



Universiteit  
Leiden  
The Netherlands

## Understanding Ghanaian sign language(s): history, linguistics, and ideology

Hadjah, T.M.

### Citation

Hadjah, T. M. (2024, June 27). *Understanding Ghanaian sign language(s): history, linguistics, and ideology*. LOT dissertation series. LOT, Amsterdam. Retrieved from <https://hdl.handle.net/1887/3765773>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3765773>

**Note:** To cite this publication please use the final published version (if applicable).

## APPENDIX A

### List of secondary data used in the study of chapter 2

#### Book

1. Agbenyega F. (n.d). *Sign Language Course: Basic concepts about the deaf: Aspects of deaf culture, language, history and psychology*. Unpublished training manual (Theory).
2. Foster, A. (Ed.). (1965). *A general view of the status of the deaf in Africa*. Proceedings of the 1st Annual Conference on the Education of the Deaf in Africa. Ibadan, Nigeria: Toyobo Printing Press<sup>130</sup>
3. Ilabor, E. (2010). *Dr Andrew Jackson Foster: The father of Deaf education in Africa*. Ibadan, Nigeria: Optimistic Press.
4. Kwaffo E.K. (1988). A comparison of the effectiveness of the use of oralism and the total system of communication in teaching the Ghanaian Deaf child in our schools. Unpublished Long Essay. Faculty of Education. Uni. of Cape Coast

#### Reports

1. Ghana Education Service\_SpeED. (2007, 27th November). Committee report on Common sign language usage in Special Schools for the Deaf in Ghana.

#### Newsletter

1. GNAD Newsletter (2016; 2012; 2010; 2009a; 2009b; 2008a; 2008b; 2005a; 2005b; 2004; 2003; 1998). Bi-Annual publication of the Ghana National Association of the Deaf.
2. Martey-Markwei A.(1989). Missing Link. *Radio and TV Times. Ghana Broadcasting Corporation*. VOL. 22. No. 2. September - October. p 5.
- Ocloo R. Della. (2014 August 8th). Founder State School for the Deaf. The Mirror Newspaper. P40.

#### GNAD pamphlet

1. Amenumey Godwin. (1988). Memorial service for the late Dr. Andrew Foster. Accra. GNAD.
2. Ghana Mission School for the Deaf. (1958). Ephphatha Appeal Fund. Accra. The Advent Press
3. GNAD (2018). The Talking Hands: Our language, our pride. Unpublished pamphlet on GSL.
4. GNAD. (n.d.). Deaf Awareness Handbook. Unpublished handbook. Ghana National Association of the Deaf
5. Phillips H. (2002). Deaf Awareness Pack: Basic issues on Deaf culture, Communication, Sign Language, History and causes of deafness in Ghana!.

---

<sup>130</sup> No longer in my possession. It was stolen.

Unpublish research.

The School for the Deaf (n.d.). Prospectus. Accra. J'Piter Press.

#### **Lectures/Seminar paper**

1. Addo, M. (1997). Local Sign Language Verses “foreign” Sign Language. Proceeding of the seminar *For Deaf Education in the Third World*. Beni Suef, Egypt: Initiative Conference.
2. Okyere, A & Addo, M.J (1999). Historical Development of Education of the Deaf in Ghana. In H. W. Brelje (Ed.). *Global Perspectives on the Education of the Deaf in Selected Countries* (pp. 141 -155). Hillsboro, Oregon: Butte Publications, Inc.
3. Anson-Yevu. (1977). History and Development of service for the handicapped in Ghana. Seminar paper. Training workshop in the education and rehabilitation of the handicapped. 11-29 July 1977. University of Cape Coast.
4. Ocloo Seth. (1996). Sign language and the Deaf in Ghana. Seminar paper of Deaf Education and SL. Ghana. 2-7 September.
5. Ocloo Seth. (2007). Rev. Andrew Foster’s work in Ghana, 1957 – 1965. GNAT conference\_50 years celebration of Deaf Education in Ghana.
6. Oppong A. (1997). Rational for developing a Ghanaian Sign Language. April. Seminar paper on: Good leadership skills ensure effective organization. Organized by GNAD at Christian Village, Kumasi, Ashanti
7. Pecku. N. K. (1979). History and Development of special education in Ghana. Seminar paper. Second Training workshop in the education and rehabilitation of the disabled. 29 July - 11 August. 1979. University of Cape Coast
8. Akach, P. (1996, 1-7 September). The Deaf as a Language Minority. Seminar on Deaf Education, Winneba, Ghana.
9. Akach, P. (1996, 1-7 September). The nature of human language. Seminar on Deaf Education, Winneba, Ghana.
10. Akach, P. (1996, 8-12 September). Dictionary Production. Seminar on Sign Language, Winneba, Ghana.

#### **Letters**

1. Amenumey Godwin. (1987, September 21st). [ Letter to Ghana Education Division on the visitation of Foster for the 30<sup>th</sup> Anniversary of Deaf Education in Ghana]. Retrieved from A. Godwin’s personal achieve.
2. Amenumey Godwin. (1987, October 28<sup>th</sup>). [Letter to Ghana Broadcasting Corporation] “In commemoration of 30th year anniversary of Deaf education in Ghana. Requesting permission to have copy of TV coverage of interview of Rev. Dr. Andrew Foster” . Retrieved from A. Godwin’s personal achieve.
3. Amenumey Godwin. (1988, January 15<sup>th</sup>). [Letter to Ghana Education Service on the demise of Foster]. “Obituary” Retrieved from A. Godwin’s personal achieve.

4. Amenumey Godwin. (1988, February 18th). [Letter to Bertha Foster on the demise of Foster\_GNAD planning a memorial service in Accra]. Retrieved from A. Godwin's personal achieve.
5. Amenumey Godwin. (1988, April 6th). [Letter to Kojo Botsio on the demise of Foster]. Retrieved from A. Godwin's personal achieve.
6. Baden Edward. [1988, April 8th]. [GNAD's appeal for funds letter]. "Memorial service for the late Dr. Andrew Foster." Retrieved from A. Godwin's personal achieve.
7. Botsio Kojo. [1988, April 12th]. [Letter to Amenumey Godwin on the demise of Foster]. Retrieved from A. Godwin's personal achieve.
8. Fiaxe D. D. (Mrs). [1988, March 29<sup>th</sup>]. [Letter to all schools for the Deaf]. "Memorial service for the late Dr. Andrew Foster." Retrieved from A. Godwin's personal achieve.
9. Foster Berta. [n.d.]. [Letter to praying friends in Ghana after the demise of Foster]. Retrieved from A. Godwin's personal achieve.
10. Foster Faith (Miss). [1989, June 12]. {Letter to GNAD}. "Greetings from Nigeria". ]. Retrieved from A. Godwin's personal achieve.
11. Ghana Broadcasting Corporation. (1987, November 9<sup>th</sup>). [Letter to G. Amenumey]. "Requesting for video tape". Retrieved from A. Godwin's personal achieve.



APPENDIX B

Handshape chat

The handshape chat is an adopted and modified version of the Hamburg Notation System for sign languages (HamNoSys)<sup>131</sup>, with added alphabets and numbers for referencing.

|    | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

GSL manual alphabet Chat

The GSL manual alphabet is identical to the ASL manual alphabet.

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |   |   |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
|   |   |   |   |   |   |   |   |   |   |   |   |   |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

<sup>131</sup> [https://www.sign-lang.uni-hamburg.de/dgs-korpus/files/inhalt\\_pdf/HamNoSys\\_Handshapes.pdf](https://www.sign-lang.uni-hamburg.de/dgs-korpus/files/inhalt_pdf/HamNoSys_Handshapes.pdf)



## APPENDIX C

GSL [GSL App] and ASL [Riekehof, 1978] “true friends” comparison with modified Swadesh list [73/88 =83%]

“True friends” are in bold text (e.g., **all**), while missing words are indicated with a strikethrough (e.g., ~~snow~~).

|                        |                       |                       |                     |
|------------------------|-----------------------|-----------------------|---------------------|
| 1. <b>all</b>          | 26. grass             | 51. <b>other</b>      | 76. warm            |
| 2. <b>animal</b>       | 27. <b>green</b>      | 52. <b>person</b>     | 77. <b>water</b>    |
| 3. <b>bad</b>          | 28. <b>heavy</b>      | 53. <b>play</b>       | 78. <b>wet</b>      |
| 4. <b>because</b>      | 29. <b>how</b>        | 54. <b>rain</b>       | 79. <b>what</b>     |
| 5. bird                | 30. <del>hunt</del>   | 55. <b>red</b>        | 80. <b>when</b>     |
| 6. black               | 31. <b>husband</b>    | 56. <b>right</b>      | 81. <b>where</b>    |
| 7. <b>blood</b>        | 32. ice               | 57. <b>river</b>      | 82. <b>white</b>    |
| 8. <b>child</b>        | 33. <b>if</b>         | 58. <del>rope</del>   | 83. <b>who</b>      |
| 9. count               | 34. kill              | 59. <b>salt</b>       | 84. <del>wide</del> |
| 10. day                | 35. <b>laugh</b>      | 60. sea               | 85. <b>wife</b>     |
| 11. <b>die</b>         | 36. <del>leaf</del>   | 61. <del>sharp</del>  | 86. <b>wind</b>     |
| 12. <b>dirty</b>       | 37. <b>lie</b>        | 62. short             | 87. <b>with</b>     |
| 13. <b>dog</b>         | 38. <b>live</b>       | 63. <b>sing</b>       | 88. <b>woman</b>    |
| 14. <b>dry</b>         | 39. <b>long</b>       | 64. <b>sit</b>        | 89. <b>wood</b>     |
| 15. <b>dull</b>        | 40. <del>louse</del>  | 65. <del>smooth</del> | 90. <b>worm</b>     |
| 16. <del>dust</del>    | 41. <b>man</b>        | 66. <b>snake</b>      | 91. <b>year</b>     |
| 17. <b>earth</b>       | 42. <b>meat</b>       | 67. <del>snow</del>   | 92. <b>yellow</b>   |
| 18. <b>egg</b>         | 43. mother            | 68. <b>stand</b>      | 93. <b>full</b>     |
| 19. <b>fat/grease</b>  | 44. mountain          | 69. <b>star</b>       | 94. <b>moon</b>     |
| 20. father             | 45. <b>name</b>       | 70. <b>stone</b>      | 95. <b>brother</b>  |
| 21. <del>feather</del> | 46. <del>narrow</del> | 71. sun               | 96. <b>cat</b>      |
| 22. <b>fire</b>        | 47. <b>new</b>        | 72. <del>tail</del>   | 97. <b>dance</b>    |
| 23. <b>fish</b>        | 48. <b>night</b>      | 73. thin              | 98. <b>pig</b>      |
| 24. <b>flower</b>      | 49. <b>not</b>        | 74. <b>tree</b>       | 99. <b>sister</b>   |
| 25. <b>good</b>        | 50. <b>old</b>        | 75. vomit             | 100. <b>work</b>    |



