



**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF DISTANCE EDUCATION**  
**END OF SEMESTER II EXAMINATION, 2019/2020**  
**DIPLOMA IN EARLY CHILDHOOD EDUCATION**  
**DEC YR 2**



**DEC 036: GHANAIAN LANGUAGE AS A MEDIUM OF INSTRUCTION**

**EXAM CODE: 01**

SIGNATURE: .....

REGISTRATION NO.: ..... TIME ALLOWED: 2 HOURS

**Instructions:**

1. Provide your **EXAM CODE** at the front page of the answer booklet. Failure to write your **EXAM CODE** will result in a score of **zero (0)** for section A.
2. Answer **ALL** Questions in Section "A" in the answer booklet.
3. Answer **any two (2)** Questions in Section "B" in the answer booklet.

**SECTION A**                      *[Answer ALL Questions in this Section]*                      **(20 MARKS)**

Ghanaian Language as a Medium of Instruction

Time: 2 Hours

**Instruction:** *This paper is in two (2) sections. Answer all questions under section A on the question paper. Answer only two (2) questions in section B into the answer booklet provided.*

**SECTION A (15 MARKS)**

**Answer all the questions in this section on the question paper. Read each question/statement carefully and circle the letter of the correct answer.**

1. The limited use of L1 serves as a scaffolding and complementary tool in the ECE classroom
  - a. True
  - b. False**
2. Rev. Sunter was in favour of the use of MTB-BMoI in all infant schools
  - a. True
  - b. False**
3. Teaching learners their heritage language goes beyond academic success
  - a. True**
  - b. False

4. It is inappropriate to use the NALAP materials for the enactment of the other MTB-BMol intervention programmes in Ghana
- True
  - False**
5. The Bilingual Bootstrapping is an example of the L1 and L2 serving as a complementary tool
- True**
  - False
6. The concept of linguistic interdependence aligns with the efficacy of the MTB-BMol
- True**
  - False
7. Medium of Instruction is the .....
- Language used for official duties
  - Language with which important subjects are taught
  - Language for classroom interaction and instruction**
  - Language that learners are not familiar with
8. Which of the following missionaries reduced the Nzema language into writing?
- Bremen
  - Basel
  - Catholic**
  - Wesleyan
9. Mother tongue includes the following *except*.....
- The language the child first encounters at school.**
  - The language the child is born into
  - The language spoken in the child's immediate environment
  - The language the child is more competent and efficient in its usage.
10. How many years did it take the Wesleyan Mission to reduce the local language in their catchment area?
- 23 years
  - 43 years**
  - 53 years
  - 63 years
11. The following are negative effects of denying learners their L1 in education *except* ...
- Learners lose their identity
  - It violates children's right to appropriate education.
  - They may suffer from internalized oppression
  - They may enjoy quality education**
12. Which government set up the Ajumako School of Languages?
- CPP
  - NPP**

- c. NRC
- d. NLC

13. 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
14. The full form of NALAP is .....
- a. National Language Acceleration Programme
  - b. National Literacy Accelerated Provision
  - c. National Language Accelerated Programme
  - d. National Literacy Acceleration Programme**
15. The following are attributes of structural inequality orientation *except*.....
- a. Mismatch between home culture and school culture
  - b. Individual work as opposed to group work
  - c. Cooperation between teacher and pupils**
  - d. Submersion
16. 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
17. The following are aims of the LEARNING programme *except* .....
- a. Provide model practice classroom for pre-service teachers**
  - b. Strengthen and support human and institutional capacities in education
  - c. Improve pedagogical excellence in grade reading
  - d. Engage communities to promote reading
18. The following are criteria used to select a Ghanaian language for educational purposes *except* .....
- a. The language should have scholars to undertake research on it
  - b. The members of the speech community must all be elites**
  - c. The orthography of the language should be well developed.
  - d. The population of the speech community (linguistic area) should be large enough for effective planning economically.
19. 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

20. Which of the following is not a type of labelling?

- a. Bilingual
- b. Monolingual
- c. Polylingual
- d. Trilingual

### SECTION B (10 MARKS)

Answer only *Two (2)* questions from this section in the answer booklet provided.

