THE USE OF A GHANAIAN LANGUAGE AS A MEDIUM OF INSTRUCTION

The language of instruction policy of Ghana requires the early grade teacher to use the L1 as the medium of instruction. This course is designed to equip the prospective teacher with the knowledge and skill they need to teach use the local language as a resource to promote teaching and learning.

Course Title	The Use of a Ghanaian Language as a medium of Instruction					
Course Code	EBS 330	Course Level: 300		Credit value: 3		Semester: 1
Pre-requisite	N/A					
Course Delivery Modes	Face-to-face √	Practical Activity √	Work-based learning √	Seminars √	Independent Study √	e-learning opportunities √	Practicum
Course Description	This course aims to introduce students to techniques and skills of using the mother tongue as a medium of instruction in the basic school. It focuses on the rationale of language policies in education and their effects, from studying various research works on mother tongue education around the world and relating them to the Ghanaian situation. The students will acquire the theoretical principles for instructing children in the mother tongue, with emphasis on the basic language skills, and the integration of these skills and selecting appropriate vernacular reading materials for classroom learning. Also covered in this course is discussion on the way language is developed across age phases. Students will be required to bring on board their personal experiences related to topics for discussions. Assessment will be done through quizzes, assignments, seminars and examination. The course is designed to meet the following NTCEF; NTS 1a & b, p 12; 2c, 2e &2f:p 13; 3e & 3j, p 14.					
Course learning outcome including INDICATORS for each learning outcome	On successful completion of the course the student teacher will be able to:					
	Outcomes			Indicators		
	CLO 1: Identify societies and their languages and determine the dialects of a language and demonstrate clear understanding of language policy (NTS 1b, 1f, 1g, p. 12: NTS 2c & 2f, p.13; NTS 3a:14p			1.1 Distinguish between language and language of education 1.2 Discuss the language map of Ghana. 1.3 Explain language policy and the key concepts (Terminologies) that are connected to it.		

	CLO 2: Demonstrate understanding of bilingual education and its modes as well as how to employ the appropriate techniques and skills of using the mother tongue as a medium of instruction to teach pupils at the basic level. (NTS 1a, 1b, 1f, 1g, p. 12: NTS 2a, 2c: & 2d, p.13) **CLO 3:** Demonstrate understanding of why Ghanaian language should always be as a resource in the teaching and learning of content subjects like mathematics and the supporting theoretical constructs. (NTS 1e, p.12; 2e, p.13; 3f, g & j, p.14) **CLO 4** Demonstrate the knowledge and understanding effective strategies for promoting students' success Ghanaian classrooms (NTS 1a, 1b, 1c, 1e, 1f, 1g: 12; NTS 2a, 2b, 2c, 2d, 2e, 2f: 13; NTS 3a, 3c, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3o: 14).			1.4 Identify and discuss the modes of stakeholder participation in language policy 2.1 Explain the meaning of Bilingual Education and models as well as indicate the type that is appropriate for Ghana with justification 2.2 Explain the relevance of the use of MTB-BMoI in educating multilingual learners 2.3 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 Explain the importance of using MTB-BMoI in multilingual societies 3.6 Identify and explain some of the current MTB-BMoI interventions in Ghana and their roles in enhancing early literacy acquisition 4.3 Discuss appropriate strategies and techniques of using MTB-BMoI to promote the teaching and learning to foster students' success 4.5 Discuss and apply appropriate transitional strategies to the English as MoI 4.6 Justify why the Ghanaian languages should be used as a resource in the teaching and learning of other subjects
Course content	Units:	Topics:	Sub-Topics	Teaching and Learning activities to achieve learning outcomes

	1	Key Concepts of Language and language of Education	• Language and Language of education • The language map of Ghana. • Language Policy & Key Concepts • Language and Identity • Modes of Stakeholder Participation in Language Policy	1.1 Whole class discussion on language and language of education. 1.2 Use picture prompt through small group discussion to learn about the language map of Ghana 1.3 With the use of "Whole class discussion", encourage students to share their understanding on the key concepts before you highlight the areas 1.4 Through lecture method, explain stakeholders participation in language policy
	2	Bilingual Education	• Meaning & Models of Bilingual Education • Meaning and Types of Medium of Instruction • Importance of MTB-BMoI • Negative effects of denying learners' L1 in education	2.1 Let students research and present on models of bilingual education and medium of instruction. 2.2 In small group, learners discuss and share on the importance of MTB-BMoI and the negative effect of denying learners their L1 2.3 Use "Zone of Relevance" in the "Whole class discussions" to highlight the key concepts on the group presentation 2.4 Whole class discussion on the negative effects of denying learners' L1 in education
	3	Theoretical Concepts that Support MTB-BMoI	• Theoretical Concepts that Support MTB-BMoI • Language-Building Activities to Enrich BICS and CALP • Benefits of MTB-BMoI in Multilingual Societies	3.1 Using "Famous Pairs" grouping approach, learners research and share on the theoretical concepts that support MTB-BMoI and "Whole class discussion" to highlight the key ideas. 3.2 Using "Board Rotation", have learners research and share their findings on language activities for promotion of BICS and CALP before "Whole class" discussion to fine tune key concepts 3.3 Use "Roll and Demonstrate" for learners to demonstrate how they will enact the selected strategies in real classroom to equip with practical skills 3.5 Use "Think-Ink-Pair-Share" for the discussion of the implication of the use of MTB-BMoI in mulitilingual society followed by whole class discussion to highlight the key ideas.
	4	The use of Ghanaian language as a resource	• Language of Education in the Pre-Colonial Era	4.1 Based on the video, have a "Whole class discussions" on the historical overview of language policy on the following: ▪ Pre-Colonial