## APPENDIX D

GSL [GSL App] and ASL [signBANK] “true friends” comparison with modified Swadesh list [68/86 =79%]

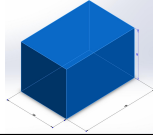
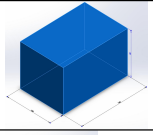
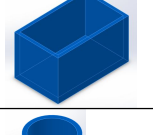
|                        |                       |                       |                     |
|------------------------|-----------------------|-----------------------|---------------------|
| 1. all                 | 26. grass             | 51. other             | 76. warm            |
| 2. <b>animal</b>       | 27. <b>green</b>      | 52. <b>person</b>     | 77. <b>water</b>    |
| 3. <b>bad</b>          | 28. <b>heavy</b>      | 53. <b>play</b>       | 78. <b>wet</b>      |
| 4. <b>because</b>      | 29. <b>how</b>        | 54. <b>rain</b>       | 79. what            |
| 5. bird                | 30. <del>hunt</del>   | 55. <b>red</b>        | 80. when            |
| 6. <b>black</b>        | 31. <b>husband</b>    | 56. right             | 81. <b>where</b>    |
| 7. <b>blood</b>        | 32. ice               | 57. <b>river</b>      | 82. <b>white</b>    |
| 8. <b>child</b>        | 33. if                | 58. <del>rope</del>   | 83. who             |
| 9. count               | 34. kill              | 59. <b>salt</b>       | 84. <del>wide</del> |
| 10. <b>day</b>         | 35. <b>laugh</b>      | 60. sea               | 85. <b>wife</b>     |
| 11. <b>die</b>         | 36. <del>leaf</del>   | 61. <del>sharp</del>  | 86. <b>wind</b>     |
| 12. <b>dirty</b>       | 37. <b>lie</b>        | 62. <del>short</del>  | 87. <b>with</b>     |
| 13. <b>dog</b>         | 38. <b>live</b>       | 63. sing              | 88. <b>woman</b>    |
| 14. <b>dry</b>         | 39. <b>long</b>       | 64. <b>sit</b>        | 89. <b>wood</b>     |
| 15. <b>dull</b>        | 40. <del>louse</del>  | 65. <del>smooth</del> | 90. <b>worm</b>     |
| 16. <del>dust</del>    | 41. <b>man</b>        | 66. <b>snake</b>      | 91. <b>year</b>     |
| 17. <b>earth</b>       | 42. <b>meat</b>       | 67. <del>snow</del>   | 92. <b>yellow</b>   |
| 18. <b>egg</b>         | 43. <b>mother</b>     | 68. <b>stand</b>      | 93. <b>full</b>     |
| 19. <b>fat/grease</b>  | 44. mountain          | 69. <b>star</b>       | 94. moon            |
| 20. <b>father</b>      | 45. <b>name</b>       | 70. <b>stone</b>      | 95. brother         |
| 21. <del>feather</del> | 46. <del>narrow</del> | 71. <b>sun</b>        | 96. <b>cat</b>      |
| 22. <b>fire</b>        | 47. <b>new</b>        | 72. <del>tail</del>   | 97. <b>dance</b>    |
| 23. <b>fish</b>        | 48. <b>night</b>      | 73. <b>thin</b>       | 98. <b>pig</b>      |
| 24. <b>flower</b>      | 49. <b>not</b>        | 74. <b>tree</b>       | 99. sister          |
| 25. <b>good</b>        | 50. <b>old</b>        | 75. vomit             | 100. <b>work</b>    |



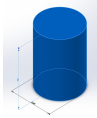
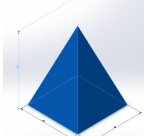
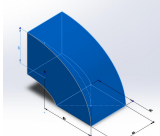
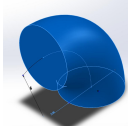
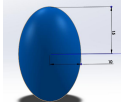
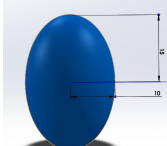
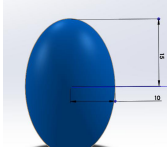
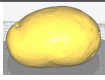
## APPENDIX E

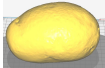
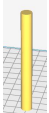
### Haptic task objects used in the study of chapter 4

| 2D Forms |          |           |      |    |       |
|----------|----------|-----------|------|----|-------|
| 1.       | Triangle | H         | 8.00 | cm | PYRA3 |
|          |          | L         | 8.00 | cm |       |
|          |          | Thickness | 0.50 | cm |       |
| 2.       | Square   | W         | 8.00 | cm | BOX4  |
|          |          | L         | 8.00 | cm |       |
|          |          | Thickness | 0.50 | cm |       |
| 3.       | Elipsoid | D         | 8.00 | cm | BALL3 |
|          |          | Thickness | 0.50 | cm |       |

| 3D Forms |                  |                |       |    |       |                                                                                       |
|----------|------------------|----------------|-------|----|-------|---------------------------------------------------------------------------------------|
|          | Object           | Dimensions     |       |    | Code  | Illustration                                                                          |
| 1.       | Big cuboid       | H              | 5.00  | cm | BOXB1 |  |
|          |                  | W              | 6.00  | cm |       |                                                                                       |
|          |                  | L              | 8.00  | cm |       |                                                                                       |
| 2.       | Small cuboid     | H              | 1.00  | cm | BOXS1 |  |
|          |                  | W              | 2.00  | cm |       |                                                                                       |
|          |                  | L              | 3.00  | cm |       |                                                                                       |
| 3.       | Tapered cylinder | H              | 8.00  | cm | CLY4  |  |
|          |                  | Base D         | 6.00  | cm |       |                                                                                       |
|          |                  | Apex D         | 1.00  | cm |       |                                                                                       |
| 4.       | Hollow cuboid    | H              | 7.00  | cm | BOX2  |  |
|          |                  | W              | 8.00  | cm |       |                                                                                       |
|          |                  | L              | 13.00 | cm |       |                                                                                       |
| 5.       | Hollow cylinder  | D              | 6.00  | cm | CLY2  |  |
|          |                  | H              | 8.00  | cm |       |                                                                                       |
|          |                  | Wall thickness | 0,50  | cm |       |                                                                                       |

## 380 Understanding GSL(s): History, Linguistics, and Ideology

|     |                 |                                        |                      |                |                    |                                                                                       |
|-----|-----------------|----------------------------------------|----------------------|----------------|--------------------|---------------------------------------------------------------------------------------|
| 6.  | Cylinder        | D<br>H                                 | 6.00<br>8.00         | cm<br>cm       | CLY1               |    |
| 7.  | Hollow pyramid  | H<br>Base W/L<br>Wall thickness 0,5 cm | 8.00<br>6.00         | cm<br>cm       | PYRA2              |    |
| 8.  | Pyramid         | H<br>Base W/L                          | 8.00<br>6.00         | cm<br>cm       | PYRA1              |    |
| 9.  | Curved cuboid   | L<br>W<br>H                            | 8.00<br>6.00<br>5.00 | cm<br>cm<br>cm | BOX3               |   |
| 10. | Curved cylinder | L/H<br>D                               | 6.00<br>6.00         | cm<br>cm       | CLY3               |  |
| 11. | Big elipsoid    | D<br>L                                 | 10.00<br>15.00       | cm<br>cm       | BALL B1            |  |
| 12. | Medium elipsoid | D<br>L                                 | 6.00<br>8.00         | cm<br>cm       | BALL B2<br>BALL M1 |  |
| 13. | Small elipsoid  | D<br>L                                 | 2.00<br>3.00         | cm<br>cm       | BALLS 1            |  |
| 14. | Big potato      | L<br>D                                 | 15.00<br>10.00       | cm<br>cm       | BALL B1<br>BALL B2 |  |
| 15. | Medium potato   | L<br>D                                 | 9.2<br>6.00          | cm<br>cm       | BALL M1            |  |

|     |                 |                     |                      |                |                              |                                                                                     |
|-----|-----------------|---------------------|----------------------|----------------|------------------------------|-------------------------------------------------------------------------------------|
|     |                 |                     |                      |                | BALL<br>M2                   |                                                                                     |
| 16. | Small<br>potato | L<br>D              | 3.00<br>2.00         | cm<br>cm       | BALL<br>M2<br><br>BALLS<br>2 |  |
| 17. | Big<br>carrot   | D<br>L              | 6.50<br>25.00        | cm<br>cm       | CYLB6                        |  |
| 18. | Small<br>carrot | D<br>L              | 2.00<br>8.00         | cm<br>cm       | CYLS6                        |  |
| 19. | Rod             | H<br>D<br>Thickness | 8.00<br>1.00<br>0.50 | cm<br>cm<br>cm | CYL5                         |  |



## APPENDIX F

### LANGUAGE ATTITUDE, PERCEPTION AND USE QUESTIONNAIRE

Before you begin:

- Please provide your pseudonym assigned for this study.
- Please answer honestly to each of the statement with the following appropriate responds in relation to your personal experience
  - Feel free to also answer with explanation if you want.

Pseudonym.....

