Re-examining the fluctuations in language in-education policies in post-independence Ghana

Gladys Nyarko Ansah

Correspondence
gansah@ug.edu.gh
Department of English University of
Ghana, Legon, Accra, Ghana

Abstract

Language- in- education policy in Ghana has been in a flux since British colonial rule but particularly so after independence. A close examination of post independence language in education policies shows these fluctuating policies have moved from one form of bilingual education policy to another. Many tensions and paradoxes that arise from bilingual education policies in multi-ethnic/multilingual communities stem from a conflict between policy decisions that are rooted in a particular linguistic tradition and the sociolinguistic realities such policies are to address. In this article, I present a brief historical account of the developments of language policy in education in Ghana since independence and argue that while the flux may have been caused in part by instability in government leadership, it may have also occurred as a result of possible tensions between the set objectives and the implementation of such policies, i.e. that the policies may have been based on assumptions that do not reflect the sociolinguistic practices in Ghana.

Introduction

According to Freeland (2003, p.239), the frequent collocation of the terms multilingualism and bilingual education in the literature suggests 'an image of mosaics of discrete linguistic and cultural groups'. This seems to have been the framework within which early language in education policies operated. They were designed to assimilate minorities, indigenous or immigrant groups into societies that were imagined to be monolingual or mono-cultural. Such language policies aimed at producing people with bilingual competences in their original language and a dominant language or state language. While such language policies have been adopted and applied in multilingual/ multi-ethnic communities, findings from recent research suggest that 'the multilingual, multicultural mosaic itself is ideologically constructed' (Freeland, 2003, p.239).

In other words, the assumption that multilingual/multi-ethnic communities are clearly bounded and homogeneous along linguistic lines is merely ideological. Indeed, ethnographic studies of multilingual practices in research context such essentialist assumptions (Le Page and Tabouret-Keller, 1985; Rampton, 1995). Such studies on highly multilingual/multicultural communities around the world, e.g. India (Pattanayak, 1990), Africa (Heugh and Pluddeman, 1995), Pacific (Mühlhäsler, 1996), and Central America (Freeland, 2003), have demonstrated the inadequacy of relying on essentialist

Alternative Language Policies For Education In Ghana

Marcel A. Müller

Alternative Language Policies For Education In Ghana:

    Alternative language policies for education in Ghana Fui F. Gbedemah,1981   *Alternative Language Policies for Education in Ghana* F. F. K. Gbedemah,1975   *Multilingualism, Language in Education, and Academic Literacy* Adika, Gordon S.K.,Asante, Charles C.,2015-04-02 The Language Centre was founded in 1970 as a language research department in the University of Ghana under the then Faculty of Arts Its mandate was to focus on research and teaching related to the improvement of performance in English the official language and the various Ghanaian languages as vectors of education culture and community interaction Since the 1970s the Centre has been focusing on research related to language learning teaching and assessment language endangerment and documentation multilingualism intercultural communication and the interconnected areas of language and literature This book in essence reflects these research areas but more than that the constitutive research articles were produced jointly or severally by different generations of directors and research fellows of the Centre over the four decades of the organization s existence The ten chapters of this commemorative anthology comprise selected research articles from a very large pool of previously published works with continuing relevance as well as more recent works that have not yet been published The book is not designed for release as a discrete and independent publication On the contrary it feeds into a much wider set of commemorative collections from diverse units all of which are thematically linked in a manner designed to project the mission of the University of Ghana   *Political Independence with Linguistic Servitude* Samuel Gyasi Obeng,Beverly Hartford,2002 This book addresses important issues to the democratisation and development initiatives of developing countries In many former colonies the government remains centralised and many in the population are unable to fully participate in its functioning A critical difference between being a subject and a citizen is the ability to partake in governance Such involvement requires knowledge literacy and the availability of literature in local and national languages This book challenges policy makers and scholars to find creative ways of fostering political empowerment through developing language programmes   African Languages, Development and the State Richard Fardon,Graham Furniss,2002-11 This shows that multilingusim does not pose for Africans the problems of communication that Europeans imagine and that the mismatch between policy statements and their pragmatic outcomes is a far more serious problem for future development   **The Other Tongue** Braj B. Kachru,1992 When The Other Tongue appeared in 1982 it was called required reading for all those concerned with English teaching in non native situations from the classroom teacher to the policy planner Jowhn Platt English World Wide and an extremely useful and stimulating collection William C Ritchie Language It introduced refreshingly new perspectives for understanding the spread and functions of English around the world This dramatically revised volume contains eight new chapters replacing or updating more than half of the first edition The Other Tongue is the first attempt to integrate and address provocative issues relevant to a deeper understanding of the forms and functions of English within different sociolinguistic cross cultural and cross linguistic contexts The volume