1. As a language expert, explain any five (5) reasons why you think MTB-BMoI in the early years will have positive impact on the falling standard of education in Ghana.

Introduction	= 2
Well Explained point	=15 (5x3)
Conclusion	= 3
Total	=20

*Examples of the Expected points to be explained:*

- a. MTB-BMoI facilitates understanding concepts taught especially at the early years of schooling hence making learning easier (When learners are taught in familiar language especially in the early years they understand concepts better).
- b. It facilitates the learning of L2. In Ghana, our L2 is English and it also our official language
- c. MTB-BMoI minimizes (if not eradicates) the issue of language barrier that tends to exist in L2 only classrooms. Learners participate actively in lessons.
- d. It minimizes (if not eliminate) rote learning e.g. the learning of new or difficult concept is postponed until they become competent in the second Language (L2).
- e. It strengthens their affective domain which involves self-confidence, self-esteem and identity thereby increasing motivation, initiative as well as creativity.
- f. It serves as a transitional bridge linking the known to the unknown. This helps learners to build solid foundation especially in the early years for future academic endeavours.
- g. It reduces (if not eliminate) the problem of truancy and absenteeism because the classroom becomes their second homes.

- h. It makes learning permanent. The fact is, if they understand what they are taught, they can remember/recall facts easily and these facts become part of them.
  - i. It preserves the cultural values of the learners. (It promotes our cultural heritage).
  - j. It helps learners to become bilingual and bi-literate. Learners will be able to speak, read and write at least two languages.
2. As an Early Childhood teacher, explain any three (3) ways teachers can label their classroom displays and discuss any two (2) relevance of each of your chosen labelling types

<b>Introduction</b>	<b>= 1</b>
<b>Well Explained labelling style</b>	<b>=12 (3x4)</b>
<b>Relevance of the chosen labelling style</b>	<b>= 6 (6x1)</b>
<b>Conclusion</b>	<b>= 1</b>
<b>Total</b>	<b>=20</b>

*Examples of the Expected points to be explained*

- a. **Monolingual/One language labelling (English or Ghanaian language)**  
**Relevance:**  
 It saves time  
 It saves money, etc.
  - b. **Bilingual/Two languages labelling (English and Ghanaian language/ English and French/ English and Arabic)**  
**Relevance:**  
 It enhances bilingualism and biliteracy,  
 It enhances early literacy acquisition,  
 It prepares learners for wider future job opportunities etc.
  - c. **No label (Display without inscription)**  
**Relevance:**  
 It enhances learners' language and literacy acquisition,  
 It has multi-purpose use, etc.
3. You have been invited as a Circuit Supervisor to educate teachers and parents who prefer the Second language medium of instruction from the onset of education. Discuss five (5) negative effects learners are likely to suffer when they are denied their first language in education.

<b>Introduction</b>	<b>= 2</b>
<b>Well Explained point</b>	<b>=15 (5x3)</b>
<b>Conclusion</b>	<b>= 3</b>
<b>Total</b>	<b>=20</b>

*Examples of the Expected points to be explained*

- a. **Violates learners' right to heritage language**
  - b. **Stagnates learners personal and conceptual foundation in education**
  - c. **Breeds internalized oppression**
  - d. **Most learners suffer from lost identity**
  - e. **It encourages submersion**
4. **Write short but comprehensive notes to each of the following:**  
4 Mark each (4x5=20)
- i. **Think-Pair-Share:** Students share and compare possible answers to a question with a partner before addressing the larger class.
  - ii. **Picture Prompt:** Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from the discussion, or to name the processes and concepts shown. Do not give the "answer" until they have explored all options first.
  - iii. **Empty Outlines:** Distribute a partially completed outline of the day's discussion/topic and ask students to fill it in. This is *useful* at the start or at the end of the class.
  - iv. **CALP - Cognitive Academic Language Proficiency** is language learner's/Students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to succeed in school. This is consciously learned under formal setting
  - v. **CUP- Common Underlying Proficiency** is language learning concept that posits that when a person is learning more than one language, the knowledge and abilities