ANSWERS TO SELF-ASSESSMENT QUESTIONS

UNIT 1

Exercise 1.1

1. a. Explain the general term "Language policy"
   Any of the following:
   i.   *is a legal backing given to a language(s) to be used for specific purposes such as educational, administrative, business, etc.*
   ii. *is a language or languages that have been elevated to be used for special purposes*
   iii. *is what a government does either officially through legislation to determine how a particular or certain languages should be used*

   b. What is the key difference between language policy and educational language policy?
   Any Appropriate Response
   Example:
   Language policy a term given to any language(s) that has been given a legal backing for specific purposes e.g. administration, business, education etc. while educational language policy is a language(s) accepted for teaching and learning or classroom communication

2. How would you explain the following?
   a. First language? State **2** any terms that can be used in its stead
      Any of the following:
   i.   *The language the child first encounters.*
   ii. *The language a child learn from birth.*
   iii. *The language of the child's parents.*
   iv. *The language spoken in the child's immediate environment.*
   v.   *The language the child is more competent and efficient in its usage.*
   vi. *The language the child is well versed in and therefore can speak freely and fluently.*
        Other terms that could be used in place of First language are:
        Native Language,
        Home Language,
        Mother tongue,
        Heritage Language,
        Primary Language

ANSWERS TO SELF-ASSESSMENT QUESTIONS

    b. Second language? State **2** any terms that can be used in its stead

      Any of the following:

    i. *A second language or L2 is a language that is not the native language of the speaker, but is learned later.*

    ii. *Any other **language** (other than L1) learned or acquired is known as the **second language**.*

    iii. *A language that a person or a learner is not familiar with but makes conscious effort to learn.*

    iv. *A language that a learner takes time to learn with the view to gaining mastery.*

    Other terms that could be used in place of Second language are:
    Foreign Language
    Target Language

3. State any **2** reasons why language policy is important in the early years of schooling

Any Appropriate Response

Example:

Understanding of concepts taught during the early childhood education (ECE) level of education is critical for their future academic endeavours hence the relevance of appropriate language policy

Exercise 1.2

1. a. Every country has an official and a national language. **False**
    b. A language policy can have an overt or covert status. **True**

2. Explain the following in your own words
- *National Language*
- *Official Language*

Any Appropriate Response

3. State any **3** factors that can affect the proper implementation of language policy and explain any one in your own words.

    Factors that can affect language policy implementation

Lack of Political Will,
Education Stakeholders' Language Preference,
Inadequate Public Education,
Donors' Conditionality

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Any Appropriate Explanation of the choice

Exercise 1.3
1. a. Language policy decision has nothing to do with policy makers' linguistic orientation.
   False

2. All these are psychological orientations that can influence the selection of policy on language of instruction *except*
   a. Culturally responsive
   b. Cultural Discontinuity
   c. ***Culturally Submissive***
   d. Structural Inequality

3. The key difference between the cultural mismatch and the structural inequality orientations is ***Social Dominance or Dominance***

Exercise 1.4
1. a. Children's linguistic right is supported by UNESCO. **True**
   b. Quality education is solely dependent on the familiarity of the language of instruction
      False

2. Children's Rights include practices and services that enhance and promote their developmental and age appropriate needs that change over time as they grow.   **True**

3. Write **3** importance of heritage language in education in your own words
   Any 3 Appropriate Responses
   For example:
   - *It promotes understanding of concepts taught*
   - *Learners can freely participate in teaching and learning (e.g. share the funds of knowledge they bring to school*
   - *It reduces attrition in early primary level of schooling*

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Exercise 1.5

1. Only foreign language could serve as an appropriate language for education. **False**

2. Explain appropriate language in your own words

   Any Appropriate Response
   E.g. *Appropriate language policy of education is the language that promotes and enhances leaners' comprehension of concepts*