discusses linguistic literary pedagogical and attitudinal issues related to world Englishes **Language Policy, Planning and Management in Africa** Conrad Max Benedict Brann,1983 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1977 Language Use, Language Policy, and the Spread of Communications Systems in Africa Susan J. Hoben,1984 *Bilingual Education and Language Policy in the Global South* Jo Arthur Shoba,Feliciano Chimbutane,2013-07-18 This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South The authors examine the consequences of different policies programs and pedagogies for learners and local communities through recent ethnographic research on these topics The revitalization of minority languages and local cultural practices management of linguistic and cultural diversity and promotion of equal opportunities both social and economic are all explored in this light Multilingual Learning: Assessment, Ideologies and Policies in Sub-Saharan Africa Colin Reilly,Feliciano Chimbutane,John Clegg,Casmir Rubagumya,Elizabeth J. Erling,2023-11-30 This edited volume provides the follow up to Erling et al s 2021 Multilingual Learning and Language Supportive Pedagogies in Sub Saharan Africa The strategies put forward in Volume 1 included multilingual pedagogies that allow students to draw on their full linguistic repertoires translanguaging and other language supportive pedagogies While there is great traction in the pedagogical strategies proposed in Volume 1 limited progress has been made in terms of multilingual education in Sub Saharan Africa SSA Thus the main focus of this follow up volume is to explore the question of why former colonial languages and monolingual approaches continue to be used as the dominant languages of education even when we have multilingual pedagogies and materials that could and do work and despite substantial evidence that learners have difficulties when taught in a language they do not understand This book offers perspectives to answer this question through focusing on the internal and external pressures which impact the capacity for implementing multilingual strategies in educational contexts at regional national and community levels Chapters provide insights into how to better understand and work within these contemporary constraints and challenge dominant monoglossic discourses which inhibit the implementation of multilingual education in SSA The volume focuses on three main areas which have proven to be stumbling blocks to the effective implementation of multilingual education to date namely assessment ideology and policy An insightful collection that will be of great interest to academics researchers and practitioners in the fields of language education language in education policy and educational assessments in the wide range of multilingual contexts in Africa Interface between English Language Education Policies and Practice Eric Enongene Ekembe,Lauren Harvey,Eric Dwyer,2023-02-13 This book is about the policy practice praxis in English language education and draws on research from a diverse range of under explored international settings to showcase the importance of contextual realities on how policy and practice interact The case studies covered in the volume come from five continents Africa Europe Asia and South and North America and cover 11 countries in total The authors cover a wide range of themes and identify a number of

