

UNIVERSITY OF EDUCATION, WINNEBA

**Mitigating the effect of 'broken' English in academic writing- Theatre for
development as intervention**

LORETTA MENSAH



UNIVERSITY OF EDUCATION, WINNEBA

**MITIGATING THE EFFECT OF 'BROKEN' ENGLISH IN ACADEMIC
WRITING: THEATRE FOR DEVELOPMENT AS INTERVENTION**

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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst with a flame-like shape at its center. Below the sunburst is an open book. The entire emblem is set against a light blue background with a subtle pattern. The text 'UNIVERSITY OF EDUCATION, WINNEBA' is written around the perimeter of the circle.

**A thesis in the department of Theatre Arts, School of Creative Arts,
submitted to the School of Graduate Studies, in partial fulfilment
of the requirements for award of the
Master of Philosophy
(Theatre Arts)
in University of Education, Winneba**

FEBRUARY, 2025

DECLARATION

STUDENT'S DECLARATION

I, **Loretta Mensah**, hereby declare that this Thesis, except for quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

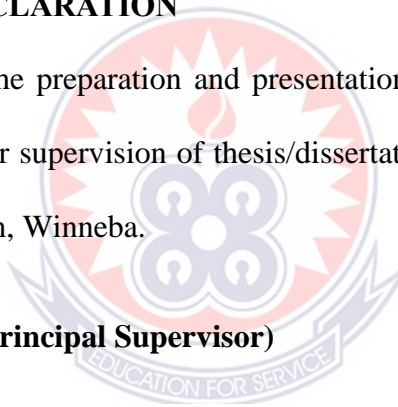
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised under the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Prof. Evans Asante (Principal Supervisor)

Signature:

Date:



DEDICATION

I dedicate this work to all students and educators striving to improve language proficiency, and to my family and loved ones for their unwavering support.



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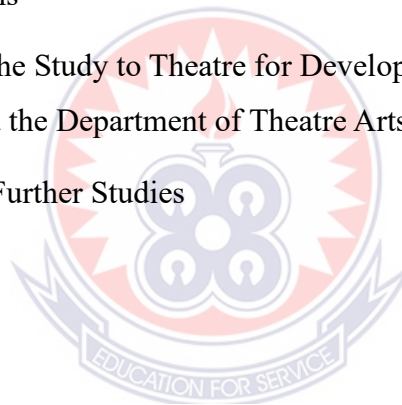
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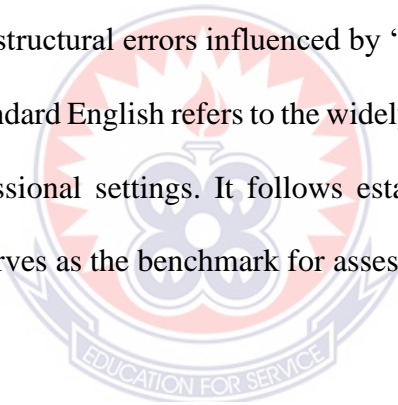
OPERATIONAL DEFINITIONS

‘Broken’ English: In this study, ‘Broken’ English refers to non-standard variations of English characterised by grammatical errors, informal expressions, and structural inconsistencies. It is commonly spoken in informal settings but is considered inappropriate for formal academic writing.

Academic Performance: Academic performance refers to students’ success in their coursework, assessments, and overall academic achievements, typically measured through grades, comprehension, and writing proficiency.

Language Proficiency: Language proficiency is the ability of students to use Standard English effectively in writing and communication. This study relates to their ability to avoid grammatical and structural errors influenced by ‘Broken’ English.

Standard English: Standard English refers to the widely accepted form of English used in academic and professional settings. It follows established grammar, syntax, and vocabulary rules and serves as the benchmark for assessing students' writing skills.



ABBREVIATIONS

BE	‘Broken’ English
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language (Native Language) or Mother Tongue
L2	Second Language
TfD	Theatre for Development



ABSTRACT

This study, titled "Mitigating the Effect of 'Broken' English in Academic Writing: Theatre for Development as Intervention," investigated the frequency and impact of 'Broken' English on academic writing at Peki Senior High Technical School in the Volta Region, Ghana. The research identified 'Broken' English as a significant linguistic challenge that hindered effective communication, comprehension, and academic performance among students. The persistent use of non-standard English in students' written work resulted in grammatical inconsistencies, improper sentence structure, and reduced clarity, ultimately affecting their academic success.

Using a qualitative research approach, the study explored Theatre for Development (TfD) as an innovative and culturally relevant pedagogical intervention to address these linguistic challenges. TfD integrated drama, role-playing, and interactive performances to foster students' language proficiency and cultural awareness. This approach allowed students to engage actively in the learning process by visualising language-related errors, reenacting corrective measures, and participating in discussions that reinforced the principles of Standard English usage. The intervention highlighted the contextual relevance of language learning, bridging the gap between students' everyday linguistic practices and the academic writing standards expected in formal education.

Data were collected through document analysis, Focus Group Discussions, interviews, and direct observations. A sample of 30 students' academic scripts was analysed to identify linguistic patterns and challenges related to 'Broken' English usage. The TfD intervention involved dramatised scenarios portraying common language errors, followed by interactive discussions that emphasised correct grammar, vocabulary usage, and writing conventions.

