

# 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 2: Bilingual Education

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# Outline

- Recap of Unit 1
- Meaning & Models of Bilingual Education
- Meaning and Types of Medium of Instruction
- Importance of MTB-BMol
- Negative effects of denying learners' L1 in education

# Bilingual Education

## What is bilingual education?

- Any education setting where learners are taught in two languages, usually learners' first language and a second language.
- *Being bilingual involves abilities not only in speaking but also in listening, reading, and writing in two languages*
- Alternative forms of bilingual education are *sequential, simultaneous, additive and subtractive* bilingualism.

# Modes of Bilingual Education

## Sequential Bilingualism

- This is where young children acquire the L2 after the basis for the L1 has been established.
- This model of bilingualism is such that before the learner is exposed to the learning of any second language, there is an intentional effort for the learner to be conversant with his/her L1.
- This model encourages learners to use their knowledge and experience in the L1 to enhance the acquisition and/or learning of the L2.
- The sequence of the acquisition could be early or late.
- The early sequential bilingualism was the model Ghana was using until KG became part of the formal basic education system.

- Late sequence is where learners get introduced to the L2 when they have acquired adequate mastery of the L1.

# Simultaneous Bilingualism

## Simultaneous Bilingualism

This is where young children are exposed to two languages from birth or soon after (before age 3). This is sometimes referred to as two-way or dual language bilingualism.

### *Forms of two-way model:*

***Ninety/Ten (90/10)***: 90% of instruction is done in the students' L1 and 10% in the L2 at the initial stages of their education and it gradually moves to a 50:50 arrangement.

***Fifty/Fifty (50/50)***. 50% of instruction is done in the L1 and 50% in the L2. Thus, equal attention is given to both languages in terms of medium of instruction (MoI).

# Additive Bilingualism

- This is where learners develop and maintain both the L1 and the L2 throughout education.
- The objective is to use both the L1 and the L2 as medium of instruction (Moi) right through to the end of schooling. In this type, the L1 is never removed as Moi nor the time for its usage is reduced for the L2.
- The goal is to ensure a high level of proficiency in both languages.
- Additive bilingual environment provides substantial support for the learner to maintain his/her L1 as he/she acquires an additional language

# Subtractive Bilingualism

- This mode is also referred to as Transitional bilingual medium of instruction
- This model is where learners begin early years academic instruction in their L1 before they are transitioned to the L2 medium of instruction.
- The bilingual acquisition occurs when the L2 replaces the L1, which usually leads to the reduction or complete loss of children's abilities in the L1.
- The L2 is learnt at the expense of the L1. This model is associated with stagnation, erosion, or loss of the L1 resulting from the process of L2 acquisition.



# Subtractive Bilingualism Cont'd

Simultaneous model of bilingual is sometimes referred to as two-way or dual language bilingualism.

## *Forms of two-way model:*

- ***Ninety/Ten (90/10)***: 90% of instruction is done in the students' L1 and 10% in the L2 at the initial stages of their education and it gradually moves to a 50:50 arrangement.
- ***Fifty/Fifty (50/50)***. 50% of instruction is done in the L1 and 50% in the L2. Thus, equal attention is given to both languages in terms of Mol.

# What Language Experts Say about Bilingual Education

- Bilingual education is the appropriate LP for multilingual developing countries (e.g. Ghana) because it is the language that could help learners enjoy quality education (BrockUtne, 2010; Trudell, 2007).
  - In almost all African countries, the target languages of education are foreign languages that are usually inherited from their respective colonial rulers (Swadener et al., 2013)
- In the Western world, (e.g. USA), bilingual education refers to education programmes that instruct minority language children or English language learners (ELLs) partially in their L1 alongside the majority language (Target language) of the society (Castro et al., 2011; Tabors, 2008).

# What Language Experts Say About Bilingual Education Cont'd

- Bilingualism makes education authentic for learners as the concepts taught are comprehensible, they are able to apply the knowledge and skills acquired.
- The strict use of unfamiliar language in education is a serious indictment on the part of policy-makers because denying learners' access to the L1 in education is doing a great disservice to them.

