

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 4: The use of Ghanaian language as a Resource

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Outline

- Recap of Unit 3
- Language of Education in the Pre-Colonial Era
- Language of Education 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-BMol
Interventions Implementation

Language Policy Used During the Pre-Colonial Era

- The traditional education used in the Gold Coast used the apprenticeship mode of transmission.
- It involved practical training where learners learned as apprentices from the trainer.
- It is a hands-on type of education where teachers serves as role models .
- The structure of this type of education include observation, imitation, and participation.
- This holistic approach trains the learners' mind, heart and hands.
- The quality of education was the responsibility of all the adult members of the community.

- The covert language policy during this era was strictly L1 or Mother tongue.

Language Policy Used by the Early Missionaries

- The variations in the language policy in this country trace its roots to the advent of formal education because formal education in this country originated from them.
- In the course of their evangelism and trade, they realized that the success of their work would be dependent on the language the natives understood hence the establishment of the castle schools.
- They selected some indigenous children to be educated so that they would give them a helping hand by serving as liaison officers.
- L2 only Mol was initially used but others saw the importance of L1 and bilingual Mol and so switched to its (L1) usage.
- It did not take long for the religious bodies or the missionaries to realize the relevance of the MTB-BMol in their churches and their schools.

- Almost all the Ghanaian languages were reduced to writing by the missionaries

Mol Used by the Early Catholic Missionaries (MTB-BMol)

Catholic Mission: First missionaries to the Gold Coast (1529Elmina) 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 combined and used these local languages and the L2 as medium of communication (**MTB-BMol**) in their churches and schools.
- This brought a great positive change in their work

Mol Used by the Early Basel Missionaries

- The **Basel mission** *currently known as **Presbyterian Church-Ghana*** arrived in the Gold Coast in 1828.
- Unfortunately, all the first four missionaries died within a three-year period without converting any of the local people.
- However, they sent another set of missionaries the Gold Coast to the Gold Coast in 1832.
- The Basel mission also established schools alongside their evangelical work.
- It did not take long for them to realize the importance of the L1 in educating the non-native speakers of the L2 their education system brought along.
- They reduced Ga/Adangbe and Akuapem Twi languages into writing.
- The Basel missionaries campaigned strongly for the use of L1 or the MTB-BMol instruction in all primary schools and English in the middle schools.

- They also used the said languages as subjects of study in their elementary schools and institutions that trained teachers.
- Though they were met with strong criticism from the then inspector of schools, Rev. Sunter (The first inspector of schools in the Gold Coast), they still practised it (MTB-BMol) in their schools.
- Eventually, the use of MTB-BMol became national by 1928 in all infant schools and this brought a great progress in learning in the country.

Mol Used by the Early Wesleyan Missionaries

- The **Wesleyans** which is currently called the ***Methodist Church of Ghana*** arrived in the Gold Coast in 1835.
- They settled in what we currently referred to as the Central Region.
- The Wesleyan used the L2 medium of instruction for 43 *years* before they realized the importance of the MTB-BMol.
- They reduced the Fante (Mfantse) language into writing with the help of their sister mission, Basel and the work that had already been done by Protten.

- The first grammar of Fante and Ga languages were written in 1764 by Protten after which no serious attention was given to the Fante language until the advent of the Wesleyans.
- They translated the Bible into Fante and wrote books and other literature in the language based on the existing Twi Language.
- Wesleyans also used the Fante language as the subject of study in the upper level of education and their teacher training colleges.

Mol Used by the Early Bremen Missionaries

- The **Bremen** mission which is currently known as the ***Evangelical Presbyterian Church*** arrived in the Gold Coast in 1847.
- They stayed in Cape Coast but left for Peki in Eweland upon the invitation of *Torgbe Kojo Dei*, the then chief of Peki.
- They later moved to Keta due to ill health and tribal wars.
- The Bremen mission invited Rev. Bernhard Schloghel, a gifted linguist who came down to study the Ewe language in 1854.
- Within 5 years, the Bremen mission was able to produce books, literature and translated the bible into Ewe language.