The findings revealed that the TfD approach significantly enhanced students' understanding of Standard English grammar, vocabulary, and writing conventions. Students who participated in the intervention demonstrated improved academic writing skills, greater awareness of linguistic rules, and increased confidence in their ability to express themselves effectively in formal contexts. Furthermore, the participatory and engaging nature of TfD created an inclusive learning atmosphere that encouraged peer collaboration and self-expression, reinforcing students' commitment to language improvement. The study also noted that students who were more conscious of the negative effects of 'Broken' English made deliberate efforts to minimise its use in their academic work, highlighting the effectiveness of awareness-driven interventions.

This research contributes to the discourse on language education by providing actionable recommendations for educators, policymakers, and stakeholders to integrate TfD into the school curriculum as a long-term strategy for improving students' language proficiency and academic outcomes. Additionally, the study underscores the importance of continuous support mechanisms, such as writing workshops and peer mentorship programs, to sustain students' progress in mastering Standard English. By equipping students with the necessary language skills, this study reinforces the importance of overcoming linguistic barriers to ensure success in academic and professional settings.

CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter begins with the Background to the Study, detailing how ‘Broken’ English has emerged as a linguistic issue affecting students' academic writing and overall performance. The Statement of the Problem outlines the specific challenges posed by ‘Broken’ English at Peki Senior High Technical School, emphasising its impact on communication and academic outcomes. The Significance of the Study highlights its potential to inform educational policies and practices, offering innovative solutions through the Theatre for Development (TfD) intervention. The study’s Research Objectives and Research Questions are outlined, focusing on analysing the frequency of ‘Broken’ English, its effect on academic performance, and the application of TfD to mitigate its impact. The Delimitations of the Study define its scope, concentrating on Peki Senior High Technical School, while the Limitations of the Study acknowledge practical constraints such as time and resources. The chapter also provides a Summary of Methodology, describing the qualitative approach and TfD intervention used to collect and analyse data. The organisation of the Study is detailed, outlining the structure of the subsequent chapters. Finally, the Conclusion summarises the chapter, emphasising its role in setting the foundation for exploring how TfD can address linguistic challenges and improve academic writing among students.

1.1 Background to the Study

Language serves as the cornerstone of human interaction, acting as a vital conduit through which individuals convey thoughts, emotions, and information to one another (Paribakht, 2004). Language plays a pivotal role in facilitating the exchange of ideas, knowledge, and cultural heritage, not only within local communities but also across

diverse societies and nations (Fitch, 2010). At its core, language embodies a rich embroidery of linguistic elements, including vocabulary, grammar, syntax, and semantics, intricately woven together to form a comprehensive system of communication (Pelkey, 2023). The complexity of language is evident in its multifaceted nature, encompassing various modes such as spoken, written, and nonverbal communication, enabling individuals to express themselves through verbal conversations, written texts, gestures, facial expressions, and body language (Fitch, 2010; Pelkey, 2023). Moreover, language is dynamic and ever-evolving, constantly adapting to meet the evolving needs and contexts of its users (Pelkey, 2023)

Despite the myriad of languages spoken around the world, there exists a fundamental unity in the function of language, transcending cultural and geographical boundaries. While languages may exhibit diverse linguistic features and cultural nuances, they share a common purpose: to facilitate effective communication and mutual understanding among individuals and communities (Fitch, 2010). This universal aspect of language underscores its intrinsic value as a tool for fostering social cohesion, promoting cross-cultural exchange, and preserving cultural heritage. Furthermore, the structural similarities observed across different languages highlight the underlying principles that govern human communication. Regardless of linguistic diversity, languages adhere to fundamental principles of grammar, syntax, and semantics, reflecting the innate cognitive processes involved in language acquisition and comprehension (Berent, Lennertz, Jun, Moreno, & Smolensky, 2008; Pelkey, 2023). These shared structural features not only facilitate language learning and cross-linguistic communication but also serve as a testament to the human capacity for language acquisition and expression (Chen, 2022; van Dijk & Hopp, 2025).

Language proficiency plays a pivotal role in shaping the educational experiences and outcomes of individuals across various academic domains. It serves as a foundational skill that underpins every aspect of the learning process, from accessing educational resources to articulating one's understanding and insights. In Ghana, reading proficiency in English has been shown to correlate strongly with academic performance among lower primary school children (Caldoza, Julhamid, & Asiri, 2024). Language proficiency not only enhances students' ability to comprehend academic content but also empowers them to engage critically with complex concepts and ideas (Medranda-Morales, Miele, & Guevara, 2023; Ünaldı & Yüce, 2020). Within the realm of education, language proficiency acts as the bedrock upon which academic success is built, enabling students to navigate textbooks, research articles, and other instructional materials to extract key information and synthesise meaningful insights (Grosser & Nel, 2013; Medranda-Morales, Miele, & Guevara, 2023). Moreover, it facilitates effective communication with teachers, peers, and other educational stakeholders, fostering collaborative learning environments where ideas can be exchanged and debated. The ability to use grammar, vocabulary, and academic register properly is especially important for participation in written essays, oral presentations, and classroom discussions (DiCerbo, Anstrom, Baker, & Rivera, 2014). Proficient language skills empower students to engage critically with course content, question assumptions, and construct well-supported arguments, thereby deepening their understanding and mastery of academic subjects (Halliday, 1978). Furthermore, studies have found that students who demonstrate higher proficiency in English tend to achieve higher academic outcomes across subject areas (Rivera, 2016)

In the context of Ghana's educational landscape, English holds a central role as the primary medium of instruction, a position rooted in both historical precedent and

practical policy. Since the introduction of formal education, English has served as the language of instruction, governance, trade, law, and media in Ghana (Trudell, 2023; Taluah, 2016). Its prominence is further emphasised by national efforts to improve English proficiency, with Ghana's Minister for Education noting that students with a strong command of English are more likely to succeed in subjects such as science, mathematics, and technology (Mensah, Amponsah, Babah, & Jibril, 2023; Budiman, Ishak, Rohani, & Lalu, 2023).