#### SECTION 1

#### SECTION 1

##### Language Background

1. How many sign languages do you think are in the world? Tell us more about your answer?

2. How many sign languages are used in Ghana? Name them?

3. What sign language do you use most often. You may list more than one (e.g., GSL, ASL, International sign, village sign language)

#### SECTION 2

**Your thoughts about your Language contact** (please by circling your answer)

Please understand each statement carefully before selecting your responds

4. How often do you use the media (television, internet) to engage (watch, learn or communicate) in sign language with Deaf Ghanaian?  
a. Never                      b. Sometimes                      c. Often
5. How often do you use the media (television, internet) to engage (watch, learn or communicate) in sign language with white/foreign or Deaf American?  
a. Never                      b. Sometimes                      c. Often
6. How often do you see and use GSL dictionary or books?  
a. Never                      b. Sometimes                      c. Often
7. How often do you see and use ASL dictionary or books?  
a. Never                      b. Sometimes                      c. Often

8. When sending text messages to other deaf Ghanaians, do you make an effort for the syntax of your sentence to be exactly as English or GSL  
a. Never                      b. Sometimes                      c. Often
9. When sending text messages to hearing people, do you make an effort for the syntax of your sentence to be exactly as English or you use GSL syntax.  
a. Never                      b. Sometimes                      c. Often
10. Do you feel proud using GSL with other Deaf in public?  
a. Never                      b. Sometimes                      c. Often

### SECTION 3

#### **Your thoughts about Language Status**

Please indicate whether you agree or disagree with each statements

11. Knowing ASL can help me get a good job, than knowing GSL  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
12. Ghanaian Sign Language is the same as American Sign Language  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
13. Please explain your answer to question 12. Why do you feel that way?
14. American Sign Language is the same as Sign Exact English  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
15. Please explain your answer to question 12. Why do you feel that way?
16. If you use GSL you are not respected as educated but if you use ASL you are considered as educated and intelligent  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
17. Sign Language is not really a language since it is not every concept that could be expressed using it

- a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
18. Ghanaian Sign Language is the true sign language of deaf people in Ghana  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
19. Ghanaian Sign Language should rather be used as the language for teaching deaf and not English  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
20. Ghanaian Sign Language is not developed so deaf people in Ghana have to learn American Sign Language  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
21. Ghanaian Sign Language is not as good as American Sign Language  
1. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.

#### SECTION 4

##### Your thought about Sociocultural view

22. Doctors need to find a cure for deafness.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
23. Deaf people must learn Sign Exact English or how to speak because Ghana is a speech community.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
24. It is good to be deaf and be able to use a hearing aid.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
25. Deaf Ghanaian who knows Sign Exact English or American Sign Language are always successful in life.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
26. Deaf students who are fluent in Ghanaian Sign Language always fail their English exams.

386 Understanding GSL(s): History, Linguistics, and Ideology

- a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
27. If you have children it is better to teach them ASL  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
28. Interpreters and deaf signer learning ASL will eventually cause GSL to die.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
29. Deaf people who can voice a little English than those who do not.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
30. Interpreters should learn GSL from deaf Ghanaians and not from foreign missionaries in church or from American Sign Language books.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
31. Deaf children must learn Ghanaian Sign Language from other deaf and not from internet or books.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
32. It is acceptable for deaf people in Ghana to learn advance signing from foreign deaf people.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
33. It is important that deaf children in Ghana should be taught by only deaf teachers.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
34. Please explain your answer to question 33. Why do you feel that way?

**SECTION 5**

**Your thoughts about Language Usage**

35. It is important to use Sign Exact English in the classroom for deaf students in Ghana.

- a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
36. It is important for deaf Ghanaians to use ASL with other Deaf Ghanaians  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
37. Is important to learn new signs from foreign/white deaf people.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
38. Deaf Ghanaian must not learn new signs from foreign/white deaf people so that GSL can be pure.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
39. Using American Sign Language give you a better chance to further your education.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
40. Using Sign Exact English gives you a better chance to further your education.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
41. Ghanaian Sign Language is not good for University Education because it only has limited vocabularies.  
a. Strongly agree   b. Agree   c. Unsure   d. Disagree   e. strongly disagree.
42. Do you know about any stereotypes used for deaf Ghanaian and interpreters who use American Sign Language?
- 
43. How do you feel about Ghana adopting the use of American Sign Language in schools?
- 
44. What do you think about the idea of Deaf people using Sign Exact English?
-

45. What are some of the factors you think motivates Deaf Ghanaians to learn American Sign Language from books, internet or foreign/white people?

46. What do you think motivates interpreters in Ghana to learn American Sign Language?

47. Where and how often do you see ASL being used by deaf people in Ghana

| Where                                         | Always | Often | Sometimes | Rarely | Never |
|-----------------------------------------------|--------|-------|-----------|--------|-------|
| At my home                                    |        |       |           |        |       |
| At friend's home                              |        |       |           |        |       |
| At school                                     |        |       |           |        |       |
| At work                                       |        |       |           |        |       |
| At church                                     |        |       |           |        |       |
| On television                                 |        |       |           |        |       |
| During ceremonies (e.g., weddings, funerals)  |        |       |           |        |       |
| At GNAD offices                               |        |       |           |        |       |
| At conferences                                |        |       |           |        |       |
| At sporting events                            |        |       |           |        |       |
| Meeting friends on the street                 |        |       |           |        |       |
| Interpretation service (e.g., hospital, bank) |        |       |           |        |       |
| Others, please specify.<br>.....              |        |       |           |        |       |

(please tick in the box your response)

48. Where and how often do you see GSL being used by deaf people in Ghana  
(please tick in the box your response)

| Where                                         | Always | Often | Sometimes | Rarely | Never |
|-----------------------------------------------|--------|-------|-----------|--------|-------|
| At my home                                    |        |       |           |        |       |
| At friend's home                              |        |       |           |        |       |
| At school                                     |        |       |           |        |       |
| At work                                       |        |       |           |        |       |
| At church                                     |        |       |           |        |       |
| On television                                 |        |       |           |        |       |
| During ceremonies (e.g., weddings, funerals)  |        |       |           |        |       |
| At GNAD offices                               |        |       |           |        |       |
| At conferences                                |        |       |           |        |       |
| At sporting events                            |        |       |           |        |       |
| Meeting friends on the street                 |        |       |           |        |       |
| Interpretation service (e.g., hospital, bank) |        |       |           |        |       |
| Others, please specify.                       |        |       |           |        |       |
| .....                                         |        |       |           |        |       |
| .....                                         |        |       |           |        |       |

49. Any other information you would like to share about your perceptions and views on sign language in Ghana.

50. What are thought about Deaf education in Ghana. You can reflect on your time in school and the current situation now. What change(s) have you observed, or suggestion would like to make



## REFERENCES

- Abdel-Fattah, M. A. (2005). Arabic Sign Language: A Perspective. *The Journal of Deaf Studies and Deaf Education*, 10(2), 212–221.
- Abudu, F. (2019). *Lexical variation in the Ghanaian Sign Language and its effects on the language development of the hearing impaired*. MA thesis: University of Education, Winneba.
- Addo, M. (1997, 29 April- 5 May). Local Sign Language versus “foreign” Sign Language. [Paper presentation]. Initiatives for deaf education in the third world, Beni Sueif, Bayad, Egypt.
- Adika, G. S. (2012). English in Ghana: Growth, Tensions, and Trends. *International Journal of Language, Translation and Intercultural Communication* (1), 151-166.
- Agboola, I. O. (2014). Andrew Jackson Foster: The man, the vision, and the 30-year uphill climb. *Deaf Studies Digital Journal* (4).
- Agbozo, G. E. (2015). *Language choice in Ghanaian classrooms: Linguistic realities and perceptions*. MPhil Thesis in English Linguistics and language acquisition, Department of language and literature, Norwegian University of Science and Technology (NTNU), Trondheim, Norway.
- Agbozo, G. & ResCue, E. (2020). Educational Language Policy in an African Country: Making a Place for Code-Switching/Translanguaging. *Applied Linguistics Review*, 12(4), 503-522. <https://doi.org/10.1515/applirev-2020-2002>
- Ahulu, S. (1994). How Ghanaian is Ghanaian English? *English Today*, 10(2), 25-29.
- Akanlig-Pare, G. (2013). Talking Hands, Listening Eyes: Explaining the Nature, Structure and Status of GSL. Accra: Inter-Faculty Lecture, University of Ghana, Legon.
- Akanlig-Pare, G. (2014). A Phono-syntax of Ghanaian Sign Language. *New Perspectives on Humanity: Beliefs, Values and Artistic Expressions* (pp. 135-150). Accra: Adwinsa Publications.
- Al-Fityani, K. (2010). *Deaf people, modernity, and a contentious effort to unify Arab sign languages*. Phd dissertation: University of California, San Diego.
- Al-Fityani, K., & Padden, C. (2008). A lexical comparison of sign languages in the Arab World. In R. M. De Quadros, *Sign Languages: spinning and unravelling the past, Present and future* (pp. 2-14). Florianopolis, Brazil, December 2006: Petrópolis, RJ, Brazil: Editora Arara Azul.
- Amissah, P., Andoh-Kumi, K., Asare-Amoah, S., Awedoba, A., Mensah, F., Wilmot, E., & Miske, S. (2001). IEQ2/Ghana Final report: The implementation of Ghana’s school language policy. *America Institute for Research*.
- Amoako, S. (2019). Sixty Years of Deaf Education in Ghana (1957 -2017). *Journal of Communication Disorders, Deaf Studies and Hearing Aids*, 7(191).
- Andoh-Kumi, K. (1997). *Language Education Policies in Ghana*. Accra: CRiGLE.
- Anonymous. (2006, October 25). Amuah appointed CADs' vice president. *The Ghanaian Times; Local Sports*, p. 22.