3. Explain any two benefits derived from appropriate language policy of education to the following:
   Any two Appropriate Responses
   a. Learners
      E.g.
   i. *It fosters understanding of teaching and learning.*
   ii. *It leads to massive educational success in that more learners will be successful in their education.*
   iii. *It increases the participation of learning the teaching and learning process.*
   iv. *It can serve as a support for maintenance of heritage language and culture.*
   v. *It can also broaden or expand learners' horizon in bilingual education.*

   b.   Teachers
   E.g.
   i.   *It eases instruction.*
   ii.   *It fosters rapport between the teacher and the learners.*
   iii.   *It improves the psycho-social classroom environment.*

Exercise 1.6

1. In multilingual societies, language policy in education is important. **True**

2. State and explain any two reasons why some languages are chosen over others in multilingual societies

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Any two Appropriate Responses

E.g
- *Languages that have are more developed in terms of terminology, standard orthography, more academic literature, and other resources relevant in education*
- *Language or languages that have more speakers per the population of the nation have high tendency of being chosen for language of education.*
- *Languages that projected beyond their original speech community or territorial zone*
- *Language that could boast of prestigious elite dedicated to investing and working on their languages.*

3. State the modes of stakeholders' participation in language policy and explain one of them in your own words.

   Stating and explaining any of the following:
   - *Public discourse*
   - *Public texts*
   - *Performative action*
   - *Deliberative process*

UNIT 2
Exercise 2.1
1. Bilingual education is suitable for only former colonized countries. **False**

2. Explain bilingual education in your own words
   Any two Appropriate Responses
   E.g.

   It is any educational settings where learners are instructed in two languages.

3. State any two key things you learnt from what language experts say about bilingual education.
   Any two Appropriate Responses

ANSWERS TO SELF-ASSESSMENT QUESTIONS

E.g.
It makes educational experiences authentic and applicable;
Even former monolingual countries are currently practicing bilingual
education; etc.

Exercise 2.2

1. Explain the following terminologies as discussed in this session:

   a. *Biliteracy is the ability to read and write in two languages*
   b. *Bilingualism is the ability to speak two languages.*
   c. *Multilingual is a person who can speak more than two languages*

2. a. Explain sequential bilingual education in your own words

   Any Appropriate Response
   E.g.

   Sequential bilingual education is where a child acquires a first language, before learning the second language.

   b. What is the difference between early and late sequential type of bilingualism
   Any Appropriate Response
   E.g.
   Early sequential bilingualism occurs where the child learns the L2 between four and six years while the late occurs at upper primary or early adolescence.
3. What is simultaneous bilingual education?

   Simultaneous bilingual education is where the learner learns both the L1 and the L2 at the same time

Exercise 2.3

1. a. Additive bilingualism is common in Africa. **False**

   c. State any two positive impact of additive bilingualism

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Any Two Appropriate Responses
E.g.

It promotes bilingualism and biliteracy.

It provides substantial support for the learner to maintain his/her L1.

2. Explain the following in your own words:
   Any Appropriate Response
   E.g.
   i.   Additive bilingualism

   Additive bilingualism is a situation where a learner's first language continues to be maintained while he or she is learning a second language

   ii.   Subtractive bilingualism
   Subtractive bilingualism is where a learner learns a second language at the expense of their first language

3. State any two negative sides of subtractive bilingualism.
   Any Two Appropriate Responses

   E.g.

   i.   Learners can lose their L1
   ii.   It can lead to undermining children's self-esteem
   iii.   The learners may lose their sense of cultural identity
   iv.   Learners may lose their sense of patriotism

Exercise 2.4
1. a Language of instruction can be used instead of medium of instruction.
   True

a. No African country has ever used the Quasi Late-Exit transitional bilingual MoI.
   False (E.g. That is the type Ghana is currently using)

ANSWERS TO SELF-ASSESSMENT QUESTIONS

2. Why do you think a typical Mother tongue only MoI is not suitable for Ghana?
   Any Appropriate Response
   E.g.
   - *Learners would not get the global exposure*
   - *Learners would be restricted linguistically. For example they would have to live within environment in which they had their education due to linguistic barrier*
   - *Ghanaians cannot further their education elsewhere apart from Ghana. Etc.*