Beyond its official status, English functions as a lingua franca across various sectors of Ghanaian society, helping bridge linguistic and cultural differences. It enables individuals from diverse language backgrounds to participate fully in academic and professional settings (Donkor & Lomotey, 2021). Despite ongoing policy efforts to support the use of local languages in early education, the dominance of English in actual classroom practice and assessment underscores its entrenched role in the Ghanaian education system (Rauf, 2024).

According to the Ghana Education Service (2020), proficiency in English is not merely beneficial but essential for academic success and overall personal development. It grants students access to textbooks, scholarly articles, and online resources, most of which are available only in English. It also facilitates effective participation in classroom discussions, group projects, and written assignments, allowing students to express ideas with clarity and confidence. However, despite the centrality of English, many students continue to struggle with non-standard forms of the language, often referred to as 'Broken' English, which poses significant challenges to their academic achievement.

This phenomenon is prevalent across Africa, particularly in regions characterised by a history of colonialism or linguistic diversity (Mesthrie, 2017). 'Broken' English

encompasses deviations from Standard English grammar, vocabulary, and usage, often influenced by local languages and cultural expressions (Labov, 1969).

In Africa, where multilingualism is a common feature, the prevalence of ‘Broken’ English serves as a reflection of the continent's complex linguistic landscape (Phillipson, 1992). The observations made by Ferguson (1959) highlight how the legacy of colonialism has played a pivotal role in shaping language dynamics, with English often adopted as a second or foreign language alongside indigenous languages. This linguistic diversity creates a fertile ground for the emergence of ‘Broken’ English as a hybrid form of communication, as individuals navigate between multiple linguistic domains.

Moreover, the historical context of colonialism has left a lasting impact on language attitudes and practices in Africa. During the colonial era, English was introduced as the language of administration, education, and commerce, leading to its widespread adoption as a lingua franca in many African countries. However, the imposition of English alongside indigenous languages has resulted in linguistic hybridity, with speakers incorporating elements from both English and local languages into their speech.

In the Ghanaian educational context, the impact of ‘Broken’ English is particularly pronounced. Although English serves as the official medium of instruction, many students face significant language proficiency challenges influenced by several factors. Limited daily exposure to Standard English, combined with the pervasive influence of local Ghanaian languages and cultural expressions, creates substantial barriers to effective communication and comprehension (Nyamekye & Baffour-Koduah, 2021; Osei-Tutu, 2021). These linguistic challenges extend beyond basic communication difficulties, significantly impeding students' academic achievement and engagement.

Students often struggle to articulate complex ideas coherently and effectively in academic writing, thereby hindering their ability to meet established academic standards and excel in their studies (Asamoah-Poku, 2024; Gyan, 2022). This situation underscores the urgent need for targeted interventions designed to enhance language proficiency and foster a supportive educational environment conducive to linguistic development and academic success.

Recognising the intricate nature of 'Broken' English, it becomes imperative to seek innovative solutions to effectively address this linguistic challenge. In this pursuit, a transformative approach known as Theatre for Development (TfD) emerges as a potential catalyst for mitigating the impacts of 'Broken' English while simultaneously nurturing language proficiency among students. Drawing from the insights of various scholars, including Davies (1990), Sariçoban (2004), Kao, Carkin, and Hsu (2011), and Astuti (2016), TfD offers a dynamic platform where language learners can engage deeply with the target language and culture. By integrating drama into language teaching, students not only develop communicative competence but also gain a heightened awareness of linguistic nuances and cultural contexts. Moreover, TfD provides an avenue for educators to diagnose and address language challenges effectively, fostering a supportive environment where students can express themselves confidently. Through frequent presentations and discussions facilitated by drama, learners confront their anxieties, enhance their understanding of lesson content, and refine their oral proficiency skills. Thus, by embracing Theatre for Development as a pedagogical tool, educators can empower students to navigate the complexities of 'Broken' English, ultimately paving the way towards linguistic fluency and cultural understanding.

Theatre for Development is an innovative and dynamic educational approach that utilises drama, role-playing, and interactive performances to address a wide range of social and educational issues (Karahasanović-Avdibegović, 2023). Theatre for Development (TfD) offers a distinctive framework for language acquisition by merging language learning with real-life experiences and cultural engagement (Karahasanović-Avdibegović, 2023). TfD emphasises the practical use of language in everyday contexts, encouraging students to express themselves in English through dramatic performances. This approach effectively bridges the gap between formal classroom instruction and real-world language application (Astuti, 2016; Davies, 1990). By embedding English language activities within culturally relevant performances, students develop a deeper emotional and cognitive connection to the language, making learning more meaningful. Such cultural immersion supports students in adopting Standard English while respecting and maintaining their cultural identities (Saricoban, 2004). Integrating TfD into school curricula presents a holistic solution to mitigating the challenges posed by ‘Broken’ English, offering learners a dynamic and engaging platform to improve their language proficiency alongside celebrating their cultural heritage (Kao, Carkin, & Hsu, 2011).