issues at the interface between policy and practice In some cases they also highlight local initiatives for navigating these issues providing contextually grounded guidance and experience which will be of use to teachers and teacher trainers in other settings This book will be of interest to policy makers EMI researchers ELT practitioners teacher trainers and trainees and the broader Applied Linguistics research community   *Promoting Multilingual Practices for Linguistically Diverse Learners in Global Contexts* MaryAnn Christison,Anna Krulatz,2025-03-19 The eleventh volume in the Routledge TIRF series presents research on multilingualism in educational contexts across the globe With chapters written by TIRF Doctoral Dissertation Grant awardees and internationally known scholars the volume addresses the challenges and pedagogies associated with moving away from the monolingual paradigm to support the development of culturally and linguistically diverse learners Offering original research new models and pedagogies on teaching from over 17 different countries this volume familiarizes readers with the latest advances in theory and practice and is a key text for language education programs and pre service teachers   Bilingual Competence and Bilingual Proficiency in Child Development Norbert Francis,2011-11-18 A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues When two or more languages are part of a child s world we are presented with a rich opportunity to learn something about language in general and about how the mind works In this book Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts In particular he explores problems of language ability when children use two languages for tasks related to schooling especially in learning how to read and write He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language speaking community in Mexico This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today including the distinction between competence and proficiency modularity and the Poverty of Stimulus problem Francis proposes that competence knowledge should be considered as an integral component of proficiency ability rather than something separate and apart arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study The bilingual indigenous language project illustrates how the concepts of modularity and the competence proficiency distinction in particular might be applied to problems of language learning and literacy Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective By suggesting connections to broader cognitive and linguistic issues Francis points the way to further research along these lines   *African Indigenous Knowledge and the Disciplines* Gloria Emeagwali,George J Sefa Dei,2014-11-26 This text explores the multidisciplinary context of African Indigenous Knowledge Systems from scholars and scholar activists committed to the interrogation production articulation dissemination and general development of endogenous and indigenous modes of intellectual activity and praxis The work reinforces the demand for the decolonization of the academy and makes the case for a paradigmatic

shift in content subject matter and curriculum in institutions in Africa and elsewhere with a view to challenging and rejecting disinformation and intellectual servitude Indigenous intellectual discourses related to diverse disciplines take center stage in this volume with a focus on education mathematics medicine chemistry and engineering in their historical and contemporary context **Language, Culture and Society in West Africa** C. W. Wigwe,1990 *Language and Decolonisation* Finex Ndhlovu,Sabelo J. Ndlovu-Gatsheni,2024-07-23 Language and Decolonisation is the first collection to bring together views from across scholarly communities that are committed to the agenda of decolonising knowledge in language study Edited by leading figures in the field the chapters offer new insights on how decolonising can be adopted as a methodology for charting the next steps in solving practical language related problems in educational and related social policy areas Divided into two sections the book covers the coloniality of language the materiality of culture and colonial scripts the decolonisation imperative multilingualism discourse and decolonisation and decolonising languages in public discourse With 20 chapters authored by experts from across the globe this pioneering collection is an essential reference and resource for advanced students scholars and researchers of language and culture sociolinguistics decolonial studies racial studies and related areas

What Next for Africa's Higher Education? Fred Awaah,2024-09-16 The African Union Commission as part of its strategic agenda for the continent of Africa Agenda 2063 carved out the Continental Education Strategy for Africa CESA 2016 2025 This 10 year strategic plan for Africa s higher education ends in 2025 This collection is a review of the gains made and a critique of the strategy since its inception in 2016 with its aim to proffer workable initiatives for the African higher education space post 2025 Topics addressed include Technology and how it will shape Africa s higher education post 2025 African Cultural perspectives contextualising African education and the 21st century skills and attributes required as outcomes from higher education in Africa Key audiences include Higher Education researchers and managers in Africa and beyond the Association of African Universities the implementing body of the CESA policy makers with an interest in Africa s higher education and multinational bodies including the UN the European Union and the African Union Commission