3. State the key difference between the early-exit and late-exit forms of the transitional bilingual MoI.

   The key difference between the early-exit and late-exit forms of the transitional bilingual MoI is the exit year. For example the early-exit cannot go beyond 3 years while the late-exit is beyond 5 yeards

Exercise 2.5
1. All natives in multilingual societies support the MTB-BMoI in their education system. **False**

2. State any one attitude that the direct stakeholders (students and parents) in education show toward the use of MTB-BMoI

   Any two Appropriate Responses
   E.g.
   They prefer the use of only the L2 MoI
3. State any five importance that Ghanaians can derive from the effective implementation of MTB-BMoI

   Any five Appropriate Responses
   E.g.
   1. It helps bridge the linguistic gap between the home and the school.
   2. It facilitates understanding hence making learning easier.
   3. It encourages active learner participation (Learners participate actively in lessons).
   4. It minimizes (if not eliminate) rote learning.
   5. It strengthens their affective domain which involves self-confidence,

self-esteem and
identity thereby increasing motivation, initiative as well as creativity.
6. It serves as a transitional bridge linking the known to the unknown.

Exercise 2.6

1. Education that is provided in any language is suitable for every learner.
    False

2. Young learners learn better when they are taught in the language they
    are conversant.
    True

3. State any three reasons why mother is crucial in the education of young
    learners.
    Any three Appropriate Responses
    E.g.
    1. *It serves as a linguistic bridge to learning the second language which
        in Ghana is the English language.*
    2. *It enhances young learners' cognitive development.*
    3. *It facilitates the learning of L2. That is, the L1 serves as a springboard
        to the learning of other languages.*
    4. *It facilitates the acquisition of basic literacy and numeracy skills. Etc.*

UNIT 3
Exercise 3.1

1. Linguistic interdependence disproves the efficacy of the use of MTB-
    BMoI in multilingual societies. **False**

2. All the following are examples of the theoretical construct that
    underpin MTB-BMoI
    except…

    a. Bilingual bootstrapping
    b. **Culturally responsive**
    c. Common underlying proficiency
    d. Linguistic interdependence

3. Which of these best describes Common underlying proficiency (CUP)
   a. Each language operates separately in the cognitive system
   b. The L1 interferes negatively with the L2
   c. **Both the L1 and the L2 operate within the same cognitive system**
   d. There is an upward movement of the three identifiable levels

Exercise 3.2
1. A child who has mastered his social skills, is proficient in the language at an academic level. **False**

2. All the following are attributes of the theoretical construct called BICS *except…*
   a. Conversational language
   b. Cognitively undemanding
   c. It takes 2 to 5 years to acquire
   d. **It is cognitively challenging**

3. Which of the following best describes the theoretical construct known as CALP?
   a. Cognitively undemanding
   b. **Language needed for academic tasks**
   c. It is a playground language
   d. Language that takes 2 to 5 years to acquire

Exercise 3.3
1. a. The BICS is less relevant in L2 learning. **False**
   a. Both BICS and CALP should be geared towards facilitating life-long learning.
      True

2. Examples of topics for this "Buddy walk and share" language activities include following **except** …
   a. Answering phone calls
   b. Buying from a shop/store
   c. **Pair writing**
   d. Exchanging pleasantries

3. The following are features of "Verbal Tennis" **except**…
   a. Learners would need tennis balls
   b. There is always a referee
   c. Students work in pairs or threes (small groups).
   d. Students take turns to pick a card and say the word

Exercise 3.4
1. a. There is no benefit for teachers in the use of MTB-BMoI. **False**
   b. There is positive health implication in bilingualism.   **True**

2. The following are academic benefits of MTB-BMoI **except** …
   a. delays the onset of brain diseases
   b. learners gain a sense of cultural pride
   c. fosters the learning of L2
   d. enhances comprehension of concepts

3. Which of the following is *not* a social benefit of MTB-BMoI
   a. enhances learners' socio-emotional development
   b. products of education are well prepared for the global market
   c. **increases the rate of dementia and Alzheimer's**
   d. assists learners to maintain ties with their extended families