		teaching and learning	• Language of Education used by the Early Missionaries • Language of Education in the Pre-Independence Era • Language of Education in Post-Independence Era • The NALAP and other interventions • Problems that fight against MTB-BMoI Interventions Implementation	▪ Early Missionaries ▪ Castle Schools ▪ Guggisberg's era ▪ Post-Independence 4.2 Using "KWL", let learners share their prior knowledge on following before the "Whole class discussion" ▪ NALAP ▪ SABRE ▪ LEARNING

	5	Effective Interactive Transition & Instruction Strategies	• Transition Strategies
			• Translanguaging
			• Signs and its Types
			• Labelling and its Types
			• Interactive Instruction Strategies for Teaching and Learning
			• Mother Tongue Use
			   ▪ Socialization
			   ▪ Politics
			   ▪ Cultural transmission development
			   ▪ Literature development etc.
			• Use of arts and music as ways of representing ideas and stimulus for language
				5.1 Small group research presentation followed by Whole class discussion on the following effective transition strategies:
				▪ Translanguaging
				▪ Signs and its Types
				▪ Labelling and its Types
				5.2 Use whole class discussion on the interactive instruction strategies for participatory teaching and learning.
				5.3 Students research and present on the use of mother tongue in:
				   ▪ Socialization
				   ▪ Cultural transmission development
				   ▪ Politics
				   ▪ Literature development, etc.
				5.4 Use whole class discussion and project works to help students understand how to use music, rhyme, lullaby, riddles, folktales etc. as ways to represent ideas and stimuli for language

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Course Assessment Component	**Component 1: Formative Assessment** (Quizzes) Summary of Assessment Method Quizzes: Class assessment would be based on quizzes. There would be two quizzes based on societies and their languages. **Weighting 10%.** Assesses learning outcome: CLO 1
	Component 2: Formative Assessment (Individual assignments and group presentations) Summary of Assessment Method Class Participation: Students must attend all lectures and must be punctual too. They are supposed to participate actively in class discussions and assignments. Assignment: The assignments will assess the problem-solving skills and the student teacher's ability to identify the various languages of Ghana and their dialects. **Weighting 30%** **Total Formative Assessment 40%** Assess Learning Outcomes: CLO 2 and 3
	Component 3: Summative Assessment (End of Semester Examinations) Summary of Assessment methods: An end of semester that encapsulates course learning outcomes (CLOs) 1 – 4, and make use a combination of the formative assessment methods in component one and two. Demonstration: Problem solving, critical thinking and feedback. **Weighting 60%** Assesses learning outcomes: CLO 1,2,3 and 4
Instructional Resources	1. LCD projector 2. Laptop/Smartphone 3. Internet resources

Required Text (Core)	Abosi, CC Brookman-Amissah, J. (eds) *Introduction to Education* in Accra Sedco. Agbedor, P (1960) Educational Planning for Development: Problems and Prospers. *Legon Journal of the Humanities. Volume 9 1996, pp 27-56* Andoh, Kumi K, (2000). The *Teaching of Ghanaian Language*, CRICILE Andoh, Kumi K (1990). *An Introductory Course in Ghanaian Language Teaching Methods* (Unpublished) Baker, C. (2001). *Foundations of bilingual education and bilingualism*. (5th ed.). Bristol: Multilingual Matters. Corson, D. (1999). *Language Policy in Schools: A Resource for Teachers and Administrators*. Mahwah, NJ: Lawrence Erlbaum Associates 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. 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 Dzamesi K.A (1988) Language Policy and the Language Controversy in Ghana. *Research Review NS 4.2* Eastmann CM (1983*) Language Planning; An Introduction*. Chandler& Sharp Publishers Inc. Ferguson, G. (2006). *Language Planning and Education*. Edinburg: Edinburg University Press Owuo- Ewie, C (2006) The Language Policy of Education in Ghana: A Critical Look at the English –Only Language Policy of Education. Selected proceedings of the 35th Annual Conference on the African Linguistics, ED John Mugane et al 76-85, Sommerville, MA Cascadilla Proceedings Project