State-Building and Multilingual Education in Africa Ericka A. Albaugh,2014-04-24 This book explains why many governments in Africa are including African languages alongside European languages as media of instruction in elementary schools It argues that a number of factors have combined to make multilingual education attractive France has changed its foreign policy toward its former colonies language NGOs are transcribing more languages and pressure toward democracy makes African leaders look for ways to divide the opposition **Selected Proceedings of the 35th Annual Conference on African Linguistics** John M. Mugane,John P. Hutchison,Dee Ann Worman,2006 This volume contains 26 papers selected from the 35th Annual Conference on African Linguistics ACAL 35 which was held at Harvard University in 2004 The theme of the conference African Languages and Linguistics in Broad Perspective was an open invitation to go beyond traditional linguistic theorizing and to discuss issues of greater sociolinguistic and cultural meaning outside of Africa as well as on the

continent The selected papers of this volume represent a broad range of papers selected for their significance breadth of coverage and depth of analysis written by scholars from around the globe

Right here, we have countless ebook **Alternative Language Policies For Education In Ghana** and collections to check out. We additionally have the funds for variant types and furthermore type of the books to browse. The up to standard book, fiction, history, novel, scientific research, as skillfully as various new sorts of books are readily simple here.

As this Alternative Language Policies For Education In Ghana, it ends up innate one of the favored books Alternative Language Policies For Education In Ghana collections that we have. This is why you remain in the best website to see the unbelievable ebook to have.

https://abp-london.co.uk/book/uploaded-files/default.aspx/Autism%20Diagnosis%20Instruction%20Management%20And%20Research.pdf

Table of Contents Alternative Language Policies For Education In Ghana

1. Understanding the eBook Alternative Language Policies For Education In Ghana
    - The Rise of Digital Reading Alternative Language Policies For Education In Ghana
    - Advantages of eBooks Over Traditional Books
2. Identifying Alternative Language Policies For Education In Ghana
    - Exploring Different Genres
    - Considering Fiction vs. Non-Fiction
    - Determining Your Reading Goals
3. Choosing the Right eBook Platform
    - Popular eBook Platforms
    - Features to Look for in an Alternative Language Policies For Education In Ghana
    - User-Friendly Interface
4. Exploring eBook Recommendations from Alternative Language Policies For Education In Ghana
    - Personalized Recommendations
    - Alternative Language Policies For Education In Ghana User Reviews and Ratings
    - Alternative Language Policies For Education In Ghana and Bestseller Lists

Alternative Language Policies For Education In Ghana Introduction

In the digital age, access to information has become easier than ever before. The ability to download Alternative Language Policies For Education In Ghana has revolutionized the way we consume written content. Whether you are a student looking for course material, an avid reader searching for your next favorite book, or a professional seeking research papers, the option to download Alternative Language Policies For Education In Ghana has opened up a world of possibilities. Downloading Alternative Language Policies For Education In Ghana provides numerous advantages over physical copies of books and documents. Firstly, it is incredibly convenient. Gone are the days of carrying around heavy textbooks or bulky folders filled with papers. With the click of a button, you can gain immediate access to valuable resources on any device. This convenience allows for efficient studying, researching, and reading on the go. Moreover, the cost-effective nature of downloading Alternative Language Policies For Education In Ghana has democratized knowledge. Traditional books and academic journals can be expensive, making it difficult for individuals with limited financial resources to access information. By offering free PDF downloads, publishers and authors are enabling a wider audience to benefit from their work. This inclusivity promotes equal opportunities for learning and personal growth. There are numerous websites and platforms where individuals can download Alternative Language Policies For Education In Ghana. These websites range from academic databases offering research papers and journals to online libraries with an expansive collection of books from various genres. Many authors and publishers also upload their work to specific websites, granting readers access to their content without any charge. These platforms not only provide access to existing literature but also serve as an excellent platform for undiscovered authors to share their work with the world. However, it is essential to be cautious while downloading Alternative Language Policies For Education In Ghana. Some websites may offer pirated or illegally obtained copies of copyrighted material. Engaging in such activities not only violates copyright laws but also undermines the efforts of authors, publishers, and researchers. To ensure ethical downloading, it is advisable to utilize reputable websites that prioritize the legal distribution of content. When downloading Alternative Language Policies For Education In Ghana, users should also consider the potential security risks associated with online platforms. Malicious actors may exploit vulnerabilities in unprotected websites to distribute malware or steal personal information. To protect themselves, individuals should ensure