Exercise 3.5
1. All former colonized African countries use the MTB-BMoI. **False**

2. One of the following is among the local languages that could be added to the English language to teach in Nigeria
   a. Bemba
   b. Hausa
   c. Kikuyi
   d. Kiswahili

3. Kenya's CBC for their basic education is based on
   a. 2-5-3-3 model
   b. **2-6-3-3 model**
   c. 7-5-4 model
   d. 8-4-4 model

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Exercise 3.6

1. a. The Unite Kingdom has a common language policy for all its four nations. **False**

    b. All the States in the US that adopted the bilingual MoI in their education system have
    reversed to the use of English only language policy. **False**

2. North Korea is known to have a perfect literacy rate of ……
    a. 96.8%
    b. 98.6%
    c. 99%
    d. 100%

3. Which of the following is *not* a feature of Chinese Adult education?
    a. for adult who did not get the chance to go school when they were children
    b. for workers who could not read and write
    c. to help increase their literacy rate
    d. **to indicate to the world that they have good education structure**

UNIT 4

Exercise 4.1

1. a. The Gold Coasters had no form of education until the arrival of the Europeans.
    False

2. Which of the following depicts the structure of the traditional education used in the Gold Coast?
    a. imitation, observation, participation
    b. imitation, participation, observation
    c. **observation, imitation, participation**
    d. observation, participation, imitation,

3. All the following are among the key concepts of the socio-cultural theory *except* ......
   a. **Appreciation**
   b. Apprenticeship
   c. Guided participation
   a. Participatory appropriation

Exercise 4.2

1. The Basel mission was the first to settle on the Gold Coast. **True**

2. The Catholic Missionaries first came to the Gold Coast in the year…
   a. **1529**
   b. 1832
   c. 1835
   d. 1880

3. The following languages were reduced to writing by the Catholic mission except …
   a. Dagaare
   b. **Ga**
   c. Kasem
   d. Lekpe

Exercise 4.3

1. Philip Quarcoe was a product of Christiansborg Castle School. **False**

2. All these foreign nationals has a school in the Elmina Castle *except* …
   a. British
   b. Danes
   c. French
   d. **Germans**

3. Explain two effects of the language policy used by the Castle Schools in your own words
   Any three Appropriate Responses
   E.g.
   a. The tendency of learner forgetting their heritage language is high.
   b. Learners may disregard their linguistic background and therefore

disassociate themselves from their natives.

c. The tendency of the recipients of the castle schools' education suffering "Internalized Oppression" was high.

d. Learners may lose their cultural identity since culture is embedded in language.

Exercise 4.4

1. Governor Gordon Guggisbeng abhorred the use of L1 in schools. **False**

2. The Phelps Stokes Commission was funded by …
   a. Phelps Stokes Commission
   b. Phelps Stokes Director
   c. Phelps Stokes Fund
   d. Phelps Stokes Fraternity

3. These people were in fovour of the use of L1 as medium of instruction in the early years of schooling *except*…
   a. **Archdeacon G. W. Morrison**
   b. C. J. Protten
   c. Guggesberg
   d. Rev. Bernhard Schloghel

Exercise 4.5

1. The CPP government embraced the language policy she came to meet. **False**

2. All following are examples of the effects of the language policy used by the NLC *except* ...

   a. Early literacy acquisition kept going down in the public schools
   b. Ghanaian Language teachers and advocates of heritage language in education demonstrated and sent their grievances to the government.
   c. L1 was not disregarded and some schools stopped its usage.
   d. Rote learning was minimized

3. Which of the following was *not* an effect of the NRC/SMC era?
   a. Early literacy acquisition kept on to dwindle in the public schools
   b. The government produced more Ghanaian language teaching and learning materials

c. There was much improvement in teaching and learning.

d. Young learners' literacy acquisition was enhanced.