## ***What is Medium of Instruction (Mol)?***

Medium of instruction (Mol) can also be referred to as *language of instruction* (LoI)

- *It is the language for school communication and classroom instruction. It is the language through which content subjects are taught.*
- The plural of *medium of instruction* is either *media of instruction*, or *mediums of instruction*.
- Medium of instruction means the language through which education is delivered to the learners in the different levels of the educational system.
- Mol is the language for school communication and classroom instruction.
- It is the language through which content subjects are taught.
- It is the language in which curriculum content is taught.
- It is the language that is used to deliver lessons in the classroom.
- In short, Mol is the language used in teaching and learning.

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# Types of Mol

***First Language (L1) Mol:*** It is the use of the language the child is born into for school interaction and instruction.

- It is the use of the heritage or L1 of the child in delivering lessons in the classroom.
- This is where the learners' L1 is used for instruction in all subjects.
- It is the use of the learners' L1 for school interaction and instruction
- Learners tend to thrive educationally in countries that use this type of Mol

# Types of Mol Cont'd

**Second Language (L2) Mol:** This is also referred to as Foreign language Mol.

- It is the use of unfamiliar language for delivering content subjects.
- In bilingual/multilingual societies, most students are usually not familiar with such language. L2 are usually learnt in formal settings.
- This type of Mol is very common in most African countries. Foreign languages that are usually used for this purpose include *English, French, Spanish, Portuguese etc.*
- The L2 only Mol for non-native speakers is referred to as ***Language Immersion*** in education.
- The intentional and exclusive use of a second language as Mol with no support from the L1 in the print environment or education system known to as ***submersion***

# Types of Mol Cont'd

**Bilingual Mol:** This is the use of two languages for classroom instruction and communication.

- Bilingual Mol could be the use of ***two foreign languages*** or the learners' L1 and a foreign language (L2).
- The latter is what is referred to as the ***Mother tonguebased bilingual medium of instruction (MTB-BMol)***.
- MTB-BMol is where the learner's L1 forms the foundation for initial classroom instruction and interaction especially in the early years of schooling.
- In multilingual societies such as Ghana, bilingual Mol is usually the combination of L1 and L2 (MTB-BMol).



# Types of MTB-BMol

- Dual Language Mol: This is where both languages (L1 & L2) are used alongside each other. Under this type, some subjects are taught in the L1 while others are taught in the L2.
- Transitional bilingual Mol: This is where learners' L1 is used at the early years up to the lower primary (e.g. In Ghana: KG 1 to B3) and as the learners progress, the Mol changes to the L2 only.
- During this period, the learner studies the L2 as a subject with effective progressive oral exposure.
- Then from upper primary upward, the L1 becomes a subject of study whilst the L2 becomes the Mol.

# Transitional Bilingual Medium of Instruction

- This type of bilingual Mol begins early years academic instruction in the learners' L1 before they are transitioned to the L2 Mol.
- Under this type of bilingual medium of instruction (BMol), as children progress in their academic ladder, the L2 takes the place of the L1 and becomes the sole mode of instruction thereby, eliminating the L1 completely.
- The forms of the transitional bilingualism are determined by the time the L1 is exited as the language learning process.

## ***Types:***

***Early-Exit:*** The transition to the L2 is done after the first three years (maximum 3 years) of schooling.

***Quasi-Late Exit:*** The transition is done beyond 3 years of schooling but not exceeding 5 years.

***Late-Exit:*** Here the transition is done 5 years and beyond

## **Merits of MTB-BMol in the Lower Primary**

1. Bridges linguistic gap between the home and the school
2. Facilitates comprehension of instruction
3. Minimizes rote learning
4. Reduces absenteeism and truancy as well as school drop-out rate
5. Facilitates the learning of the L2

6. Enhances the promotion of bilingualism and biliteracy
7. Preserves learners' cultural values

## **Negative Effects of Denying Children their L1 in Education**

1. Violates learners' right to heritage language.
2. Stagnates learners personal and conceptual foundation in education
3. Breeds sufferers of internalized oppression
4. Most learners may suffer from lost identity
5. Encourages submersion

# Wrapping up

- Two Stars and a Wish
- **For Next Class**
- Read on the Theoretical Constructs that support MTB-BMol
- Come to class with the draft of your creative writing