- Ansah, G. (2017). *Language, Politics and Governance: The influence of local languages in Ghanaian Politics and Governance*. Munich: GRIN Verlag.
- Anson-Yevu, V. C. (1977). History and Development of Services for the Handicapped in Ghana. *Training Workshop in the Education of the Handicapped Children*. Cape Coast, Ghana: 13, July 1977.
- Appiah, P., G.K. A., & Atiase, C. (2016). Effective Mode of Communication to the Hearing Impaired in Ghana: The Case of Bechem School for the Deaf, Bechem. *International Journal of Innovative Research and Development*, 5(13), 36-47.
- Apronti, E. O. (1972). Language and National Integration in Ghana. *Présence Africaine*, 81, 162-169.
- Aronoff, M., Meir, I., Padden, C., & Sandler, W. (2003). Classifier Constructions and Morphology in Two Sign Languages. In K. Emmorey, *Perspectives on classifier constructions in sign languages* (pp. 53-84). Mahwah: Lawrence Erlbaum.
- Avoke, M. (2001). Some Historical Perspective in the Development of Special Education in Ghana. *European Journal of Special Needs*, 16(1), 29-40.
- Bank, R., Crasborn, O., & Hout, R. V. (2016). The prominence of spoken language elements in a sign language. *Linguistics*, 54(6), 1281-1305.
- Batibo, H. M. (2005). *Language decline and death in Africa: Causes, consequences and challenges*. Clevedon: Multilingual Matters LTD.
- Battison, R., Harry, M., & James, W. (1975). A good rule of thumb: variable phonology in American Sign Language. In R. W. Fasold, & R. W. Shuy, *Analysing variation in language* (pp. 291-302). Washington, D.C: Georgetown University Press.
- Bavelas, J., Gerwing, J., Sutton, C., & Prevost, D. (2008). Gesturing on the telephone: Independent effects of dialogue and visibility. *Journal of Memory and Language*, 58(2), 495-520.
- Bergman, B., & Wallin, L. (2001). The Discourse Function of Noun Classifiers in Swedish Sign Language. In V. Dively, *Signed Languages: Discoveries from international research* (pp. 45-60). Washington, DC: Gallaudet University Press.
- Biederman, I. (1987). Recognition-by-components: A theory of human image understanding. *Psychological Review*, 94(2), 115-147.
- Biederman, I., & Copper, E. (1991). Printing contour-deleted images: Evidence for intermediate representations in visual object recognition. *Cognitive Psychology* (23), 394-419.
- Biederman, I., & Gerhardstein, P. (1993). Recognizing depth rotated objects: evidence for 3D viewpoint invariance. *J. Experimental Psychology: Human Perception and Performance* (19), 1162-1182.
- Blackledge, A. (2005). *Discourse and Power in a Multilingual World*. Amsterdam: John Benjamins.
- Blair, F. (1990). Survey on a shoestring: a manual for small-scale language surveys. *Publications in Linguistics* 96. Dallas, TX: Summer Institute of Linguistics and the University of Texas at Arlington.

- Boadi, L. A. (1984). How to derive Araba and Abenaa from a common underlying representation: Some comments on historical methodology. *Anthropological linguistics*, 26(4), 435-444.
- Bolles, R. C., & Bailey, C. (1956). Importance of object recognition in size constancy. *Journal of Experimental Psychology*, 51(3), 222-225.
- Börstell, C., Crasborn, O., & Whynot, L. (2020). Measuring lexical similarity across sign languages in Global Signbank. *Proceedings of the 9th Workshop on the Representation of Processing of Sign Languages: Sign Language Resources in the Service of the Language Community, Technological Challenges and Application Perspectives [Language Resources and Evaluation Conference]* (pp. 21-26). Marseille: European Language Resources Association (ELRA).
- Burke, J., & Larry, C. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches (Fifth Edition)*. Thousand Oaks, California: SAGE Publications, Inc.
- Burns, S., Matthews, P. A., & Nolan-Conroy, E. (2001). Language attitudes. In C. Lucas, *The sociolinguistics of sign languages* (pp. 181-216). Cambridge: Cambridge University Press.
- Calton, C. (2020). The impact of student and teacher ASL ideologies on the use of English in the ASL classroom. In A. Kusters, M. Green, E. Moriarty, & K. Snoddon, *Sign Language Ideologies in Practice* (pp. 111-128). Berlin, Boston: De Gruyter Mouton.
- Clarke, V., & Braun, V. (2017). Commentary: Thematic analysis. *Journal of Positive Psychology*, 12(3), 297-298.
- Coppola, M. (2002). *The emergence of grammatical categories in home sign: Evidence from family-based gesture systems in Nicaragua*. Doctoral dissertation: University of Rochester.
- Rochester, NY Crasborn, O. (2001). *Phonetic implementation of phonological categories in Sign Language of the Netherlands*. Doctoral dissertation: Universiteit Leiden.
- Crasborn, O., & Kooij, E. v. (2003). Base joint configuration in Sign Language of the Netherlands: Phonetics variation and phonological specification. In J. v. Weijer, V. J. Heuven, & H. v. Hulst, *The Phonological Spectrum: Segmental Structure* (Vol. 1, pp. 258-287). Amsterdam: John Benjamins.
- Crasborn, O., Kooij, E. v., Waters, D., Woll, B., & Mesch, J. (2008). Frequency distribution and spreading behavior of different types of mouth actions in three sign languages. *Sign Language & Linguistics*, 11(1), 45-67.
- Crowley, T. (1992). *An introduction to historical linguistics*. Oxford: Oxford University Press.
- Daily Graphic. (2007, August 6). The Missing Link. *Editorial*, p. 4.
- Dako, K., & Quarcoo, M. A. (2017). Attitudes towards English in Ghana. *Legon Journal of the Humanities*, 28(1), 20-30.
- David, J. B. (1972). Deafness in Ghana- a personal record. *Seminar on Deafness, Accra, Ghana*. London: Commonwealth Society for the Deaf.
- De Meulder, M., Kusters, A., Moriarty, E., & Murray, J. (2019). Describe, don't prescribe. The practice and politics of translanguaging in the context of

- deaf signers. *Journal of Multilingual and Multicultural Development*, 40(10), 892-906.
- De Vos, C. (2012). *Sign-Spatiality in Kata Kolok: How a Village Sign Language of Bali Inscribes Its Signing Space*. PhD dissertation: Max Planck Institute for Psycholinguistics, Nijmegen.
- Deku, P., & Kumedzo, F. (2009). Problems with communication modes in the education of children with hearing impairment in Ghana: a study of four schools for the deaf. *Sokoto Educational Review*, 11(1), 18-32.
- Deuchar, M. (1977). Sign Language Diglossia in a British Deaf Community. *Sign Language Studies* (17), 347-356.
- Dickinson, S., Bergevin, R., Biederman, I., Eklundh, J., R, Munck-Fainwood, . . . Pentland, A. (1997). Panel response: The potential of geons for generic 3-d object recognition. *IVC*, 15(4), 277-292.
- Dickinson, S., Pentland, A., & Rosenfeld, A. (1992). 3D shape recovery using distributed aspect matching. *IEEE Transactions on Pattern Analysis and Machine Intelligence*, 14(2), 174-198.
- Dryden, L. I., & Kanti, M. V. (2016). *Statistical Shape Analysis with Applications in R (2nd ed)*. Chichester: John Wiley and Sons, Ltd.
- Duah, I., & Mensah, S. E. (2017). An Exploratory Study of Language Attitudes Among Second Cycle Students In The New Juaben Municipality of Ghana. *International Journal of Technology and Management Research*, 2(2), 51-58.
- Ebling, S., Konrad, R., Braem, P. B., & Langer, G. (2015). Factors to Consider When Making Lexical Comparisons of Sign Languages: Notes from an Ongoing Comparison of German Sign Language and Swiss German Sign Language. *Sign Language Studies*, 16(1), 30-56.
- Eckert, P. (1997). Age as a sociolinguistic variable. In F. Coulmas, *The Handbook of Sociolinguistics* (pp. 151-167). Oxford: Blackwell Publishing.
- Edward, M. (2014). The Phonology and Morphology of Ghanaian Sign Language. *First International Workshop on African Sign Languages*. Abidjan, Cote d'Ivoire, 24 July 2014.
- Edward, M. (2015). *We speak with our hands and voices: Iconicity in Adamorobe Sign Language and Akuapem Twi (ideophones)*. Bergen: Unpublished MPhil thesis, University of Bergen, Norway.
- Edward, M. (2021a). African sign languages are not American product: Indigenous African Deaf People and indigenous African Sign Languages. *Academia Letters* (426), 1-4.
- Edward, M. (2021b). *Iconicity as a pervasive force in language: Evidence from Ghanaian Sign Language and Adamorobe Sign Language*. PhD thesis. Brighton: University of Brighton.
- Edward, M., & Akanlig-Pare, G. (2021). Sign Language Research in Ghana: An overview of Indigenous and Foreign-based Sign Languages. *Journal of African Languages and Literatures* (2), 114-137.
- Edward, M., & Akanlig-Pare, G. (2022). Education and Language: A case study of deaf persons in Adamorobe. In Y. N. Offei, & E. M. Maroney, *Signed languages, interpreting, and the Deaf Community in Ghana and West Africa* (pp. 29-41). Oregon: Open Oregon Educational Resources.

- Eysenck, M., & Keane, M. (2015). *Cognitive psychology: A student's handbook* (7th ed). East Sussex: Psychology Press.
- Fiaxe, S. A. (1964). *The education of the deaf in Ghana*. Unpublished master's thesis. Gallaudet University.
- Fikes, R. (2018). *Andrew Jackson Foster, II (1925-1987)*. Retrieved April 2020, from <<https://www.blackpast.org/african-american-history/foster-andrew-jackson-ii-1925-1987/>>
- Firth, G. C. (1966). *The Plate Glass Prison*. London: The Royal National Institute for the Deaf (RNID).
- Flores, N. (2013). The unexamined relationship between neoliberalism and plurilingualism: A cautionary tale. *TESOL Quarterly*, 47(3), 500-520.
- Flores, N. (2017). Handbook of Language and Society. In N. García, N. Flores, & M. Spotti, *Bilingual education* (pp. 525-545). New York: Oxford University Press.
- Fobi, D., & Doku, R. (2022). The Ghana National Association of the Deaf (GNAD). In Y. N. Offei, & E. M. Maroney, *Signed languages, interpreting, and the Deaf Community in Ghana and West Africa* (pp. 42-50). Oregon: Open Oregon Educational Resource.
- Fobi, D., Fobi, J., Appau, O., & Oppong, A. M. (2022). Interpretation in Ghana. In Y. N. Offei, & E. M. Maroney, *Signed languages, interpreting, and the Deaf Community in Ghana and West Africa* (pp. 51-58). Oregon: Open Oregon Educational Resources.
- Fornasiero, E. (2020). *Description and analysis of evaluative constructions in Italian Sign Language*. PhD thesis. Università Ca' Foscari Venezia.
- Foster, A. (1957). Original Education Plan, Ghana. In E. Ilabor, *Dr Andrew Jackson Foster: The father of Deaf education in Africa* (pp. 163-166). Ibadan: Optimistic Press.
- Foster, A. (1960a). Report on the Education and Rehabilitation of the Deaf. In E. Ilabor, *Dr Andrew Jackson Foster: The father of Deaf education in Africa* (pp. 136-152). Ibadan: Optimistic Press.
- Foster, A. (1960b). Supplement: Report on the Education of the Deaf. In E. Ilabor, *Dr Andrew Jackson Foster: The father of Deaf education in Africa* (pp. 153-160). Ibadan: Optimistic Press.
- Foster, A. (1965). *Education of the Deaf in Africa*. Ibadan: Toyobo Printing Press.
- Foster, A. (1975, July 31). *The Social Aspect of Deafness: School Years*. Retrieved from <http://www.cmdeaf.org/resources/articles-by-dr-foster/the-social-aspect-of-deafness>
- Foster, A. (1976). *Roots out of a Dry Ground*. Retrieved April 2020, from Christian Mission for the Deaf : <http://www.cmdeaf.org/resources/articles-by-dr-foster/roots-out-of-a-dry-ground>
- Foster, A. (1987). January - March newsletter report. In E. Ilabor, *Dr Andrew Jackson Foster: The father of Deaf education in Africa* (pp. 75-90). Ibadan: Optimistic Press.
- Fragkiadakis, M. (2021). *Levenshtein distance for sign language datasets*. Retrieved from <https://github.com/ManolisFrag/sign-language-levenshtein-distance>