Exercise 4.6

1. The PNDC came to power through democratic means. **False**

2. Eleven were selected to be used to implement the NALAP programme. **True**

3. The education review committee that was set up during the NPP I & NPP II was the …

   a. **Anamuah-Mensah Committee**
   b. Barnard Committee
   c. Dzobo Committee
   d. Kwapong Committee

UNIT 5

Exercise 5.1

1. a. Eleven Ghanaian languages were selected to be used for the NALAP. **True**

   b. The selected Ghanaian languages were grouped into five versions. **False**

2. The full form of NALAP is ………………………………………
   a. National Language Acceleration Programme
   b. National Language Accelerated Programme
   c. **National Literacy Acceleration Programme**
   d. National Literacy Accelerated Provision

3. Explain the focus of the NALAP in your own words

   Any Appropriate Responses

E.g.

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Exercise 5.2

1. The National Literacy Task Force was the body in-charge of the pilot study of the NALAP. **True**

2. Which of these is *not* a component of NALAP?
   a. Instructional design
   b. Policy dialogue and research
   c. Public advocacy campaign
   d. Policy dialogue and campaign

3. The following are examples of NALAP teaching and learning materials *except* …
   a. Alphabet cards
   b. Big books
   c. Posters
   d. Take home books

Exercise 5.3

1. Fast-track Transformational Teacher Training is established for pre-service teachers.
   True or False

2. Which of these is *not* among the key activities of the Sabre Education in Ghana?
   a. Focus on play-based instruction especially at the KG level
   b. Focus on thematic or integrated teaching
   c. Help build brighter future for young learners through early literacy acquisition through MTB-BMoI
   d. Trains untrained teachers for certification

3. One of the key focus of the Fast-tract Transformational Teacher Training is
   a. To give newly trained teachers support in their first year of teaching through refresher courses.
   b. To help teachers gain mastery over the methodology and become effective in the
      classroom, they need to have regular refresher training.
   c. To inculcate in learners strong love and respect for their heritage language and culture.
   d. Trains untrained teachers for certification

ANSWERS TO SELF-ASSESSMENT QUESTIONS

Exercise 5.4
1. The Learning programme is a mother tongue only programme. **False**
2. One of the aims of the Learning programme is
   …………………………………..
   a. To improve L1-only medium of instruction
   b. To improve pedagogical excellence in grade reading
   c. To maim young learners English language learning
   d. To train untrained teachers for certification

3. Which of these is *not* among the key activities of the Learning programme in Ghana?

a. To promote public-private partnership supporting home and community-based reading
b. To raise public awareness of the importance of reading for individual and national development.
c. To teach L1 throughout the day
d. To work with community organizations and volunteers to build a strong network of early-grade reading champions to promote reading locally

Exercise 5.5
1. The following are criteria used to select a Ghanaian language for educational purposes *except* ………………………

   b. The language should have scholars to undertake research on the language
   c. The members of the speech community must all be elites
   d. The orthography of the language should be well developed.
   e. The population of the speech community (linguistic area) should be large enough for effective planning economically.

   2. Which of the following is *not* an issue that could affect the smooth implementation of MTB-BMoI in Ghana?
   a. Inadequate human resource to man or handle it
   b. Insufficient L1 instructional material
   c. Lack of political will
   d. Lack of foreign donors

ANSWERS TO SELF-ASSESSMENT QUESTIONS

3. Explain any three (3) ways or strategies we can use to combat the problems that militate against the smooth implementation of MTB-BMoI

Any Appropriate Responses

E.g.

1. Training more Ghanaian languages teachers at the higher level

2. There should be enough supply of teaching and learning resources. Teachers and students should be encouraged and motivated to innovate and produce TLMs locally

3. The sensitization programme of the MTB-BMoI should be intensified so that more people would appreciate its usage.

4. Teachers, especially ECE teachers should be equipped with bilinguals instruction and be posted to areas that they could read and write the approved L1 used in education. Etc.

