

Module for B.Ed Early Childhood Education Programme

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**IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING
PROGRAMME FOR PRIVATE SCHOOL TEACHERS**



Ministry of Finance



Trade Union Congress



Institute of Education, UCC

what's the
opposite of
monolingual?



multilingual, bilingual,
polyglot, trilingual



EBS 330: Ghanaian Language as MoI

UNIT 1: Key Concepts of Language and Language of Education

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Outline

- Language-General Concept • The language map of Ghana.
- Language of Education (Language Policy)
- Language Policy & Key Concepts
- Language and Identity

- Modes of Stakeholder Participation in Language Policy **Language-General Concept**

What is language?

- It is a means of *communication*
- A system of communication used by a *particular country or community*.
- A tool of *human communication* through speech, writing and gestures

Note: Without language there will be know effective communication or interaction

The Language Map of Ghana



Language of Education

What is Language of Education?

- It is the language used for teaching and learning
- Language for school and classroom interaction
- Language communication in school
- Language for academic purposes (e.g. language used in classroom lessons, books, tests, and assignments)
- The language that students are expected to learn and achieve fluency in.

General Meaning of Language Policy

- Generally, *Language Policy* is what a government does either officially through legislation, court decisions or policy to determine how languages are used.
- Language policy can be defined as the combination of official decisions and prevailing public practices related to language education and use' (McGroarty, 1997: 1)

Working Definition of Language Policy

What is Language Policy (LP)?

Below are the working explanation of LP for this course

- Language that has a legal backing to be used for educational, administrative, business, etc. purposes
- Language(s) that have been elevated to be used for special purposes

Language Policy of Education

- Language policy of education specifies the language(s) officially approved to be used for teaching and learning purposes.
- It is the language used for classroom interactions and/or instruction

Key Concepts

❖ First Language(L1)

- Other names for L1 includes: *Native Language, Home Language, Heritage Language, Primary Language, etc.*

Below are some of the definitions of First language (**L1**):

- The language the child is born into or introduced to from the initial stages of his/her life.
- The language the child first encounters.
- The language a child learn from birth.
- The language of the child's parents.
- The language spoken in the child's immediate environment.
- The language the child is more competent and efficient in its usage.
- The language the child is well versed in and therefore can speak freely and fluently.

Key Concepts Cont'd

❖ Second Language(L2)

- Second language can be referred to as *Foreign language*
- In Ghana, all languages aside from our local Ghanaian languages are regarded as foreign languages.

Definitions of second language/foreign language are as follows:

- A second language or L2 is a language that is not the native language of the speaker, but is learned later.
- Any other **language** (other than L1) learned or acquired is known as the **second language**.

Key Concepts Cont'd

- A language that a person or a learner is not familiar with but makes conscious effort to learn.
- A language that a learner takes time to learn with the view to gaining mastery.
- In Ghana, the L2 can also be called the ***Target Language*** of education because it is the language the school gives much attention to and desires for the learners.

Classification of Language

- **International Language:** It is a language spoken in multiple countries, for example English, French, Spanish, etc.
- **National Language:** It is usually a language that represent the national identity of a nation or country. It is a language that has been recognized by law as a language of the nation.
- **Official Language:** It is a language that has special legal status in a particular country or part of the country, for state administrative and most times educational purposes. It is the language used in the key branches of government (judiciary, legislature, administration).

Classification of Language

- **Local Language:** It is a language spoken in one or more speech communities in a country. All indigenous languages spoken by speech communities in Ghana are examples of local language.
- **Mother Tongue:** As explained in earlier, is the language learned by a child in the home.

Categories of Language Policy

- ***Overt Language Policy*** is a situation where the country in question states explicitly the specific language that ought to be used for education.

- Overt/Official/Explicit language policies is legally recognized.
- An example of *overt education language policy* in Ghana is what pertains in the early childhood level of education.
- **Covert Language Policy** is where in a country, a language that has no legal backing but it is used in teaching and learning as though it has legal backing.
- Covert/Unofficial/Implicit has are used in teaching and learning (given a status or position as a matter of fact) but not necessarily backed by law or has legal right.

Types of Language Policy

- **Promotion-Oriented Language Policy** is a policy where the government gives attention to specific language or languages to be used thereby giving it or them legal backing for teaching and learning.

- Here there is explicit use of government resources to promote official use or spread of the elevated language or languages.
- **Expediency-Oriented Language Policy** is a policy in which the recognized ethnic or heritage languages coexist with the promotion-oriented policy.
 - The main purpose of this is to enhance comprehension and not to provide equal status for the languages.
 - The underlying reason is to accommodate ethnic languages to facilitate communication between the teacher and the learners as well as among learners.

Types of Language Policy Cont'd

- **Tolerance-Oriented Language Policy** is the situation where heritage language or languages are used in school without the legal backing from the government.

- **Restriction-Oriented Language Policy** is a policy that constrains the use of heritage languages.
 - Here, education promotes the use of only the target or the official language of the nation.
- **Repression Language Policy** is a policy that involves overt attempts to eliminate ethnic or native languages.
 - Repressive language policy is characterized by coercive assimilation into the target language

Language and Identity

- Language is a key identity marker.
- There are many ways that people can express elements of their identity.
- However, Language gives both the identity and a means of expressing the identity.

- The way we use language reflects and shapes our social identities (how one identifies himself/herself in relation to others).
- A person's identity can be represented through their language use.
- Identity is often influenced by the social groups of people.
- Social factors that can contribute to someone's identity are region, gender, age, occupation, class and ethnicity of which language is the chord that string them together.
- Therefore, if a child does not understand the school's language, he/she loses his/her identity and its associated benefits.

Children's Right to Heritage Language

- Every child has the right to quality education and equity in the provision of education.

- Quality education is achieved when it is channeled through meaningful mode
 - Language of instruction is a necessary element in achieving quality education.
 - Unfamiliar language immersion in most multilingual societies usually deny children their right to quality education
- Compelling multilingual children to become monolinguals in the name of education language policies is a serious violation of children's rights and denial of appropriate education (***linguistic genocide***)

Factors that could Affect Language Policy Implementation

- Lack of Political Will
- Education Stakeholders' Language Preference
- Inadequate Public Education

Importance of Appropriate Language Policy of Education

- It fosters understanding of teaching and learning.

- It leads to massive educational success, in that more learners will be successful in their education.
- It increases learners' participation in the teaching and learning process.
- It enables learners enjoy quality education
- It can serve as a support for maintenance of heritage language and culture.
- It can also broaden or expand learners' horizon in bilingual education.

Modes of Stakeholder Participation in Language Policy

Public Discourse

- This is where discussion and speeches are held in the chosen language policy.
- It is how the public perceive and use the language policy.

Public Texts

- This is where formal documents such as laws, regulations, and educational texts are legally backed to be produced in the said language or languages.

Modes of Stakeholder Participation in Language Policy

Performative Action

- This kind of stakeholders' participation is narrowed to behaviour influence.
- It is a participation situation where influential people and/or institutions in the society subtly try to subvert the existing language policy for their preference.

Collaborative Process

- This type of stakeholders' participation is also referred to as *Deliberative process*.
- The collaborative process is deliberate action that brings together language experts, policy makers and section of the masses whom the policy will serve in the planning and implementation process of the language policy.

Wrapping up

- One minute paper
- **For Next Class**
- Read on Bilingual Education (Meaning & Modes)