- Like the earlier mission schools, the Bremen mission also made their students study the L1 as subjects in the upper levels in their elementary schools and teacher training colleges.
- The Bremen mission used the Ewe language in addition to the L2 in the churches and schools.
- They promoted the study of Ewe language in some universities in Germany.

Effects of the Mission Schools' Mol on Education

- The use of MTB-BMol in the mission schools enhanced early acquisition of literacy in the L2.
- It brought about great progress in learning because learners understood concepts easily. In other words, it facilitated teaching and learning.
- Most of the L1 the missions reduced into writing became subjects of study in higher levels of education. Some are even being studied abroad (Akan & Ewe).

- The country had literature on such languages.
- Learners became at least bilinguals and biliterates because they could read, write and speak at least two languages (L1 & L2).
- During this era, L1 served as a criterion for certification in the Teacher Training colleges (Currently known as Colleges of Education) and for promotion.
- **Note:** The Mol the religious bodies used was similar to the current policy Ghana is using (bilingual Mol where a familiar local language is used for beginning instruction while the English is subject of study before the switch to EMol).

Mol Used by the Early The Castle Schools

- The initial focus of various castle schools established in the Gold Coast was to provide education to the sons they bore with black women (White men had with the female Gold Coaster) who are referred to as Mulattoes.
- Mulattoes are people of mixed white and black ancestry or with one white and one black parent.
- Thus, the main intention of the castle schools was to assist the recipients to be able to do basic literacy and numeracy tasks.

The Elmina Castle School

- The first Western education (formal education) was established in the Gold Coast in the year 1529 in the Elmina castle by the Portuguese
- The castle schools focused their instruction on religious studies as well as reading and writing.
- The language policy used in the Elmina Castle School was the Portuguese language which was L2 to the Gold Coast children.
- This indicates that the first castle school that was established in the Elmina Castle used a strictly L2 only Mol.
- The Elmina Castle School was taken over from the Portuguese by other nationals including the Dutch, Danes, French and British and all these nationals used their own L1 as Mol for the Gold Coast learners.
- One of the African children who had to opportunity to enroll in the Elmina Castle School was Jacobus Capitien.

Christiansborg Castle Schools

- The Christiansborg Castle School was established by the Danes in the year 1722.
- One of the early beneficiaries of the Danish castle school education was Christian Protten.
- The focus of this castle school was different from that of the Elmina Castle School. This school also trained mulattoes, children from rich African traders as well as sons of rich African Chiefs.
- The language of instruction used in the Christiansborg Castle School was the Danish language, that was strictly L2 only Mol.

The Cape Coast Castle School

- History has it that Philip Quarcoe established the Cape Coast Castle School.
- His ultimate aim was to inculcate Christian doctrines in the learners after his return from England.
- The Cape Coast Castle School was revived and solidified by the British.
- Like the other Castle Schools, the English language was the Mol.
- The castle schools provided avenue for cross-cultural interaction which compounded the linguistic situation in the Gold Coast.
- The language taught in these castle schools was contingent on which European power established the school.
- In the castle schools, little or no attention was paid to the local languages used in the Gold Coast.

The Effects Of The Language Policies Used By The Castle Schools

- The tendency of learner forgetting their heritage language is high. A typical example was Philip Quarcoe who could not speak his heritage Fante language upon his return from England.
- Learners may disregard their linguistic background and therefore disassociate themselves from their natives.
- The tendency of the recipients of the castle schools' education suffering "Internalized Oppression" was high.
- Learners may lose their cultural identity since culture is embedded in language.

Language Policy Used During Governor Guggisberg Era

- The colonial governments who came before the year 1920 advocated for the L2 only Mol.
- During this era, schools or bodies who did not comply with this directive were not given grants to supplement the running of their schools.
- This directive reigned until Governor Gordon Guggisberg became governor in 1919.
- He realized that if education would be meaningful to the educants, then the child's national identity must be preserved to enable him/her function well in his own society (Gbedemah F.F.K. 1995:43).
- He saw the importance of the local languages as ingredient of national identity hence the setting up of "The Educationist committee in 1920". This committee came out with 52 recommendations and 53 suggestions.

