

MAY 2022  
EBS 330  
THE USE OF GHANAIAN 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, MAY 2022

MAY 26, 2022                      THE USE OF GHANAIAN LANGUAGE AS A                      2:00 PM – 2:30 PM  
MEDIUM OF INSTRUCTION

This paper consists of two sections, A and B. Answer ALL the questions in Section A and TWO questions from Section B. Section A will be collected after the first 30 minutes.

SECTION A  
(20 MARKS)

Answer ALL the 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.

- Which of the following is **not** a social benefit of MTB-BMoI?
  - It assists learners to maintain ties with their extended families.
  - It enhances learners' socio-emotional development.
  - It increases the rate of dementia and Alzheimer's.
  - Products of education are well prepared for the global market.
- I am a non-native language of a country but this country uses me for all her administrative key business activities. Who am I? ..... Language.
  - International
  - Local
  - Multi-purpose
  - Official
- What is the name given to a language spoken in different countries for their daily and official activities? ..... Language.
  - International
  - Local
  - Multi-purpose
  - Official

4. The following are characteristics of indexical signs **except** that .....
  - A. the link is not one of resemblance because what an indexical sign signifies is sometimes invisible.
  - B. the object resembles the intended reference.
  - C. the symbol is caused by the object it refers to.
  - D. there is a direct relationship between the symbol and the object it refers to.
  
5. Under which regime was the Evans-Anfom committee set up?
  - A. NLC/SMC
  - B. NPP
  - C. NRC
  - D. PNDC
  
6. Which of the following **cannot** be classified as a factor that affects the implementation of language policy negatively?
  - A. Donors' conditionality.
  - B. Inadequate public education.
  - C. Language preference of direct stakeholders.
  - D. Language preference of international students.
  
7. A language policy that allows the recognized heritage languages coexist with the promotion-oriented policy is called ..... Policy.
  - A. Erasure
  - B. Expediency-Oriented Language
  - C. Restriction-Oriented Language
  - D. Tolerance-Oriented Language
  
8. Which of the following is **not** a benefit of extensive reading? It .....
  - A. enhances learners' language development.
  - B. enhances learners' vocabulary acquisition.
  - C. helps learners cultivate the culture of reading.
  - D. maims learners' reading abilities.
  
9. Which of the following is **not** an advantage of culturally responsive theory?
  - A. It bridges the linguistic gap between the home and the school.
  - B. It fosters comprehension.
  - C. It promotes internalized oppression.
  - D. There is room for diversity.
  
10. Which of the following is "Social dominance" associated with? ..... Theory.
  - A. Cultural Discontinuity
  - B. Culturally Responsive
  - C. Mismatch
  - D. Structural Inequality
  
11. Which of the following is **not** a type of labelling appropriate for classroom displays?
  - A. Bilingual.
  - B. Monolingual.
  - C. Polylingual.
  - D. Trilingual.

12. One of the key focus of the Fast-track Transformational Teacher Training is to .....
- give newly trained teachers support in their first year of teaching through refresher courses.
  - help teachers gain mastery over the methodology and become effective in the classroom, they need to have regular refresher training.
  - inculcate in learners strong love and respect for their heritage language and culture.
  - train untrained teachers for certification.
13. One of the following is **not** an appropriate approach to promote additive bilingualism in the classroom.
- Encouraging production and use of bilingual reading materials.
  - Encouraging the desire to read and write in the L2 and accepted L1.
  - Encouraging young learners to speak only the L2.
  - Modelling the importance of bilingualism in your classroom.
14. Which of the following is **not** a classroom implication for translanguaging? It .....
- may hamper class participation and comprehension of concepts.
  - may serve as a linguistic bridge to transfer the meaningful contents in the L2.
  - offers teachers practical means to use known language and concepts to strengthen the learning of the L2 for bilingual learners.
  - provides opportunity for both teachers and students to use home language practices to ease learners into the use of the appropriate form of the target language.
15. All the following are attributes of the theoretical construct called CALP **except** that it is .....
- cognitively undemanding.
  - context reduced.
  - more abstract in nature.
  - needed in the learning of all language skills.
16. Which of the following is **not** a feature of symbolic signs?
- Symbolic signs may have no direct relationship with the object they refer to.
  - The symbol and object it refers to is culturally specific.
  - The symbol and object it refers to is purely conventional and culturally specific.
  - There is a cause-and-effect relationship between the sign and the meaning of the sign.

**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. All languages are of equal value or importance to their respective speakers.
- True
  - False
18. Collaborative process of stakeholders' participation in language policy is synonymous to deliberative process
- True
  - False
19. Additive bilingualism is common in Africa.
- True
  - False
20. Bilingualism or multilingualism has always been the default context for human beings.
- True
  - False

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SECTION B  
(40 MARKS)

Answer **TWO** questions in all; Question 1 and any other **ONE** question from this Section into the answer booklet provided. All questions carry equal marks of 20.

1.
  - a. Explain with concrete examples, any **three** importance of the use of heritage language in education in young learners' education
  - b. Explain with an example each, any **two** benefits teachers derive from the use of appropriate language policy of education.
  
2.
  - a. Explain **three** effects of the language policy used by the Castle Schools as studied in this course.
  - b. Explain with an example each, any **two** reasons why the use of familiar language, especially familiar local language, is crucial in the education of young learners.
  
3. Discuss any **four** reasons why the use of a familiar local language with the English language as medium of instruction is relevant in the Ghanaian education system.