- Fragkiadakis, M. (. (2022). Assessing an Automated Tool to Quantify Variation in Movement and Location: A Case Study of American Sign Language and Ghanaian Sign Language. *Sign Language Studies*, 23(1), 98-126.
- Fragkiadakis, M., Nyst, V., & Nyarko, M. (2021). *Ghanaian Sign Language Lexicon (1.0) [Data set]*. Retrieved from Zenodo: <https://doi.org/10.5281/zenodo.4533753>
- Frishberg, N. (1987). Ghanaian Sign Language. In J. V. Cleve, *Gallaudet encyclopedia of deaf people and deafness* (Vol. 3, pp. 78-79). New York: McGraw-Hill.
- Gadagbui, G. Y. (1998). *Education in Ghana and Special Needs Children*. Retrieved September 10, 2020, from [https://wikieducator.org/images/archive/3/37/20080227200726!OVERVIEW\\_OF\\_EDUCATION\\_IN\\_GHANA.pdf](https://wikieducator.org/images/archive/3/37/20080227200726!OVERVIEW_OF_EDUCATION_IN_GHANA.pdf)
- Gadagbui, G. Y. (2005). *What does the public say about the “controversial” communication mode(s) for the hearing impaired in Ghana? A pilot study*. Retrieved September 10, 2021, from [https://wikieducator.org/images/c/c3/What\\_does\\_the\\_public\\_say\\_about\\_the\\_controversial.pdf](https://wikieducator.org/images/c/c3/What_does_the_public_say_about_the_controversial.pdf)
- Galea, M. (2006). *Classifier constructions in Maltese Sign Language (LSM): An Analysis. PhD thesis*. Institute of Linguistics: University of Malta.
- Gallaudet University. (2023, August). *Deaf Space*. Retrieved August 2023, from Gallaudet University: <https://gallaudet.edu/campus-design-facilities/campus-design-and-planning/deafspace/>
- Garrett, P. (2010). *Attitudes to Language*. Cambridge: Cambridge University Press.
- GFD. (2005). Newsletter. *Publication of the Ghana Federation of the Disabled, 1*.
- Ghana Statistical Service. (2021a). *Ghana 2021 Population and Housing Census: General Report. Volume 3F: Difficulty in performing activities*. Retrieved January 2023, from Ghana Statistical Service Publication: [https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthemesub/2021%20PHC%20General%20Report%20Vol%203F\\_Difficulty%20in%20Performing%20Activities\\_final\\_161221.pdf](https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthemesub/2021%20PHC%20General%20Report%20Vol%203F_Difficulty%20in%20Performing%20Activities_final_161221.pdf)
- Ghana Statistical Service. (2021b). *Ghana 2021 Population and Housing Census: General Report. Volume 1: Preliminary Report*. Retrieved January 2023, from Ghana Statistical Service Publication: [https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthelist/P rint\\_COPY\\_VERSION\\_FOUR%2022ND\\_SEPT\\_AT\\_8\\_30AM.pdf](https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthelist/P rint_COPY_VERSION_FOUR%2022ND_SEPT_AT_8_30AM.pdf)
- Gillen, J., Ahereza, N., & Nyarko, M. (2020). An exploration of language ideologies across English literacy and sign languages in multiple modes in Uganda and Ghana. In A. Kusters, M. Green, E. M. Harrelson, & K. Snoddon, *Sign Language Ideologies in Practice* (pp. 185-200). Mouton de Gruyter.
- GNAD. (1998). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (2).
- GNAD. (2003). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (5).
- GNAD. (2004). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (6).

- GNAD. (2005). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (6).
- GNAD. (2008a). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (7).
- GNAD. (2008b). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (9).
- GNAD. (2009a). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (13).
- GNAD. (2009b). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (10).
- GNAD. (2010). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf* (14).
- GNAD. (2012). Newsletter. *Bi-Annual publication of the Ghana National Association of the Deaf*.
- GNAD. (2018). *The Talking Hands: Our language, our pride*. Unpublished pamphlet on GSL.
- GNAD. (n.d. around 2001). *Ghanaian Sign Language*. Accra: Accra Catholic Press.
- GNAD. (n.d.). *Deaf Awareness Handbook*. Unpublished handbook: Ghana National Association of the Deaf.
- Goldin-Meadow, S., & Brentari, D. (2017). Gesture, sign, and language: The coming of age of sign language and gesture studies. *Behavioral and Brain Sciences*(40), 1-59.
- Government of Ghana. (2006). *Persons with Disability Act, 2006 Act 715*. Retrieved May 2018, from <https://sapghana.com/data/documents/DISABILITY-ACT-715.pdf>.
- Green, E. M. (2014). *The nature of signs: Nepal's deaf society, local sign, and the production of communicative sociality*. PhD thesis: University of California, Berkeley.
- Greenhill, S. J. (2011). Levenshtein Distances Fail to Identify Language Relationships Accurately. *Computational Linguistics*, 37(4), 689–698.
- Grischow, J. D. (2011). "Kwame Nkrumah, Disability and Rehabilitation in Ghana, 1957- 1966." *Journal of African History*, 52(2), 179-99.
- Groen, I. (2021). *Body metaphors of anger in GSL*. MA thesis: Leiden University. Retrieved from <https://studenttheses.universiteitleiden.nl/access/item%3A3161145/view>
- Guerini, F. (2008). Multilingualism and language attitudes in Ghana: A preliminary survey. *Ethnorema*, 4(3).
- Gulliver, M. (2005). Deafscapes: The Landscape and Heritage of the Deaf World. *Tenth International Seminar of Forum*. Newcastle (11-16 April): UNESCO: University and Heritage.
- Haaf, R., Fulkerson, A., Jablonski, B., Hupp, J., Shull, S., & Pescara-Kovach, L. (2003). Object recognition and attention to object components by preschool children and 4-month- old infants. *Journal of Experimental Child Psychology*, 86(2), 108-123.
- Haber, R., & Levin, C. (2001). The independence of size perception and distance perception. *Perception & Psychophysics*, 63(7), 1140-1152.
- Hadjah, T. (forthcoming). Lexical Variation in GSL: Deaf school as a levelling hub.

- Hadjah, T. M. (2015). Sociolinguistic variation in the use of cardinal numbers in Ghanaian Sign Language: A case study. Term paper submitted to the Department of Linguistics, University of Ghana.
- Hadjah, T. M. (2016). *Number Marking in Ghanaian Sign Language*. Mphil Thesis, Department of Linguistics: University of Ghana.
- Hadjah, T. M. (2018). Lexical variation and change in Ghanaian Sign Language: A case study. *The 48th Colloquium on African Languages and Linguistics (CALL)*. 1 September: Leiden University.
- Hansen, B. (1975). Varieties in Danish Sign Language, Sign Language and grammatical features of the original sign language. *Studies* (8), 249-256.
- Hastings, S. L. (2010). Triangulation. In N. J. Salkind, *The encyclopedia of research design* (pp. 1537-1539). Thousand Oaks, CA: Sage Publications, Inc.
- Haviland, J. B. (2013). The emerging grammar of nouns in a first generation sign language: Specification, iconicity, and syntax. *Gesture*, 13(3), 309-353.
- Hill, J. C. (2011). *Language Attitudes in the American Deaf Community*. Phd thesis, Department of Linguistics: Gallaudet University.
- Hill, J. C. (2012). *Language Attitudes in the American Deaf Community*. Washington: Gallaudet University Press.
- Hill, J. C. (2015). Language attitudes in Deaf communities. In A. Schembri, & C. Lucas, *Sociolinguistics and Deaf Communities* (pp. 146-174). Cambridge: Cambridge University Press.
- Hofer, T. (2020). "Goat-Sheep-Mixed-Sign" in Lhasa – Deaf Tibetans' language ideologies and unimodal codeswitching in Tibetan and Chinese sign languages, Tibet Autonomous Region, China. In A. Kusters, M. Green, E. Moriarty, & K. Snoddon, *Sign Language in Practice* (pp. 83-108). Berlin, Boston: De Gruyter Mouton.
- Hoijer, H. (1956). Lexicostatistics: a critique. *Language* (32), 49–60.
- Holmes, J. (2001). *An Introduction to Sociolinguistics (2nd Ed)*. London: Longman.
- Hou, L., & de Vos, C. (2022). Classifications and typologies: Labeling sign languages and signing communities. *J Sociolinguistics* (26), 118– 125.
- Huber, M. (2013). Ghanaian Pidgin in English. The survey of pidgin and creole languages. In S. Michaelis, P. Maurer, M. Haspelmath, & M. Huber, *English-based and Dutch-based Languages* (Vol. 1, pp. 167-75). Oxford: Oxford University Press.
- Ilabor, E. (2010). *Dr Andrew Jackson Foster: The father of Deaf education in Africa*. Ibadan, Nigeria : Optimistic Press.
- Iverson, J. M., & Goldin-Meadow, S. (2001). The resilience of gesture in talk: Gesture in blind speakers and listeners. *Developmental Science*, 4(4), 416–422.
- Jepson, J. (1991). Urban and rural sign language in India. *Language in Society*, 20(1), 37-57.
- Kendon, A. (2017). Reflections on the "gesture-first" hypothesis of language origins. *Psychonomic Bulletin & Review*, 24(1), 163–170.
- Kidane, A. (2013). *Compound Sign Formation in Ethiopian Sign Language*. MA thesis: Addis Ababa University.