1.2 Statement of the Problem

In multilingual educational settings like Ghana, proficiency in English (the official medium of instruction) remains a decisive factor in students' academic success. However, a growing body of recent research highlights the persistent challenge of non-standard English usage, often termed “Broken” English, among senior high school students (Glover-Quartey & Yamoah, 2023; Sulaiman, 2024). This linguistic phenomenon is characterised by deviations in grammar, vocabulary, and syntax, which

hinder students' ability to communicate complex ideas clearly and meet the expectations of academic discourse.

At Peki Senior High Technical School, this challenge is particularly pronounced. Despite English being the mandated language of instruction, students continue to struggle with fluency and accuracy in Standard English. According to Arkhurst et al. (2025), inconsistencies between national language policies and classroom realities contribute significantly to this problem. While policy promotes the use of English, everyday classroom interactions are often marked by code-switching and the dominance of local languages or Ghanaian Pidgin English, limiting students' exposure to standard forms. Empirical evidence further reveals that students' reliance on informal varieties of English (often shaped by diglossia and cultural-linguistic practices) has a measurable negative effect on their academic writing and comprehension skills (Sulaiman, 2024). In a study conducted across the Bono and Ahafo regions, Glover-Quartey and Kyei Yamoah (2024) documented widespread phonological and lexical deviations in students' use of English, reflecting systemic issues in language acquisition at the basic and secondary levels. These deviations frequently appear in formal assessments, leading to misunderstandings, reduced clarity, and ultimately, lower academic performance. Contributing to the problem are pedagogical and institutional factors. Although many teachers are aware of communicative or student-centred approaches to English Language instruction, a significant number still rely on traditional, grammar-translation methods that do not adequately support language acquisition (James, Mahamud, & Ni-Ana, 2024). Studies conducted at schools such as Wa SHS and Adu Gyamfi SHS reveal that teachers often lack adequate training, professional development, or resources to implement effective language instruction strategies (Adu-Gyamfi, Yartey, & Darkwa, 2020; Duah, Gyabaah, Mensah, Poku, &

Damte, 2023). Large class sizes, limited instructional time, and the absence of suitable teaching materials further exacerbate the problem. Moreover, external sociocultural influences (such as the pervasive use of social media and digital shorthand) are increasingly reflected in students' written and spoken English, reinforcing informal speech patterns and undermining academic communication norms (Asafo-Adjei, 2023). These influences, combined with structural and pedagogical shortcomings, create a challenging linguistic environment for students. The consequences of continued exposure to and use of "Broken" English extend beyond linguistic limitations. Poor proficiency in Standard English affects students' ability to comprehend academic material, articulate knowledge effectively, and perform well in national assessments (Pantah, 2022). This has broader implications for students' access to higher education, employment, and socio-economic mobility.

Given the centrality of language proficiency to educational attainment, addressing the root causes of "Broken" English at Peki Senior High Technical School is both urgent and necessary. There is a clear need for targeted interventions that integrate evidence-based pedagogical practices, improve teacher capacity, and align instructional methods with students' linguistic realities. These efforts must also consider the socio-cultural contexts in which students learn and use English, ensuring that language development is both contextually relevant and academically rigorous (Arkhurst, Eku-Hyia, Amoah-Yeboah, & Mensah, 2025; Duah, Gyabaah, Mensah, Poku, & Damte, 2023).

1.3 Significance of the Study

This research held immense potential for positive change within Peki Senior High Technical School in the Volta Region. It aimed to elevate students' academic experiences by addressing the challenge of 'Broken' English in academic writing, thereby enhancing language proficiency and academic performance. The

transformative Theatre for Development (TfD) approach, central to this research, served as an innovative educational tool. As a valuable addition to academic discourse, this research contributed unique insights into the challenges and opportunities posed by 'Broken' English, particularly within the context of Peki Senior High Technical School.

The findings and recommendations from this research had the potential to influence educational policies and practices, leading to improvements in language education, inclusivity, and overall educational quality within the region. At an individual level, this research empowered students by enhancing their language skills, boosting their self-confidence, and expanding career prospects. It represented a journey of personal growth and self-discovery that extended far beyond the classroom, positively impacting various aspects of their lives. In the broader narrative of education, this research promised to be a transformative chapter, fostering collaboration and empowerment. It equipped both students and educators with the means to bridge the gap between 'Broken' and standard English, enriching academic experiences and expanding opportunities in a world where proficiency in a global language is essential.

1.4 Research Objectives

1. To identify the frequency of 'Broken' English in students' academic writing at Peki Senior High Technical School.
2. To examine the influence of 'Broken' English on students' academic performance at Peki Senior High Technical School.
3. To use the Theatre for Development (TfD) Approach to conscientise students on the negative effects of 'Broken' English at Peki Senior High Technical School.