Language Policy Used During Governor Guggisberg Era

- Regarding the LP for public schools, the committee recommended MTB-BMol in the primary schools while the English Language was to be introduced as a subject of study as early as possible.
- Special publication committee was set up for the publication of Ghanaian language textbooks.
- Based on the committee's report, Governor Guggisberg came out with 16 principles on Education of which the 12th is of much importance to this course: "While English Education must be given, it must be based **SOLIDLY** on the vernacular".
- This brought about the passing of the Education Ordinance of 1925 which made L1 Mol in schools compulsory at least in the lower primary school.
- This ordinance was in force until 1950.

The Phelps Stokes Commission 1920

- The Phelps Stokes commission was named after their funder- *Phelps Stokes Fund*.
- This commission was tasked to examine the education that was being provided to the indigenes of the British colony.
- After touring their colonies in the West Africa, they noted that schools were out of touch with their communities.
- They recommended that "...tribal languages (L1) should be used in the lower elementary stages while in areas with a degree of linguistic differentiation, a Lingua Franca of African origin was to be used in the middle forms. The language of the European nation should begin in the upper standard only (Jones & Jesse 1922).
- This recommendation by the commission was so similar to what the Mission schools were already practicing.
- Even though they faced opposition, permanent Advisory Committee in Native Education in the African colonies (to liaise between the religious bodies and government) was set up.
- Among these people was Archdeacon G. W. Morrison who in his memoir (1920), showed his dislike for L1 Mol in the primary schools.
- He suggested that L1 that should be spoken in one's working area should be among those that are criteria for the appointment of District Inspector of school and for promotion.

Effects of The LP on Education in Governor Guggisbeng's Era

- L1 Mol in the first 3 years of the infants schools was compulsory in both government and mission schools
- 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 first native-led government emerged from the Convention Peoples Party (CPP).
- During this regime, some sections of the Educated Ghanaians thought the LP used in the colonial era was a deliberate attempt to give **inferior education** to the Ghanaian natives.
- They reviewed the 1925 ordinance that promoted the use of L1 medium of instruction.
- They used English Mol from the very onset of schooling and even reduced the periods for the teaching of the Ghanaian languages in favour of the English language.
- Experimental schools were established to cater for brilliant children from the mainstream public schools. In the experimental schools, Ghanaian language was taught once a week.
- Ironically, this regime encouraged the Mass Education where illiterate adults were taught in the L1 but discouraged L1 instruction in the regular formal schools.

- They set up committees to examine the existing educational practices and give recommendations that could help them achieve their purpose for education.
- Committees set up under this era to review the educational affairs and make recommendations that would bring improvement to education in the nation included the Barnard and Bannerman committees.

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 EMol 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 Mol should be used at least in the first 3 years of education
- Minority Report (Mr. J. T. N. Yankah) recommended that EMol 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):

- The Bannerman Committee was set up to review the preuniversity education.
- The committee recommended that, a local language should be used as the medium of instruction in the lower primary classes as was being done in the mission schools.

- The Government ignored the recommendations made by the committee and continued to use the English-only medium from the onset of education in the country.
- It was during this era that Ghana experienced the influx of Private Schools which was then called International Schools due to the promotion of the English language in the country.
- Ghanaian languages ceased to be a criteria for certification in the teacher training colleges and most public schools did not pay much attention to it teaching.

Effects of the Language Policy Used by the CPP Administration

- 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 1966-1969) Era

- The native-led governance administration that came after the CPP was the National Liberation Council which came to power through a coup d'etat.
- They were not satisfied with the educational practiced by the CPP

Government, so they set up Education Review Committee which was chaired by Prof. Alex Kwabong (The then VC of University of Ghana, Legon) in 1966.

- The Kwabong Committee recommended that L1 be used as Mol for the first 3yrs of the primary school and then use L2 Mol from primary 4 upwards but in the urban areas, the change to English medium may begin earlier than the fourth year.
- They also recommended that LI should be a subject of study in the upper levels.
- They further stated that, in addition to the LI, every child should be made to learn one modern language.
- The government did not accept the use of the LI as Mol in the lower primary wholly. He proposed that the LI should be used as Mol in just the first year and then change to English-only Mol
- In the cosmopolitan areas, the English language may be used as the sole language of instruction from the onset of education.