- Kircher, R., & Zipp, L. (2022). An Introduction to Language Attitudes Research. In R. Kircher, & L. Zipp, *Research Methods in Language Attitudes* (pp. 1-16). Cambridge: Cambridge University Press.
- Kiyaga, N. B., & Moores, D. (2003). Deafness in Sub-Saharan Africa. *American Annals of the Deaf*, 148(1), 18-24.
- Klima, E. S., & Bellugi, U. (1979). *The Signs of Language*. Harvard University Press.
- Kocab, A. (2017). *Language Emergence: Evidence From Nicaraguan Sign Language and Gestural Creation Paradigms*. Doctoral dissertation: Harvard University, Graduate School of Arts & Sciences.
- Koch, C., & Abbey, L. (1999). Role of geons in object recognition across ages. *Perceptual and motor skills*, 88(3), 983-991.
- Krausneker, V. (2015). Ideologies and attitudes toward sign languages: An approximation. *Sign Language Studies*, 15(4), 411–431.
- Kroskrity, P. (2004). Language ideologies. In A. Duranti, *A companion to linguistic anthropology*. Malden: Blackwell.
- Kubota, R. (2015). Neoliberal paradoxes of language learning: Xenophobia and international communication. *Journal of Multilingual and Multicultural Development*, 37(5), 467-480.
- Kubus, O. (2008). *An analysis of Turkish Sign Language (TİD) phonology and morphology*. MA thesis: The Middle East Technical University.
- Kudogo, A., Kuusaviih, R., & Mahama, D. (2001). *Opting for an effective mode of communication for the deaf in Ghana*. Unpublished Long Essay. Department of Special Education. University College of Education, Winneba.
- Kusters, A. (2012). Being a deaf white anthropologist in Adamorobe: Some ethical and methodological issues. In U. Zeshan, & C. d. Vos, *Sign Languages in Village Communities: Anthropological and Linguistic Insights* (pp. 27-52). Berlin, Boston: De Gruyter Mouton.
- Kusters, A. (2014a). Language ideologies in the shared signing community of Adamorobe. *Language in Society*, 43(2), 139-158.
- Kusters, A. (2014b). Deaf sociality and the deaf Lutheran church in Adamorobe, Ghana. *Sign Language Studies*, 14(4), 466-487.
- Kusters, A. (2015). *Deafspace in Adamorobe: An ethnographic study in a village in Ghana*. Washington, DC: Gallaudet University Press.
- Kusters, A. (2019). "One village, two sign languages: Qualia, intergenerational relationships and the language ideological assemblage in Adamorobe, Ghana." *Journal of Linguistic Anthropology*, 30(1), 1-20.
- Kusters, A. (2020). One Village, Two Sign Languages: Qualia, Intergenerational Relationships and the Language Ideological Assemblage in Adamorobe, Ghana. *J. Linguist Anthropol* (30), 48-67.
- Kusters, A., & Sahasrabudhe, S. (2018). Language ideologies on the difference between gesture and sign. *Language and Communication* (60), 44-63.
- Kusters, A., Green, E. M., Moriarty, E., & Snoddon, K. (2020). *Sign Language Ideologies in Practice*. Berlin: Mouton de Gruyter/Ishara Press.

- Kusters, A., Meulder, M., & Moriarty, E. (2022). Researching Language Attitudes in Signing Communities. In R. Kircher, & L. Zipp, *Research Methods in Language Attitudes* (pp. 282-296). Cambridge: Cambridge University Press.
- Kusters, A., Meulder, M., & Moriarty, E. (2022). Researching Language Attitudes in Signing Communities. In R. Kircher, & L. Zipp, *Research Methods in Language Attitudes* (pp. 282-296). Cambridge: Cambridge University Press.
- Kwaffo, E. K. (1988). *A comparison of the effectiveness of the use of oralism and the total system of communication in teaching the Ghanaian Deaf child in our schools*. Unpublished Diploma. Faculty of Education. University of Cape Coast.
- Kwofie, R. J. (2001). *A pilot study of language attitudes among University of Cape Coast students*. Unpublished long essay. Cape Coast: University of Cape Coast.
- Kyle, J., & Allsop, L. (1997). *Sign on Europe: A Study of Deaf People and Sign Language in the European Union. A Study in 17 Countries on the Request of the European Union of the Deaf*. Bristol. Center for Deaf Studies: University of Bristol.
- Kyuseva, M. (2020). *Size and shape specifiers in Russian Sign Languages: A Morphological Analysis*. PhD thesis: The University of Melbourne.
- Le Maire, A. (2023). *Deaf spaces and sign languages in Kakuma Refugee Camp*. Retrieved May 2023, from MobileDeaf: <https://mobiledeaf.org.uk/1105-2/>
- Lehmann, W. (1992). *Historical Linguistics: An introduction*. New York: Routledge.
- Levenshtein, V. I. (1966). *Binary codes capable of correcting deletions, insertions, and reversals*. Retrieved August 2021, from Soviet Physics Doklady, 10:707–710: <https://nymity.ch/sybilhunting/pdf/Levenshtein1966a.pdf>
- Loon, E., Pfau, R., & Steinbach, M. (2014). The grammaticalisation of gestures in sign languages. In C. Müller, A. Cienki, E. Fricke, S. Ladewig, D. McNeill, & S. Tessendorf, *Body – language – communication: An international handbook on multimodality in human interaction* (pp. 2133-2149). Berlin: De Gruyter Mouton.
- Lu, J. C., & Goldin-Meadow, S. (2018). Creating Images With the Stroke of a Hand: Depiction of Size and Shape in Sign Language. *Frontiers in Psychology*, 9(1276).
- Lucas, C. (2001). *The Sociolinguistics of Sign Languages*. Cambridge, UK: Cambridge University Press.
- Lucas, C., & Valli, C. (1992). *Language contact in the American Deaf community*. San Diego: Academic Press.
- MacSwan, J. (2014). *Grammatical theory and bilingual code-switching*. Cambridge, MA: MIT Press.
- MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167-201.
- Magwa, W. (2015). Attitudes towards the use of indigenous African languages as languages of instruction in education: A case of Zimbabwe. *Journal of Educational Policy and Entrepreneurial Research*, 2(1), 1-16.
- Martey-Markwei, A. (1989, September - October). Missing Link. *Radio and TV Times. Ghana Broadcasting Corporation*, 22(2), p. 5.

- Mathews, E. S. (2007). Place, space and identity—Using geography in deaf studies. *In Deaf Studies Today! 2006: Simply Complex* (pp. 215-226). Oram: Utah Valley University.
- Matras, Y. (2020). *Language Contact (second edition)*. Cambridge: Cambridge University Press.
- McCaskill, C., Lucas, C., Bayley, R., & Hill, J. (2011). *The hidden treasure of Black ASL: Its history and structure*. Washington, DC: Gallaudet University.
- McElhanon, K. A. (1967). Preliminary observations on Huon Peninsula languages. *Oceanic Linguistics* (6), 1-45.
- McGuire, C., & Deutsch, C. (n.d. [around 2017]). *Ghanaian Sign Language (2nd Edition) Dictionary*. Retrieved from <https://ourtalkinghands.com/wp-content/uploads/GSL-Dictionary-Second-Edition-Sample.pdf>
- McKee, D., & Kennedy, G. (2000). A Lexical Comparison of Signs from American, Australian, British and New Zealand Sign Languages. In H. Lane, & K. Emmorey, *The Signs of Language Revisited: An Anthology to Honor Ursula Bellugi and Edward Klima* (pp. 49-76). Mahwah, NJ: Erlbaum.
- Meir, I., Aronoff, M., Sandler, W., & Padden, C. (2010). Sign Languages and Compounding. In S. Scalise, & I. Vogel, *Cross-disciplinary issues in compounding* (pp. 301-322). Amsterdam/Philadelphia: John Benjamins.
- Miles, M. (2004). Locating deaf people, gesture and sign in African histories, 1450s-1950s. *Disability & Society*, 19(5), 531-545.
- Ministry of Education. (2013). *Inclusive education policy*. Retrieved May 2018, from <https://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf>
- Mirus, G., Fisher, J., & Napoli, D. J. (2012). Taboo expressions in American Sign Language. *Lingua*, 122(9), 1004-1020.
- Morgado, M. (2024). *Personal experience narratives in three African sign languages: The influence of time-depth, community size and social interaction*. Doctoral Dissertation: Leiden University.
- Morgado, M., & Nyst, V. (2022). *Mouth movements in the depiction of size and shape: Comparing two village sign languages in West Africa with different time depths*. Retrieved from LINGUA GESTUAL PORTUGUESA E OUTRAS LÍNGUAS DE SINAIS: <https://ler.letras.up.pt/uploads/ficheiros/19135.pdf>
- Moriarty Harrelson, E. (2017). Deaf people with ‘no language’: Mobility and flexible accumulation in languaging practices in Cambodia. *Applied Linguistics Review*, 10(1), 55-72.
- Morris, L. (1998). *The function of English in contemporary Ghanaian society*. Retrieved from African Diaspora ISPs. Paper 52: [http://digitalcollections.sit.edu/african\\_diaspora\\_isp/52](http://digitalcollections.sit.edu/african_diaspora_isp/52)
- Napier, J., Llyd, K., Skinner, R., Turner, G. H., & Wheatley, M. (2018). Using Video Technology to Engage Deaf Sign Language Users in Survey Research: An Example From the insight Project. *The International Journal for Translation & Interpreting Research*, 10(2), 101-121.
- Napoli, D. J., Sanders, N., & Wright, R. (2011). *Some aspects of articulatory ease in American Sign Language*. Retrieved from Stony Brook University: <http://sanders.phonologist.org/Papers/sanders-sb-handout.pdf>