1.5 Research Questions

1. How frequently does 'Broken' English occur in students' academic writing at Peki Senior High Technical School?
2. How does 'Broken' English impact the academic performance of students at Peki Senior High Technical School?
3. How can the Theatre for Development (TfD) Approach be used to conscientise students at Peki Senior High Technical School on the negative effects of 'Broken' English

1.6 Delimitation of the Study

The study focused exclusively on Peki Senior High Technical School in the Volta Region of Ghana, and did not extend to other schools or regions. The research specifically concentrated on the use of 'Broken' English in academic writing, with no exploration of indigenous languages. It was confined to academic writing at the senior high school level, specifically excluding primary and tertiary institutions, as these have different dynamics related to language proficiency. Data collection occurred within the time frame of the academic year, without delving into historical or longitudinal perspectives on language proficiency. The application of the TfD approach was strictly confined to addressing the effects of 'Broken' English at Peki Senior High Technical School, without considering its use in other contexts. The study maintained a focused scope, not engaging with the cultural practices or traditions of the region, but instead concentrating on the linguistic aspects of 'Broken' English in academic writing. These delimitations allowed for a clear and focused investigation into the challenges posed by 'Broken' English at Peki Senior High Technical School and the use of the TfD approach to address these challenges.

1.7 Limitations of the Study

The study was limited by several factors that affected its scope and depth. First, the sample size was restricted to the participants available at Peki Senior High Technical School, including both students and educators. While this sample offered valuable insights, it may not fully represent broader educational contexts, limiting the generalizability of the findings. Practical constraints, such as time, funding, and access to research materials, also impacted the study's scope and the thoroughness of data collection. Despite acknowledging the cultural diversity within the Volta Region, the study focused primarily on linguistic aspects, with no in-depth exploration of cultural influences on language proficiency. Additionally, the study's regional focus on Peki Senior High Technical School meant the findings may not apply to other regions or countries with different linguistic and cultural dynamics. Temporal constraints were another factor, as the study was bound to the academic year, not accounting for potential long-term changes in language proficiency. The investigation of the Theatre for Development (TfD) approach was limited to its application within this school and did not assess its effectiveness in other educational settings. Finally, data collection relied on self-reported information, which introduced the potential for response bias, as participants might have provided answers they felt were expected, potentially affecting the authenticity of the data.

1.8 Organisation of the Study

The study was organised into five chapters. Chapter one served as the introduction, discussing the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study, and organisation of the study.

Chapter Two provided the literature review, where the relevant theoretical and empirical literature on the budgeting process and organisational goals was discussed. Chapter Three focused on the methodology of the study. It included the research design, population, sampling and sampling technique, data collection instrument, sources of data, methods of data analysis, and organisational profile. In Chapter Four, the data collected for the study were analysed and presented. Chapter Five concluded the study, presenting a summary of the research findings, conclusions, and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explored the existing body of literature related to language challenges in academic writing, with a particular focus on the experiences of non-native English speakers within the context of the Ghanaian educational system and the specific challenges they faced. Special attention was given to the phenomenon of ‘Broken’ English, its defining characteristics and the significant impact it had on academic performance. To ensure clarity and provide a comprehensive analysis, the chapter was organised into four sections: the Conceptual Review, Theoretical Review, Empirical Review, and Conceptual Framework.

2.1 Conceptual Review

The Conceptual Review section provided an in-depth examination of key concepts relevant to the study, particularly the term "Broken English" in academic writing.

2.1.1 Definition of ‘Broken’ English

The term ‘Broken’ English is a deviation from the standardised rules and conventions of the English language, particularly in the realm of academic writing. This deviation encompasses various linguistic aspects, including grammar errors, vocabulary limitations, and pronunciation differences (Aitchison, 2010). At its core, ‘Broken’ English is characterised by a multitude of grammatical errors, which often manifest as subject-verb agreement problems, sentence structure issues, tense inconsistencies, and the incorrect use of articles and prepositions. These grammatical challenges significantly impact the structural integrity of academic writing, leading to a loss of clarity and coherence in students' work (Trudgill, 2011). Moreover, a limited vocabulary is a hallmark of ‘Broken’ English. Students grappling with this phenomenon

tend to exhibit a restricted lexicon, resulting in repetitive and simplistic language use. This limitation hampers their ability to effectively articulate complex ideas and arguments, which is a fundamental requirement in academic writing (Crystal, 2003). Pronunciation differences can also be integral to 'Broken' English, affecting both spoken and written expression. These differences may lead to misunderstandings and communication difficulties, further influencing academic performance (Aitchison, 2010).

2.1.2 Definition of Theatre for Development

Theatre for Development (TfD) stands as a participatory and transformative approach to leveraging the power of theatre for societal progress and community empowerment (Boal, 2002). It involves crafting and performing theatrical pieces that delve into pertinent social, cultural, political, and developmental issues within local communities. TfD operates on the principle of empowering individuals and communities, providing them with a platform to explore and address their own concerns through creative expression and dialogue (Kershaw, 2007). In essence, TfD views theatre not solely as a form of entertainment but as a potent instrument for catalysing societal change and empowerment (Mda, 1993). Through dynamic performances, interactive workshops, and engaging discussions, TfD endeavours to foster active participation and collective problem-solving, aiming to stimulate dialogue, raise awareness, and inspire constructive action towards social justice and development (Balme & Hakib, 2023). A defining characteristic of TfD is its emphasis on collaboration and community involvement. Productions are often co-created with community members, drawing upon their unique experiences, perspectives, and creative insights (Kershaw, 2007). This collaborative process ensures that the theatrical presentations resonate authentically with the realities and aspirations of the community, enhancing their

relevance and impact (Boal, 2002). Tfd has been successfully applied across diverse contexts worldwide, addressing an array of pressing issues such as health education, gender equality, environmental sustainability, conflict resolution, and civic engagement (Mda, 1993). By harnessing the transformative potential of theatre, Tfd has the capacity to mobilise communities, challenge entrenched social norms, and foster inclusive development (Balme & Hakib, 2023). In summary, Theatre for Development serves as a dynamic and inclusive approach to social change, leveraging the expressive power of theatre to amplify the voices of marginalised communities and catalyse positive transformation (Balme & Hakib, 2023; Boal, 2002; Kershaw, 2007; Mda, 1993).