Effects of the Language Policy Used by the NLC Administration

- L1 lost its fame and some schools even banned its usage.

- This made Ghanaian Language teachers and advocates organised a conference to help them put their grievances before the government in the form of resolutions.
- However, the government did nothing about the resolutions.
- Early literacy acquisition kept on to dwindle in the public schools

Progress Party (PP: 1969-1972) ERA

- This administration came to power through the ballot box.
- During this era, the Ministry of Education revisited the recommendation about the use of the L1 made by the Kwapong committee.
- They adapted the Kwapong committee's recommendation about the heritage language a policy in 1970 and made addition to the

language policy that same year that every pupil was to learn an approved second Ghanaian language from the beginning of 1971. These approved Ghanaian Languages were *Akan, Ewe, Nzema* and *Ga*.

- This policy was made compulsory for both government and private schools.
- Regional and District Education Directors were empowered for its successful implementation. These officials in education (Regional and District Education Directors) were tasked to ensure that teachers were to be posted to places where they could competently use and teach the approved Ghanaian Language.

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 Of The Language Policy Used By The PP Administration

- Regarding the summary of the effects of the language policy used by the Progress Party's

administration of Ghana, much cannot be said because it was also overthrown by coup d'etat.

- Even though some of the aspects of this policy are still in force, the policy did not enjoy the light of day.

The regime was toppled in a coup d'etat in 1972.

National Redemption Council /Supreme Military Council (NRC/SMS-1972-79) Era

- Came to power through a coup d'état in 1972
- A year later, they adopted the existing LP and improved on it.
- These were the decisions they implemented to buttress the existing language policy:

- Creation of the school of Ghanaian Language in 1973 at Ajumako.
 - Ghanaian Language was accepted as an 'A' level subject at GES.
- Ghanaian Language was accepted as an undergraduate course in the University of Cape Coast in 1974.
- A sub-committee was set up within the National Advisory Committee on curriculum to prepare curriculum in Ghanaian Languages.
- The post of the Ghanaian language Organiser 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 Dzobo Committee was set up with the task of examining how education could be improved in Ghana.
- The committee submitted their report which was named: *The New Structure and Content of Education in Ghana*.

- In their report, they proposed among other things that Ghanaian Language should be made compulsory from primary to the university level.
- That Ghanaian language should be the MoI from P1 to P3.
- Ghanaian languages should be a compulsory subject in the lower classes at all secondary schools.
- Teacher trainees were required to study one other Ghanaian language in addition to his or her own (Dzobo, 1979:3).
- This LP practice by this regime enhanced literacy acquisition of Ghanaian children yet some elites were displeased about it and tried all means to bring it down.

Effects Of The Language Policy Used By The NRC/SMS Administration

- This regime did a lot to restore Ghanaian Languages to its former glory by taken steps to implement the LP.
- There was much improvement in teaching and learning.

- Young learners' literacy acquisition was enhanced.
- Rote learning was minimized because learners could understand concepts taught.
- More teaching and learning materials and literature in Ghanaian languages were produced by the government.
- There was improvement in the human resource because more people were encouraged to pursue Ghanaian language to the university level.

People's National Party (PNP-1979-81) Era

- This regime came to power through democratic means.
- They did not show any interest in language policy they came to meet so they subtly abandoned

most of the things about the language policy they came to meet.

- Their lukewarm attitude toward Ghanaian Language crippled its status.
- This governing administration did not stay long to come out with any LP of theirs before they were overthrown through coup d'etat in 1981.
- Therefore, there were not effect to be discussed under this regime.

PNDC-NDC I & II (1982-2000) Eras

- These three eras are treated as a unit because they were under the same leadership.
- They first came to power through the “gun” and later became democratic of which they had two terms in office.