Exercise 5.6

1. It is inappropriate to use the NALAP materials for the enactment of the LEARNING programme in Ghana. **FALSE**

2. Conversational posters could be used to enhance all the following in young learners except ………………………………………….
   a. Listening skills
   b. Napping skills
   c. Oral skills
   d. Reading skills

3. Explain the effective use of any three (3) MTB-BMoI teaching and learning resources in your school or classroom
   Any Appropriate Responses

UNIT 6
Exercise 6.1

1. Translanguaging originated as an instructional pedagogy.   **True** or **False**

2. Which of the following is not a classroom implication for translanguaging?
   a. It may hamper class participation and comprehension of concepts
   b. It may serve as a linguistic bridge to transfer the meaningful contents in the L2.
   c. It 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.
d. It offers teachers practical means to use known language and concepts to strengthen the learning of the L2 for bilingual learners.

3. The potential educational advantages of translanguaging explained by Baker include the following except ……………………………………..
a. It gives preference to the learning of the L1 at the expense of L2
b. It helps the development of the weaker language
c. It helps the integration of fluent speakers with early learners
d. It promote deeper and fuller understanding of the subject matter

Exercise 6.2

1. Iconic signs refer to signs that resemble what they are meant to represent. **True**

2. Which of the following is not a feature of symbolic signs?
a. Symbolic signs may have no direct relationship with the object they refer to.
b. **There is a cause-and-effect relationship between the sign and the meaning of the sign**
c. The symbol and object it refers to is purely conventional and culturally specific
d. The symbol and object it refers to is culturally specific

3. The following are characteristics of indexical signs *except* ………………
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. There is a direct relationship between the symbol and the object it refers to
d. The symbol is caused by the object it refers to

Exercise 6.3

1. Displays without labels are irrelevant in the classroom. **False**

2. The following are key areas that could pose some challenges when dealing with classroom displays except ………………………………………………
a. Inconsistency in the labelling
b. Obstructed displays

c. Spelling mistakes of some of the words
d. **Trilingual labelling**

3. Which of the following is not a type of labelling?
   a. Bilingual
   b. Monolingual
   c. **Polylingual**
   d. Trilingual

Exercise 6.4

1. Which of the following is not a criteria for selecting appropriate reading material for emergent L2 learners……………………………………
   a. Background knowledge
   b. **Blurb**
   c. Difficulty level of the content
   d. Interest

2. The following are advantages for preparing and adapting reading materials for class use *except* …………......
   a. Adapting materials for reading instruction can make them accessible and comprehensible for learners
   b. Teacher/Learners-created materials are authentic texts.
   c. The language of such texts are within the level of the learners.
   d. **The texts prohibit teachers to evaluate their students.**

3. One of the following is *not* a strategy for preparing or adapting materials for reading instruction.
   a. **Compelling parents to buy commercially prepared books.**
   b. Having writing workshops to model book writing with students.
   c. The use of LEA to assist learners to produce bilingual books for the class
   d. Translating and adapting some of the interesting English reading texts.

Exercise 6.5

1. Think-Pair-Share has variation. **True**

2. The following include the steps for enacting Literacy Pilolo in the classroom *except* ……….

a.   Share the expectations of the game with the learners before the start of the activity.

b.   Cut out letters, words, or sentences are hidden them at different places in the classroom for students to search for them.

c.   **When a learner discovers it, she/he picks just one and run back to the demarcated point demonstrate what is written on the paper.**

d.   The winner is the one who is able to complete the task first.

3.   Which of the following is not included in the steps for using LEA strategy in the classroom?

a.   Creating the Text

b.   Read & Revise

c.   **Selling the finished product**

d.   Shared Experience

Exercise 6.6

1.   Every learner can do extensive reading with ease. **True** or **False**

2.   Which of the following is not a benefit of extensive reading?

a.   It enhances learners' language development

b.   It enhances learners' vocabulary acquisition

c.   It helps learners cultivate the culture of reading

d.   **It maims learners' reading abilities**

3.   The following are strategies that could promote extensive reading in learners *except* …………

a.   Teachers being role models to their students

b.   Teachers taking learners through the three key stages for reading instruction

c.   **Teachers making choices for learners in every reading instruction**

d.   Teachers being flexible on what they consider as reading