role the quotation plays in the story*).

Effective Strategies for Promoting Language Learning Cont'd

- **Pass the Chalk:** Provide chalk or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.

- **Ask the Winner:** Ask students to silently solve a problem on the board. After revealing the answer, instruct those who got it right to raise their hands (and keep them raised); then, all other students are to talk to someone with a raised hand to better understand the question and how to solve it next time.

- **Concept Mapping:** Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.

Appropriate Transitional Strategies

This section looks at some of the appropriate strategies teachers can use to promote comprehension during the transitional period. Such strategies ease learners into the English only MoI and makes learning participatory and interesting for learners. Aside from teachers having frequent reading and sharing books with learners, the following are effective practices during the transition period:

- Translanguaging
- Using Appropriate Signs for TLMs
- Appropriate Labelling Techniques

Translanguaging

Translanguaging according to Cenoz & Gorter (2017) is "...a pedagogical practice that alternates the use of Welsh and English for input and output in the same lesson. The idea is to get information in one language and to work with that information in the other language" (p. 311)

It is:

- Bilinguals/Multilinguals' flexible use of their linguistic resources to make meaning.
- The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system
- The communication potential that enables bilinguals and/or multilingual to fluidly shuttle between the languages they know in order to communicate comprehensibly.

Using Appropriate Signs for TLMs

Note: Teachers need to know the essence of the sign they draw/capture on the TLMs they use or display in their classrooms. At the early years they need to use more Iconic signs so learners to fosters comprehension.

- Types of Signs
  - Iconic sign
  - Symbolic sign
  - Indexical sign

Types of Signs

- **Iconic sign:** The symbol resembles the object to which it refers e.g. icons used on computers. This assist students to comprehend what is captured with the associated text/print.

- **Symbolic sign:** With this sign the relation between symbol and object it refers to is purely conventional and culturally specific. Symbols may have no direct relationship to the object but refer to the object through traditions, rules or conventions. Words and numbers are the most common symbols we use.

- **Indexical sign:** Regarding this sign, the symbol is caused by the object it refers to. There is direct relationship between the symbol and the object it refers to e.g *smoke could be an index of fire* or *dark clouds an index of impending rain*, therefore ***smoke*** could signify ***fire*** and ***dark cloud*** could signify ***impending rain***.

Appropriate Labelling Techniques

- **Labelling** is the print attached to an object/display to name it or give information about it.
- Labelling is one thing some teachers take for granted but it is one of the tools that could be used to enhance language or literacy learning.
- In schools that practice bilingualism or multilingualism, labelling is key to classroom display.
- Labelling can be done in varied ways:
  - Monolingual (one language labelling)
  - Bilingual (two language labelling)
  - Trilingual, (three language language) etc.
- Sometimes, we can have TLM (e.g. picture, poster) without print. Such TLM could be used for multipurpose.

Types of Labelling

Bilingual Labeled Display   English Language Labeled Display   No Label Display

- Trilingual, (three language language) etc.
- Sometimes, we can have TLM (e.g. picture, poster) without print. Such TLM could be used for multipurpose.

Types of Labelling

Bilingual Labeled Display   English Language Labeled Display   No Label Display

Things to Pay Attention to When Labelling

- Spelling
- Inconsistency or haphazard labelling
- Spacing out the displays (Obstruction issues), etc.

Sample of Classroom Displays with Labelling Issues

Examine the three classroom displays critically and share your observations

Inconsistent Haphazard Labeling   Spelling Mistake Labeling   Obstructed Label