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

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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.238).

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 Pladdeman, 1995), Pacific (Mühlhäusler, 1996), and Central America (Freeland, 2003), have demonstrated the inadequacy of relying on essentialist

Alternative Language Policies For Education In Ghana

Fui F. Gbedemah



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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 multilingualism 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. John 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

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