their devices have reliable antivirus software installed and validate the legitimacy of the websites they are downloading from. In conclusion, the ability to download Alternative Language Policies For Education In Ghana has transformed the way we access information. With the convenience, cost-effectiveness, and accessibility it offers, free PDF downloads have become a popular choice for students, researchers, and book lovers worldwide. However, it is crucial to engage in ethical downloading practices and prioritize personal security when utilizing online platforms. By doing so, individuals can make the most of the vast array of free PDF resources available and embark on a journey of continuous learning and intellectual growth.

FAQs About Alternative Language Policies For Education In Ghana Books

1. Where can I buy Alternative Language Policies For Education In Ghana books? Bookstores: Physical bookstores like Barnes & Noble, Waterstones, and independent local stores. Online Retailers: Amazon, Book Depository, and various online bookstores offer a wide range of books in physical and digital formats.
2. What are the different book formats available? Hardcover: Sturdy and durable, usually more expensive. Paperback: Cheaper, lighter, and more portable than hardcovers. E-books: Digital books available for e-readers like Kindle or software like Apple Books, Kindle, and Google Play Books.
3. How do I choose a Alternative Language Policies For Education In Ghana book to read? Genres: Consider the genre you enjoy (fiction, non-fiction, mystery, sci-fi, etc.). Recommendations: Ask friends, join book clubs, or explore online reviews and recommendations. Author: If you like a particular author, you might enjoy more of their work.
4. How do I take care of Alternative Language Policies For Education In Ghana books? Storage: Keep them away from direct sunlight and in a dry environment. Handling: Avoid folding pages, use bookmarks, and handle them with clean hands. Cleaning: Gently dust the covers and pages occasionally.
5. Can I borrow books without buying them? Public Libraries: Local libraries offer a wide range of books for borrowing. Book Swaps: Community book exchanges or online platforms where people exchange books.
6. How can I track my reading progress or manage my book collection? Book Tracking Apps: Goodreads, LibraryThing, and Book Catalogue are popular apps for tracking your reading progress and managing book collections. Spreadsheets: You can create your own spreadsheet to track books read, ratings, and other details.
7. What are Alternative Language Policies For Education In Ghana audiobooks, and where can I find them? Audiobooks: Audio recordings of books, perfect for listening while commuting or multitasking. Platforms: Audible, LibriVox, and Google Play Books offer a wide selection of audiobooks.

8. How do I support authors or the book industry? Buy Books: Purchase books from authors or independent bookstores. Reviews: Leave reviews on platforms like Goodreads or Amazon. Promotion: Share your favorite books on social media or recommend them to friends.
9. Are there book clubs or reading communities I can join? Local Clubs: Check for local book clubs in libraries or community centers. Online Communities: Platforms like Goodreads have virtual book clubs and discussion groups.
10. Can I read Alternative Language Policies For Education In Ghana books for free? Public Domain Books: Many classic books are available for free as theyre in the public domain. Free E-books: Some websites offer free e-books legally, like Project Gutenberg or Open Library.

Find Alternative Language Policies For Education In Ghana :

autism diagnosis instruction management and research
autobiography. of eleanor roosevelt
authenticated contemporary portrait of s
automatic vehicle guidance the experience of the argo autonomous vehicle
australian birdwatchers diary.
aus dem chinesischen
automatic modulation recognition of communication signals
autistic children a working diary contemporary community health series
autocad release
auto cylinder boring
australias spectacular wildlife
authority importance of the sunnah
australia pocket guide
autism spectrum disorders identification education and treatment
australian reference dictionary

Alternative Language Policies For Education In Ghana :