- The Provisional National Defense Council (PNDC) came to power through coup d'etat on 31st December, 1981 whilst NDC I & II were in power through the ballot box in 1992 and 1996 respectively.
- A few years into the PNDC's administration, they adopted the LP by the Dzobo Committee.
- They initially implemented the recommendations of Dzobo Committee Report partially until 1987/88 academic year when it was fully implemented.
- This government also instituted a major curriculum review, the *Evans-Anfom Committee*, to review the entire curriculum.
- Ghanaian language again became the Mol for Primary 1-3 and a compulsory subject in the primary school, Junior Secondary School (JSS), Senior Secondary School (SSS) and teacher training colleges currently known as the Colleges of Education.

PNDC-NDC I & II (1982-2000) Eras 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

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

- 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 and degree

COURSES *(Currently this department offers MA. MPhil. & Ph.D programmes in Ghanaian languages).*

- This department is currently back to its former Ajumako campus.
- In 1993, the MTB-BMol LP was relaxed and GL was no more a compulsory subject in SSS as a result of an announcement made by the then Minister for Education due to the massive failure in the English language SSSCE result
- This led to English-only Mol from the onset of education

PNDC-NDC I & II Cont'd

- The government not satisfied with the Mol 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 Mol 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 Of The Language Policy Used By PNDC-NDC I & II Administration

- Even though MTB-BMol fluctuated under this era, the success it chalked extended to politics and nonformal 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 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 (2001-2008) Period

- 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 AnamuaMensah (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.
- 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 second term in office, all countries were mandated to achieve the MDG of which quality education was included. Therefore, early literacy acquisition became a priority.
- This gave birth to the National Literacy Acceleration Programme (NALAP) concept which was used to implement the MTB-BMol in Ghanaian public schools.
- It was this era that implemented the Quasi-late exit transitional bilingual Mol in Ghana.
- This LP requires that learners should be instructed in a familiar Ghanaian language while the English language is studied as a subject from KG I-P3. After P3, the Mol changes to English language and Ghanaian language becomes a subject of study.
- It was envisaged that by primary 3, learners would acquire enough vocabulary to help them become familiar with the English language.
- With the support from USAID and EQUALL, teaching and learning resources were prepared and a pilot study done.

NDC III & IV (2009-2016) Period

- This regime also came to power through election from 2009-2016.

- They took the MTB-BMol mantle from the NPP and continued with the implementation of the NALAP programme.
- The NALAP was the programme that was used to implement the MTB-BMol language policy in Ghana (This is the current language policy in Ghana).
- They implemented the NALAP nationally during the 2009/2010 academic year.
- Prior to the national roll out, they organized a week workshop for all ECE teachers on the appropriate use of the bilingual Mol and its associated teaching and learning materials or resources (TLRs) as well as equipping the teachers with the appropriate instructional strategies for the implementation.
- This era welcomed other MTB-BMol interventions like the “SABRE” and LREARNING, etc.
- However, the policy did not realize its full implementation during this era

NPP III (2017-Date)

- This governing administration is current rulers in the Fourth Republic of Ghana.
- They are continuing the NALAP programme used to implement the current language policy they initiated.
- Even though the NALAP has not had its full implementation in schools, it is being used to encourage MTB-BMol intervention in the country.
- Going through the history of language policies in the country, it is this current policy that has survived different governments in Ghana and still on-going.

Effects Of The MTB-BMol Used by the Forth Republic Administrations

- The current polity is yet to see the full implementation of the LP 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.
- Courses (including this particular course) have been mounted to equip pre-service teachers with the knowledge and skills for proper implementation.

MTB-BMol Interventions

NALAP

SABRE

LEARNING, etc

Note: *All the above are interventions to buttress the MTB-BMol LP*

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 for initial instruction during which the English language (L2) is taught as a subject and later be used alongside the L1 as Mol.
- 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 Mol
- 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:

- **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

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.

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
3. Turn out citizens willing to contribute to the development of their communities and the nation (Patriotism)

SABRE

Key Activities:

- Encouraging play-based instruction especially at the KG level
- Building brighter future for young learner through early literacy acquisition through MTB-BMol (Bilingual labelling is their hallmark)
- Focus on thematic/integrated teaching
- Fast-track 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-track 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 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 of the FTTT programme, newly trained teachers are supported 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

- It is 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: To:

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 Implementation

1. Inadequate human resource (i.e. teachers, supervisors)
2. Inadequate 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