2.1.3 Overview of ‘Broken’ English in Ghana

‘Broken’ English, also known as "Ghanaian Pidgin English," holds a significant place within the linguistic landscape of Ghana. It is a dynamic and evolving form of communication that has emerged as a result of historical, cultural, and social factors (Yakpo, 2024).

2.1.3.1 Historical Roots of ‘Broken’ English

The emergence of ‘Broken’ English in Ghana is deeply rooted in the complex historical dynamics of the colonial era, which spanned from the late 19th century until Ghana's independence in 1957 (Agyekum, 2013). During this period, the British colonial authorities wielded significant influence over the Gold Coast, implementing policies and structures that aimed to assert British control and facilitate governance (Adu-Gyamfi, Yartey, & Darkwa, 2020). One of the most significant aspects of British colonial rule was the imposition of English as the official language of administration, education, and commerce (Owu-Ewie, 2006). This decision was not merely linguistic but was part of a broader strategy to establish British hegemony and promote cultural assimilation among the indigenous population. English served as a tool of power and

dominance, reinforcing colonial hierarchies and facilitating communication between British officials and local administrators. However, the introduction of English encountered significant linguistic diversity among the indigenous peoples of the Gold Coast. The region was home to numerous ethnic groups, each with its own distinct language and cultural traditions (Agyekum, 2013). This linguistic diversity posed practical challenges for communication and administration, as British officials struggled to effectively convey their policies and directives to the local population. In response to these challenges, a process of linguistic exchange and adaptation took place between the English-speaking colonisers and the indigenous Ghanaian population (Edu-Buandoh, 2016). As Ghanaians interacted with British officials and settlers, they began to incorporate English vocabulary, grammar, and pronunciation into their own linguistic repertoire. Simultaneously, elements from indigenous languages, such as Akan, Ga, Ewe, and others, found their way into the evolving form of English spoken by Ghanaians. This linguistic exchange was not a one-sided process but rather a dynamic and reciprocal interaction between different linguistic and cultural groups (Rabiah, 2018). Ghanaians adapted English to suit their communicative needs, creating a simplified and modified form of the language that reflected the linguistic diversity of the region. This hybrid language, known as 'Broken' English or Ghanaian Pidgin English, emerged as a pragmatic tool for communication and interaction among Ghanaians from diverse linguistic backgrounds. The development of 'Broken' English in Ghana was thus shaped by the colonial encounter between English-speaking colonisers and the indigenous population (Agyekum, 2013). It was a product of historical circumstances, born out of the necessity to navigate linguistic barriers and facilitate communication in a colonial context. This historical legacy continues to

influence the linguistic landscape of Ghana today, as ‘Broken’ English remains a vibrant and integral part of Ghanaian identity and culture.

2.1.4 Linguistic Features

‘Broken’ English in the Ghanaian context is a multifaceted linguistic phenomenon, embodying a unique fusion of English vocabulary and grammar with elements from indigenous Ghanaian languages. This hybrid language has evolved to become a vibrant mode of communication that reflects the cultural diversity and linguistic ingenuity of Ghanaian society.

2.1.4.1 Grammar Structures

‘Broken’ English exhibits simplified grammar structures compared to Standard English, making it more accessible and adaptable to everyday communication. One prominent feature is the tendency to omit articles and auxiliary verbs in certain contexts. For instance, instead of saying "The boy is playing football," ‘Broken’ English might convey the same idea as "Boy dey play football," where "dey" functions as a simplified form of the auxiliary verb "is." This simplification of grammar contributes to the efficiency and fluidity of communication in ‘Broken’ English, allowing speakers to convey meaning concisely and effectively.

2.1.4.2 Vocabulary

The vocabulary of ‘Broken’ English is a dynamic amalgamation of words and expressions from both English and indigenous Ghanaian languages. English words are often adapted to align with Ghanaian pronunciation and usage, while indigenous words and expressions are seamlessly integrated into the language. This diverse lexicon reflects the cultural richness and linguistic heritage of Ghana, with words borrowed from languages such as Akan, Ga, Ewe, and Hausa. For example, the English word "chop" (meaning to eat) is commonly used in ‘Broken’ English, while the Akan word

"wahala" (meaning trouble or problem) is also widely understood and used. This blending of vocabularies enhances the expressive range of 'Broken' English, enabling speakers to communicate with nuance and clarity.

2.1.4.3 Loanwords and Idiomatic Expressions

'Broken' English, or Ghanaian Pidgin, incorporates a significant number of loanwords from indigenous languages such as Twi, Ewe, and Ga. These loanwords carry nuanced cultural meanings that extend beyond their English counterparts. For example, the word "chale" (from Twi) is widely used to refer to a friend or companion, but it also conveys a sense of camaraderie specific to Ghanaian social interactions (Wolff, 2019). Additionally, idiomatic expressions are key features of Broken English, reflecting Ghanaian cultural values and experiences. Phrases like "chop money" (to spend money) highlight the pragmatic approach towards finances in Ghana, while "I go catch am" (I will deal with it) illustrates a determination and resourcefulness that is central to the Ghanaian ethos (Yakpo, 2024). These expressions and loanwords not only enrich the vocabulary of Broken English but also reinforce the connection between language and culture in the Ghanaian context.