David German, Festive Trumpet Tune - Diane Bish Festive Trumpet Tune by David German | Hauptwerk | Palace ... Festive Trumpet Tune – David German Jul 27, 2021 — Download and print in PDF or MIDI free sheet music for Festive Trumpet Tune

by David German arranged by jindra2005 for Organ (Solo) Festive Trumpet Tune - David German Festive Trumpet Tune: Madonna della Strada Weddings Festive Trumpet Tune David German. This majestic piece was written by the composer as a gift to his wife for their own wedding ceremony. A Course in Public Economics: Leach, John Covering core topics that explore the government's role in the economy, this textbook is intended for third or fourth year undergraduate students and first ... A Course in Public Economics Contents · 1 - Introduction. pp 1-14 · 2 - The Exchange Economy. pp 17-40 · 3 - An Algebraic Exchange Economy. pp 41-56 · 4 - The Production Economy. pp 57-79. A Course in Public Economics - John Leach A Course in Public Economics, first published in 2004, explores the central questions of whether or not markets work, and if not, what is to be done about ... A Course in Public Economics - Softcover Covering core topics that explore the government's role in the economy, this textbook is intended for third or fourth year undergraduate students and first ... A Course in Public Economics Markets. 2 The Exchange Economy. 17. 2.1 The Edgeworth Box. 18. 2.2 Pareto Optimality. 22. 2.3 Competitive Equilibrium. A Course in Public Economics A Course in Public Economics, first published in 2004, explores the central questions of whether or not markets work, and if not, what is to be done about ... A Course in Public Economics by John Leach Covering core topics that explore the government's role in the economy, this textbook is intended for third or fourth year undergraduate students and first. Best Public Economics Courses & Certificates Online [2024] Learn Public Economics or improve your skills online today. Choose from a wide range of Public Economics courses offered from top universities and industry ... Best Online Public Economics Courses and Programs Oct 17, 2023 — Start building the knowledge you need to work in public economics with edX. From accelerated boot camps to comprehensive programs that allow you ... A Course in Public Economics book by John Leach Covering core topics that explore the government's role in the economy, this textbook is intended for third or fourth year undergraduate students and first ... Audi Online Owner's Manual Audi Online Owner's Manual. The Audi Online Owner's Manual features Owner's, Radio and Navigation ... Audi allroad quattro Quick reference guide Apr 12, 2017 — The aim of this quick reference guide is to introduce you to the main features and controls of your vehicle. This quick reference guide cannot replace the ... 03 2003 Audi Allroad Quattro owners manual 03 2003 Audi Allroad Quattro owners manual ; Item Number. 373972378996 ; Modified Item. No ; Year of Publication. 2003 ; Accurate description. 5.0 ; Reasonable ... 2003 Audi Allroad Quattro Owner's Manual 2003 Audi Allroad Quattro Owner's Manual. $188.69. Original factory manual used as a guide to operate your vehicle. ... Please call us toll free 866-586-0949 to ... 2003 Audi Allroad Quattro Owners Manual Find many great new & used options and get the best deals for 2003 Audi Allroad Quattro Owners Manual at the best online prices at eBay! Audi Allroad 2.7T C5 2000 – 2004 Owner's Manual Download and view your free PDF file of the Audi Allroad 2.7T C5 2000 - 2004 owner manual on our comprehensive online database of automotive owners manuals. Audi Allroad Quattro Quick Reference Manual View and Download Audi Allroad Quattro quick reference manual online. Allroad Quattro automobile pdf manual download. Audi A6 Owner's Manual: 2003 Bentley Publishers offers original

factory produced Owner's Manuals for Audi. These are the factory glovebox manuals containing everything from technical ... 2003 AUDI ALLROAD QUATTRO OWNERS MANUAL ... Type: Allroad Quattro (C5); Printnumber: 241.561.4BH.32; Pages: 372; Measures: DIN A5; Country: Germany; Language: Dutch; Year: 05.2003; Comments: 2.7 | 4.1 ... 2003 Audi Allroad Quattro Owner's Manual Set Original factory manual set used as a guide to operate your vehicle. Complete set includes owner's manual, supplements and case. Condition: Used