- Newport, E., & Bellugi, U. (1979). Linguistic Expression of Category Levels. In E. Klima, & U. Bellugi, *The signs of language* (pp. 225–242). Cambridge: Harvard University Press.
- Nuviadenu, K. (2005). Media Globalization and Localization: An Analysis of the International Flow of Programs on Ghana Television (GTV). *Global Media Journal*, 4.
- Nyst, V. (2007). *A descriptive analysis of Adamorobe Sign Language (Ghana)*. Utrecht: LOT.
- Nyst, V. (2008). Pointing out possession and existence in Adamorobe Sign Language. In U. Zeshan, & P. Perniss, *Possessive and existential constructions in sign languages* (pp. 235–252). Nijmegen, Netherlands: Ishara Press.
- Nyst, V. (2010). Sign Language in West Africa. In D. Brentari, *Sign Languages: A Cambridge Language Survey* (pp. 405–432). Cambridge: Cambridge University Press.
- Nyst, V. (2012). Shared sign languages. In R. Pfau, M. Steinbach, & B. Woll, *Sign language: An international handbook. (Handbooks on language and communication science 37)* (pp. 552–74). Berlin: Mouton de Gruyter.
- Nyst, V. (2016a). Size and shape depictions in the manual modality: a taxonomy of iconic devices in Adamorobe Sign Language. *Semiotica* (210), 75 - 104.
- Nyst, V. (2016b). The depiction of size and shape in gestures accompanying object descriptions in Anyi (Côte d'Ivoire) and in Dutch (The Netherlands). *Gesture*, 15(2), 156–191.
- Nyst, V. (2018). Cross-linguistic variation in space-based distance for size depiction in the lexicons of six sign languages. *Sign Language & Linguistics*, 21(2), 350–379.
- Nyst, N. (2019). The impact of cross-linguistic variation in gesture on sign language phonology and morphology: The case of size and shape specifiers. *Gesture*, 18(2-3), 343 - 369.
- Nyst, V., & Tano, A. (2018). Comparing body-part size and shape constructions in village sign languages with co-speech gesture. *Sign Language Studies*, 18(4), 517–545.
- Obeng, S. G. (1997). An Analysis of the Linguistic Situation in Ghana. *African Languages and Cultures*, 10(1), 63–81.
- Ocloo, R. D. (2014, August 8th). Founder State School for the Deaf. *The Mirror Newspaper*, p. 40.
- Ocloo, S. (1996, September 2). Sign language and the Deaf in Ghana. *Seminar paper of Deaf Education and sign language*. Ghana.
- Okombo, D., & Akach, P. (1997). Language convergence and wave phenomena in the growth of a national sign language in Kenya. *International Journal of the Sociology of Language* (125), 131–144.
- Okyere, A., & Addo, M. (1994). Deaf Culture in Ghana. In R. C. Carol J. Erting, D. L. Smith, & B. D. Snider, *The Deaf Way. Perspectives from the International Conference on Deaf Culture* (pp. 97–101). Washington, DC.: Gallaudet University Press.
- Okyere, A. D., & Addo, M. J. (1999). Historical development of education of the deaf in Ghana. In H. W. Brelje, *Global perspectives on the education of the*

- Deaf in selected countries* (pp. 141-155). Hillsboro, Oregon: Butte Publications.
- Oppong, A. (1998). *A comparison of Ghanaian sign language and American sign language*. MA thesis, Bloomsburg, PA: Bloomsburg University.
- Oppong, A. (2003). *Understanding and Effectively Educating the Special Needs Students*. Ghana. Department of Special Education Publishers.
- Oppong, A. (2006). *Fundamentals of Sign Language: A textbook for College and University students* (Vol. 1). Accra: Paul Unique Printing Work.
- Oppong, A. (2007). *Fundamentals of sign Language: A textbook for College and University students* (Vol. 2). Accra: Paul Unique Printing Work.
- Oppong, A., & Fobi, D. (2019). Deaf Education in Ghana. In H. Knoors, M. Brons, & M. Marschark, *Deaf Education beyond the Western World: Context, Challenges, and Prospects* (pp. 53-72). New York: Oxford University Press.
- Ormel, E., Crasborn, O., Kootstra, G. J., & de Meijer, A. (2017). Coarticulation of Handshape in Sign Language of the Netherlands: A Corpus Study. *Laboratory Phonology. Journal of the Association for Laboratory Phonology*, 8(1), 10.
- Oteng, F. S. (1988). *Give them a name*. Kumasi: Kumasi Catholic Press.
- Oteng, F. S. (1997). *Deaf Adwoa Benewaa*. Kumasi: Kumasi Catholic Press.
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281-307.
- Owu-Ewie, C. (2006), 'The Language Policy of Education in Ghana: A Critical Look at the English- Only Language Policy of Education,' in J. Mugane et al. (eds), *Selected Proceedings of the 35th Annual Conference on African Linguistics* (Somerville, MA, Cascadilla Proceedings Project), 76-85.
- Owu-Ewie, C., & Edu-Buandoh, D. F. (2014). Living with negative attitudes towards the study of L1 in Ghanaian Senior High Schools (SHS). *Ghana Journal of Linguistics*, 3(2), 1-25.
- Owu-Ewie, C., & Eshun, E. S. (2015). The use of English as medium of instruction at the upper basic level (primary four to junior high school) in Ghana: From theory to practice. *Journal of Education and Practice*, 6(3), 72-82.
- Padden, C. A., Meir, I., Hwang, S.-O., Lepic, R., Sharon, S., & Tory, S. (2013). Patterned iconicity in sign language lexicons. In J. B. Haviland, *Where do nouns come from?* (pp. 181-202). Amsterdam & Philadelphia: Benjamins.
- Padden, C., Hwang, S.-O., Lepic, R., & Seegers, S. (2015). Tools for language: Patterned iconicity in sign language nouns and verbs. *Topics in Cognitive Science*, 7(1), 81-94.
- Palfreyman, N. (2015). *Sign language varieties of Indonesia: A linguistic and sociolinguistic investigation*. Doctoral dissertation, University of Central Lancashire.
- Parks, E. (2014). Constructing national and international Deaf identity: perceived use of American Sign Language. In D. Watt, & C. Llamas, *Language, Borders and Identity* (pp. 206-17). Edinburgh: Edinburgh University Press.
- Parks, E., & Parks, J. (2008). Sociolinguistic survey report of the deaf community of Guatemala. *SIL Electronic Survey Reports*, 016(30).

- Parks, J. (2011). *Sign Language Word List Comparisons: Toward a Replicable Coding and Scoring Methodology*. MA thesis: University of North Dakota.
- Patterson, B., & West, R. (2018). Socio Linguistics. *Scientific e-Resources*.
- Patton, M. (1999). Enhancing the quality and credibility of qualitative analysis. *Health service research* (34), 1189–1208.
- Pecku, N. K. (1977, July 13). History and development of Special Education in Ghana. Cape Coast, Ghana: Workshop presentation: Training workshop in the education and rehabilitation of the handicapped.
- Peprah, M. O. (2021). *A sociolinguistic analysis of lexical variation in Ghanaian Sign Language*. MA Thesis, Department of Linguistics: University of Ghana.
- Pfau, R., & Steinbach, M. (2006). Modality-Independent and Modality-Specific Aspects of Grammaticalisation in Sign Languages. *Linguistics in Potsdam* (24), 3–98.
- Phillips, H. (2002). *Deaf Awareness Pack: Basic issues on Deaf culture, Communication, Sign Language, History and causes of deafness in Ghana!* Unpublish research.
- Pouw, W., & Dixon, J. A. (2019). Entrainment and modulation of gesture–speech synchrony under delayed auditory feedback. *Cognitive Science*, 43(3).
- Power, J. M. (2022). Historical Linguistics of Sign Languages: Progress and Problems. *Frontiers in Psychology*, 13(818753).
- Power, J. M., & Meier, R. P. (2023). Demographics in the formation of language communities and in the emergence of languages: The early years of ASL in New England. *Language*, 99(2), 275–316.
- Quarcoo, E. (1994). The English language as a modern Ghanaian artefact. *Journal of Black Studies* (24), 329–43.
- Quinn, G. (2010). Schoolization: An account of the origins of regional variation in British Sign Language. *Sign Language Studies*, 10(4), 476–501.
- Raicevic Bajic, D., Nikolic, G., Gordic, M., Mouvet, K., & Van Herreweghe, M. (2021). Language attitudes towards Serbian Sign Language and experiences with deaf education in Serbia. Digest. *Journal of Diversity and Gender Studies*, 8(1), 75–90.
- Ramachandran, R., & Rauh, C. (2016). Discriminatory attitudes and indigenous language promotion: Challenges and solutions. *WIDER Working Paper, No. 2016/78. United Nations University World Institute for Development Economics Research (UNU- WIDER)*.
- Reagan, T. (2011). Ideological barriers to American Sign Language: Unpacking linguistic resistance. *Sign Language Studies*, 11(4), 606–636.
- Reed, L. W. (2020). “Switching caps” Two ways of communicating in sign in the Port Moresby deaf community, Papua New Guinea. *Asia-Pacific Language Variation*, 6(1), 13–52.
- Reed, L. W. (2022). Sign networks: Nucleated Network Sign Languages and Rural Homesign in Papua New Guinea. *Language in Society*, 51(4), 627–661.
- Reilly, C., ResCue, E., & Chavula, J. J. (2022). Language policy in Ghana and Malawi: differing approaches to multilingualism in education. *Journal of the British Academy*, 10(4), 69–95.