2.1.4.4 Phonological Features

The phonological features of 'Broken' English reflect a blend of English and indigenous Ghanaian phonology, resulting in a distinctive pronunciation style. While 'Broken' English generally follows English phonological patterns, it also incorporates phonetic elements from indigenous languages, such as tone and vowel harmony. These phonological features contribute to the rhythmic and melodic quality of 'Broken' English speech, enhancing its aesthetic appeal and cultural resonance. Moreover, the interplay of phonetic elements adds depth and complexity to the pronunciation of

‘Broken’ English, distinguishing it as a unique linguistic variety within the Ghanaian linguistic landscape.

In summary, the linguistic features of “Broken’ English in the Ghanaian context are characterised by their dynamism, diversity, and adaptability. This hybrid language serves as a testament to the creative ingenuity of Ghanaian speakers, offering a rich tapestry of vocabulary, grammar, idiomatic expressions, and phonological features that reflect the multifaceted nature of Ghanaian culture and identity.

2.1.4.5 Facilitating Communication

‘Broken’ English acts as a vital medium for communication among Ghanaians from diverse linguistic backgrounds. In a country with over 80 languages spoken, ‘Broken’ English serves as a common ground, enabling individuals to communicate effectively across linguistic divides (Adika, 2012). Whether in urban centres or rural communities, ‘Broken’ English allows people to engage in everyday conversations, conduct business transactions, and navigate social interactions with ease.

2.1.4.6 Inclusive and Accessible

One of the defining characteristics of ‘Broken’ English is its accessibility and inclusivity. Unlike formal English or indigenous languages, which may pose barriers to communication for some individuals, ‘Broken’ English is widely understood and used across different social strata. Its simplified grammar and vocabulary make it accessible to people of varying educational backgrounds and linguistic proficiencies, ensuring that no one is excluded from participating in social interactions.

2.1.4.7 Transcending Social Barriers

‘Broken’ English has a remarkable ability to transcend social barriers and foster a sense of unity among Ghanaians. Regardless of one's social status, educational attainment, or

ethnic affiliation, ‘Broken’ English provides a common linguistic platform for individuals to connect and engage with one another (Adika, 2012). In marketplaces, for example, traders from different regions and ethnic groups use ‘Broken’ English to negotiate prices, conduct transactions, and build relationships. Similarly, in urban areas, where people from diverse backgrounds coexist, ‘Broken’ English serves as a unifying language that promotes social cohesion and mutual understanding.

2.1.4.8 Promoting Cultural Exchange

Through the use of idiomatic expressions, proverbs, and cultural references, ‘Broken’ English facilitates cultural exchange and mutual understanding among Ghanaians (Adika, 2012). Individuals share insights into their cultural beliefs, values, and practices through the nuances of ‘Broken’ English discourse, enriching social interactions and promoting respect for diversity within Ghanaian society. Moreover, ‘Broken’ English serves as a medium through which Ghanaian cultural identities are affirmed and celebrated, reinforcing a sense of belonging and collective identity among its speakers. In summary, ‘Broken’ English plays a multifaceted role in Ghanaian society, serving as more than just a means of communication. Its function as a lingua franca extends to fostering inclusivity, transcending social barriers, and promoting cultural exchange, thereby contributing to the social cohesion and cultural richness of Ghanaian society

2.1.5 Overview of Tfd in Ghana

Theatre for Development (Tfd) in Ghana represents a multifaceted approach to using theatre as a catalyst for social change, community empowerment, and development. Tfd initiatives have emerged as powerful tools for addressing pressing social issues, fostering dialogue, and promoting active citizenship. Historically, Tfd in Ghana has deep roots in indigenous performance traditions, such as storytelling, folk music, and dance, which have long served as mediums for communication, education, and social

cohesion within communities (Nukunya, 2003). These traditional forms of expression provide the foundation upon which contemporary TfD practices have been built, integrating local cultural values, norms, and beliefs into theatrical performances.

A defining feature of TfD in Ghana is its participatory and community-centred approach (Hakib, 2022). Productions are often developed collaboratively with community members, ensuring that the themes, messages, and narratives resonate with the lived experiences and aspirations of the local population. This participatory process not only enhances the relevance and authenticity of the theatre but also promotes ownership and agency among community members (Asante, 2022). TfD initiatives in Ghana address a wide range of social, cultural, and developmental issues, including health education, gender equality, environmental sustainability, youth empowerment, and civic engagement (Hakib, 2022). Productions are designed to provoke critical reflection, challenge societal norms, and inspire positive action among audiences, with the ultimate goal of effecting meaningful social change. Moreover, TfD in Ghana serves as a platform for fostering social cohesion and solidarity within communities (Owusu-Ansah, 2021). By providing a space for open dialogue, collective problem-solving, and mutual learning, TfD initiatives promote understanding, empathy, and collaboration among community members, strengthening social bonds and resilience in the face of challenges. TfD practitioners in Ghana demonstrate a remarkable degree of creativity, innovation, and adaptability in their work (Nyatuame, 2019). They employ a variety of theatrical techniques and formats, including forum theatre, street theatre, and participatory workshops, to engage diverse audiences and address complex social issues in accessible and culturally relevant ways (Asante, *From Theory to Practice: The Process of Participatory Theatre in Community Development*, 2022). In conclusion, Theatre for Development in Ghana represents a dynamic and effective approach to

using theatre as a tool for social transformation, community development, and empowerment (Ayine, 2024). By drawing upon Ghana's rich cultural heritage, involving communities in the creative process, and addressing a wide range of social issues, TfD initiatives play a vital role in promoting inclusive development, fostering social cohesion, and advancing the well-being of Ghanaian society.

