

APRIL 2021
EBS 330
THE USE OF GHANAIAAN LANGUAGE AS
A MEDIUM OF INSTRUCTION
2 HOURS

Candidate's Index Number:
Signature:

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
THIRD YEAR, END-OF-FIRST SEMESTER EXAMINATION, APRIL, 2021

APRIL 16, 2021

THE USE OF GHANAIAAN LANGUAGE AS
A MEDIUM OF INSTRUCTION

2:00 PM – 4:00 PM

This paper consists of two sections, A and B. Answer ALL the questions in Section A and ONE question from Section B.

SECTION A
(40 MARKS)

Answer ALL questions in this section.

For items 1 to 16, each stem is followed by four options lettered A to D. Read each item carefully and circle the letter of the correct or best option.

1. Which of these types of language policies constrain the use of the heritage language in education?
..... Language Policy.
A. Expediency-Oriented
B. Promotion-Oriented
C. Repression
D. Tolerance-Oriented
2. Which of the following is **not** a type of stakeholders' participation in language policy?
A. Collaborative Process.
B. Performative Action.
C. Public sensitization.
D. Public Text.
3. All these are classification of language **except**

4. The following are attributes of structural inequality orientation **except**
 - A. individual work as opposed to group work.
 - B. mismatch between home culture and school culture.
 - C. rapport between the teacher and pupils.
 - D. submersion.

5. Bilingual education is the education setting where learners two languages.
 - A. are taught in
 - B. speak
 - C. speak and write
 - D. write

6. The goal for adoption of additive bilingualism is to ensure a high level of proficiency in
 - A. both the first and the heritage languages.
 - B. both the first and the second language.
 - C. the first language.
 - D. the second language.

7. The following are negative effects of denying learners their L1 in education **except**
 - A. it violates children's right to appropriate education.
 - B. learners may lose their identity.
 - C. they may enjoy quality education.
 - D. they may suffer from internalized oppression.

8. Which bilingual education is Kwesi receiving if he was exposed to the Target language after he had acquired the basics of his L1? bilingualism.
 - A. Additive
 - B. Sequential
 - C. Simultaneous
 - D. Subtractive

9. The Education Ordinance of 1925 which made Ghanaian language a compulsory (L1) medium of instruction (MoI) in all Lower Primary schools was passed by
 - A. Charles Arden-Clarke.
 - B. Gordon Guggisberg.
 - C. Phelps Stokes.
 - D. Rev. Sunter.

10. Which of the following **cannot** be considered as a factor that could affect the proper implementation of mother tongue-based bilingual medium of instruction?
 - A. Absence of political will.
 - B. Education stakeholders' language preference.
 - C. Inadequate public education.
 - D. Public Discourse.

11. Which of the following missionaries reduced the Ewe language into writing?
 - A. Basel.
 - B. Bremen.
 - C. Catholic.
 - D. Wesleyan.

12. The main language in the Fante area was reduced into writing by the missionaries.
- A. Basel
 - B. Bremen
 - C. Catholic
 - D. Wesleyan
13. Which government set up the Ajumako School of Languages?
- A. CPP
 - B. NLC
 - C. NPP
 - D. NRC
14. Under which regime was the Kwapong committee set up?
- A. NDC
 - B. NLC
 - C. NPP
 - D. NRC
15. Which of the following is **not** a classroom implication for translanguaging? It
- A. hampers class participation and comprehension of concepts.
 - B. offers teachers practical means to use known language and concepts to strengthen the learning of the L2 for bilingual learners.
 - C. provides opportunity for both teachers and students to use home language practices to ease learners into the use of appropriate form of the target language.
 - D. serves as a linguistic bridge to transfer to meaningful contents in the L 2.
16. The following are criteria used to select a Ghanaian language for educational purposes **except** the
- A. language should have scholars to undertake research on the language.
 - B. members of the speech community must all be elites.
 - C. orthography of the language should be well developed.
 - D. population of the speech community should be large enough for effective planning economically.

Items 17 to 20 are statements followed by True and False options. Read each statement carefully and indicate whether it is True or False by circling the letter of the correct option.

17. Covert language policy can also be called implicit language policy.
- A. True
 - B. False
18. The use of MTB-BMoI serves as a scaffolding and complementary tool for teaching and learning in the Ghanaian classroom.
- A. True
 - B. False
19. L1 as a resource for learning foreign languages is a misconception.
- A. True
 - B. False

20. The Anamuah-Mensah Committee was set up in year 2002.

- A. True
- B. False

For items 21 to 30, write the appropriate responses in the spaces provided.

Read the following carefully and use the information to answer questions 21 and 22. (2 Marks)

Memuna's parents are from Akyem Abuakwa but stayed in Accra. Memuna was born in Awoshie in Accra. By age eight they moved to Golokuati in the Volta Region. Memuna started speaking Ga and Twi in Accra. She later learnt to speak Ewe and English in school. She can now speak Twi, Ewe and English fluently.

21. In terms of this course, EBS 330: The use of Ghanaian Language as a Medium of Instruction, what is Memuna's second language?

.....

22. State Memuna's native language?

.....

Read the following carefully and use the information to answer questions 23 and 24. (2 Marks)

The proprietor of Yesutor Preparatory School this morning handed a dismissal letter to Miss Donkor, a KG 1 teacher for using Ewe as a medium of instruction in her classroom that serves Ewe speaking pupils.

23. Which theory is influencing the proprietor's orientation regarding language policy?

.....

24. Which theoretical orientation of language policy does Miss Donkor believe in?

.....

25. State the major difference between overt language policy and covert language policy. (1 mark)

.....

.....

26. Explain Language Policy in your own words. (2 Marks)

.....

.....

.....

.....

(3 Marks)

27. State the full form of the following acronyms.

- i. BICS:
- ii. CALP:
- iii. CUP:

(3 Marks)

28. State any **three** importance of the use of mother tongue based bilingual medium of instruction (MTB-BMoI) in Ghanaian schools.

- i.
- ii.
- iii.

(1 Mark)

29. State any **two** Mother tongue based bilingual medium of instruction interventions that have taken place in Ghana after the NALAP implementation.

.....

(6 Marks)

30. Briefly explain the following:

- i. Quasi-Late-Exit transitional bilingual medium of instruction.
.....
- ii. The Threshold Theory
.....

iii. Think-Pair-Share:

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SECTION B
(20 MARKS)

Answer only ONE question from this section in the answer booklet provided.

1. As an education expert, explain any **five** reasons why you think mother tongue-based bilingual medium of instruction (MTB-BMoI) in the lower primary level of education will have positive impact on the falling standard of education in Ghana.
2. As a student teacher who has studied this course, explain with examples any **three** ways teachers can label their classroom displays and discuss any **two** relevance of each of your chosen labelling types.
3. In **four** points, discuss why you think the missionaries in the colonial era regarded the use of Ghanaian languages as resource in the teaching and learning process more than the Ghanaian led governments.