- Riekehof, L. L. (1978). *The Joy of Signing: The New Illustrated Guide for Mastering Sign Language and the Manual Alphabet*. Springfield: Gospel Publishing House.
- Runnels, J. (2020). *Andrew Foster's contributions to deaf education in Africa, the Ghana years (1957-1965)*. PhD dissertation, University of North Dakota.
- Saah, K. K. (1986). Language Use and Attitudes in Ghana. *Anthropological Linguistics*, 28(3), 367–377.
- Sadat, M., & Ibrahim, I. K. (2022). Challenges in implementation of language policy among zongo community schools in Ghana. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 5(11), 83-91.
- Safar, J. (2020). *A comparative study of Yucatec Maya Sign Languages*. PhD thesis: Stockholm University.
- Safar, J., & Chan, R. P. (2020). Strategies of noun-verb distinction in Yucatec Maya Sign Language. In O. L. Guen, J. Safar, & M. Coppola, *Emerging sign languages of the Americas. Sign Language Typology Series*. Berlin: De Gruyter Mouton.
- Saitz, R. L., & Cervenka, E. J. (1972). *Handbook of Gestures: Colombia and the United State*. The Hague: Mouton & Co. N. V., Publications.
- Sampana, R. (2017). History of the Deaf in Ghana. In C. McGuire, & C. Deutsch, *Ghanaian Sign Language Dictionary. (2nd ed.)*. GNAD.
- Sandler, W., Aronoff, M., Meir, I., & Padden, C. (2011). The Gradual Emergence of Phonological Form in a New Language. *Natural Language and Linguistic Theory* (29), 503-543.
- Schick, B. S. (1987). *The acquisition of classifier predicates in American Sign Language*. Ph.D. thesis: Indiana: Purdue University.
- Schmaling, C. (2003). A for Apple: The Impact of Western Education and ASL on the Deaf Community in Kano State, Northern Nigeria. In L. M. Schmaling, K. Nakamura, & G. H. Turner, *Many Ways to Be Deaf: International Variation in Deaf Communities* (pp. 302-310). Washington, D.C: Gallaudet University Press.
- Senghas, A., Senghas, R., Pyers, J. (2005). The emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. In: Langer Jonas, Parker Sue Taylor, Mibrath Constance, *Biology and language revisited: From neurogenesis to psychogenesis* (pp. 287-306). Lawrence Erlbaum Associates: Mahwah.
- Simo Bobda, A. (2000). The Uniqueness of Ghanaian English Pronunciation in West Africa. *Studies in the Linguistic Sciences*, 30(2), 185-198.
- Siti, N. G. (2008). Learner background and their attitudes towards studying literature. *Malaysian Journal of EFL Research* (4), 1-17.
- Slobin, D. I., Hoiting, N., Kuntze, M., Lindert, R., Weinberg, A., Pyers, J., & Thumann, H. (2003). A cognitive/functional perspective on the acquisition of “classifiers”. *Perspectives on Classifier Constructions in Sign Languages* (2), 271-296.
- Stokoe, W. (1969). Sign Language Diglossia. *Studies in Linguistics* (21), 27–41.
- Stow, A. (2010). *Andrew Foster: Establishing Deaf Education in Africa*. National Technical Institute for the Deaf. Retrieved April 2018, from <https://usdeafhistory.files.wordpress.com/2013/12/stowa2010onfoster.pdf>

- Suglo, I. (2012). *Language Attitudes towards Ghanaian Pidgin English among Students in Ghana*. Retrieved from GRIN Verlag:  
[https://www.researchgate.net/publication/333558610\\_Language\\_Attitudes\\_towards\\_Ghanaian\\_Pidgin\\_English\\_among\\_Students\\_in\\_Ghana](https://www.researchgate.net/publication/333558610_Language_Attitudes_towards_Ghanaian_Pidgin_English_among_Students_in_Ghana)
- Supalla, T. (1982). *Structure and Acquisition of Verbs of Motion and Location in American Sign Language*. PhD Thesis: San Diego: University of California.
- Supalla, T. (1986). The Classifier System in American Sign Language. In C. Craig, *Noun Classes and Categorisation* (pp. 181–214). Amsterdam: John Benjamins.
- Sutton-Spence, R. (1999). The influence of English on British Sign Language. *International Journal of Bilingualism* (3), 363–394.
- Sutton-Spence, R., & Woll, B. (1999). *The Linguistics of British Sign Language. An Introduction*. Cambridge: Cambridge University Press.
- Swadesh, M. (1964). Linguistics as an instrument of prehistory. In D. Hymes, *Language in Culture and Society: A Reader in Linguistics and Anthropology* (pp. 575–84). New York: Harper and Row.
- Tagoe, D. (2018). *Morphophonology of kinship terms: A comparative study of Adamorobe, Nanabin and Ghanaian Sign Language*. Undergraduate thesis, Linguistics Department, University of Ghana, Legon.
- Taub, S. F. (2001). *Language from the body: Iconicity and Metaphor in American Sign Language*. Cambridge: Cambridge University.
- Tkachman, O., & Sandler, W. (2013). The noun-verb distinction in two young sign languages. *Gesture*, 13, 253–286.
- Twumasi, A. R. (2021). Attitudes of Students towards the Study of Ghanaian Languages in University of Cape Coast. *International Journal of Research in English Education*, 6(2), 71–88.
- UNESCO. (2001). *Inclusive Schools and Community Support Programme. Report. Phase two 1998 – 2001*. Retrieved September 10,
- Valli, C., Lucas, C., Mulooney, K. J., Villanueva, M., & (Eds). (2011). *Linguistics of the American Sign Language: An introduction. 5th edition*. Washington, D.C: Gallaudet University Press.
- Vercellotti, M. L., & Mortensen, D. R. (2012). A classification of compounds in American Sign Language: an evaluation of the Bisetto and Scalise framework. *Morphology* (22), 545–579.
- Wallin, L. (2000). Two kinds of productive signs in Swedish Sign Language: Polysynthetic signs and size and shape specifying signs. *Sign Language and Linguistics* (3), 237–256.
- WHO. (2002a). *Community-Based Rehabilitation as we have experienced it (part 1, country report)*. Retrieved September 10, 2021.
- WHO. (2002b). *Community-Based Rehabilitation as we have experienced it (part 2, country report)*. Retrieved September 10, 2021.
- Wilcox, S. (2004). Gesture and language: Cross-linguistic and historical data from signed languages. *Gesture*, 4(1), 43–73.
- Wilcox, S. (2007). Routes from gesture to language. In E. P. Antinori, P. Pietrandrea, & R. Simone, *Verbal and Signed Languages: Comparing structures, constructs and methodologies* (pp. 107–31). Berlin: Mouton de Gruyter.

- Wilcox, S. (2009). Symbol and symptom: Routes from gesture to signed language. *Annual Review of Cognitive Linguistics*, 7(1), 89-110.
- Wilcox, S. (2014). Gestures in sign language. *Body–Language–Communication: An international handbook on multimodality in human interaction* (2), 2170-2176.
- Willemyns, R. (1987). The Investigation of "Language Continuum" and "Diglossia": A Macrological Case Study and a Theoretical Model. *Proceedings of the International Conference DALB/CIRB/ICSBT (23–26 May 1985)*, ed. Michel Blanc and Josiane F. Hamer (pp. 30–49). Québec: Centre international de recherche sur le bilinguisme, University of London.
- Woodward, J. C. (1972). Implications for sociolinguistic research among the deaf. *Sign Language Studies* (1), 1–7.
- Woodward, J. (1973a). Some Characteristics of Pidgin Sign English. *Sign Language Studies* (3), 39-46.
- Woodward, J. C. (1973b). Language continuum a different point of view. *Sign Language Studies* (2), 81–83.
- Woodward, J. (1996). Modern Standard Thai Sign Language, Influence from ASL, and its Relationship to Original Thai Sign Varieties. *Sign Language Studies* (92), 227-252.
- Woodward, J. (2000). Sign languages and sign language families in Thailand and Viet Nam. In K. E. Lane, *The signs of language revisited: An anthology in honor of Ursula Bellugi and Edward Klima* (pp. 23-47). Mahwah, New Jersey: Lawrence Erlbaum
- Woodward, J., & Markowicz, H. (1975). *Some Handy New Ideas on Pidgins and Creoles: Pidgin Sign Languages*.
- Woolard, K. (1998). Introduction: Language ideology as a field of inquiry. In B. Schieffelin, K. Woolard, & P. Kroskrity, *Language ideologies*. New York: Oxford University.
- Woolard, K. (2020). *Language Ideology*. Retrieved from The International Encyclopedia of Linguistic Anthropology, J. Stanlaw (Ed.):
- Wu, K., & Levine, M. D. (1993). 3-D object representation using parametric geons. *Technical Report Center for Intelligent Machines (TR-CIM-93-13)*.
- Yevudey, E. (2013). The pedagogic relevance of codeswitching in the classroom: Insights from Ewe-English codeswitching in Ghana. *Ghana Journal of Linguistics*, 2(2), 1–22.
- Yevudey, E. (2015). Translanguaging as a language contact phenomenon in the classroom in Ghana: Pedagogic relevance and perceptions. In J. Angouri, T. Harrison, S. Schnurr, & S. Wharton (Eds.), *Learning, working and communicating in a global context. Proceedings of the 47th annual meeting of the British Association for Applied Linguistics* (pp. 259–270).
- Yevudey, E. & Agbozo, E. G. (2019): Teacher trainee sociolinguistic backgrounds and attitudes to language-in-education policy in Ghana: a preliminary survey. *Current Issues in Language Planning*, DOI: 10.1080/14664208.2019.1585158
- Yu, S., Geraci, C., & Abner, N. (2018). Sign languages and the online world: Online dictionaries and lexicostatistics. In N. Calzolari, *Proceedings of the Eleventh International Conference on Language Resources and Evaluation*

- (*LREC 2018*) (pp. 4235–4240). Miyazaki, Japan: European Language Resources Association.
- Zhou, L., & Kambhamettu, R. (2002). Representing and recognizing complete set of geons using extended superquadrics. *Proc. IEEE Conf. Comput. Vis. Pattern Recog.* (pp. 713–718).
- Zwitserslood, I. (2003). *Classifying hand configurations in Nederlandse Gebarentaal* (*Sign Language of the Netherlands*). Utrecht: LOT.
- Zwitserslood, I. (2012). Classifiers. In R. Pfau, M. Steinbach, & B. Woll, *Sign Language: An International Handbook* (pp. 158–186). Berlin/Boston: De Gruyter.