2.1.6 Relationship between TfD and 'Broken' English

The relationship between Theatre for Development (TfD) and addressing the use of 'Broken' English in Ghana is grounded in language advocacy and community engagement. TfD initiatives provide interactive platforms for exploring language use, fostering better communication, and promoting linguistic proficiency. Through performances, workshops, and role-playing exercises, TfD practitioners raise awareness about the challenges of using 'Broken' English, particularly how it can create misunderstandings and reinforce social stereotypes (Nyatuame, 2019).

In these theatrical settings, educational messages are woven into the performances, encouraging audiences to reflect on their language habits and consider how clarity in communication can improve social interactions. For example, TfD productions often showcase scenarios where miscommunication occurs due to the use of 'Broken' English, highlighting its social implications (Asante, 2022). This helps shift the focus toward effective communication and the importance of linguistic competence in everyday life. Moreover, TfD fosters open dialogue within communities, creating spaces where individuals can discuss their experiences with language and share their views on cultural identity and language attitudes. This community engagement is central to the TfD approach, as it invites participation from all members of society in finding solutions to language-related challenges. Forum theatre and group discussions

provide opportunities for people to express their concerns, which in turn encourages social cohesion and understanding (Owusu-Ansah, 2021).

TfD also works to break down language barriers by incorporating literacy programs and language development activities such as storytelling sessions and language classes. These efforts not only help combat the widespread use of 'Broken' English but also promote access to education and economic opportunities, empowering individuals to improve their communication skills and, by extension, their quality of life.

In conclusion, Theatre for Development plays a crucial role in addressing the challenges of 'Broken' English in Ghana by combining cultural expression, community dialogue, and language advocacy to encourage greater linguistic clarity and proficiency, thus contributing to a more communicative and inclusive society.

2.1.7 Academic Performance

Academic performance, a pivotal aspect of a student's educational journey, is profoundly intertwined with effective communication and expression. Language proficiency is the linchpin that determines how well students can navigate the academic landscape. However, when 'Broken' English enters the equation, it introduces a myriad of challenges that can significantly impede a student's ability to excel in their academic pursuits. At the forefront of these challenges is the issue of clarity and coherence. Grammatical errors, limited vocabulary, and pronunciation differences often result in academic papers that are challenging to comprehend. This lack of clarity not only affects the communication of ideas but also hampers the ability of students to express their thoughts effectively. In the context of academic writing, this can lead to papers that may not effectively convey the intended message (Egbo, 2017). Academic writing, especially at the high school level, frequently demands the articulation of complex ideas and concepts. However, students grappling with 'Broken' English may find themselves

grappling with a limited vocabulary. This limitation substantially impacts the depth of their academic work and may result in superficial analysis, affecting the quality of their papers (Crystal, 2003).

The impact of 'Broken' English extends to the assessment and grading process. When academic papers contain numerous grammatical errors and lack coherence, educators may face considerable challenges in evaluating the content and discerning the depth of a student's understanding. This, in turn, can lead to lower grades that may not accurately reflect a student's knowledge or potential (Aitchison, 2010). Beyond academic outcomes, the consequences of 'Broken' English extend to a student's confidence and engagement. When students face recurrent challenges in conveying their thoughts and ideas effectively, it can lead to frustration and disengagement from the learning process. This emotional toll can have a lasting impact on a student's overall educational experience (Trudgill, 2011).

The ramifications of 'Broken' English can extend to a student's long-term educational goals. Success in high school often serves as a precursor to higher education opportunities, and language proficiency is a critical factor in this trajectory. Persistent struggles with academic writing can limit a student's options for further education, potentially altering the course of their academic and professional journey (Adegbija, 2004). Understanding these impacts is essential, as it highlights the urgency of addressing the issue of 'Broken' English at Peki Senior High Technical School.

2.2 Theoretical Review

Theoretical underpinnings were crucial in understanding the linguistic phenomenon of 'Broken' English and its implications in academic settings. The study was anchored in several theories that shed light on the nature of language challenges, particularly among non-native English speakers. These theories provided a framework for understanding

the complexities of linguistic proficiency within the educational context. Among the various theories, the study focused on two key ones: the Error Analysis Theory and the Language Interference Theory.

2.2.1 Language Interference Theory

The Language Interference Theory, propounded by Robert Lado in 1957, delved into the phenomenon of how a learner's native language influences the acquisition and use of a second language. It was especially instrumental in understanding the characteristics of 'Broken' English and the challenges faced by non-native English speakers (Bangbose, 2000). Lado's theory posited that the structure, vocabulary, and usage of a learner's native language could significantly impact their ability to learn and use a second language. In the context of this study, the theory explained why students at Peki Senior High Technical School incorporated features from their indigenous languages into their English writing, leading to deviations from Standard English grammar and vocabulary. The Language Interference Theory provided valuable insights into the linguistic challenges faced by the students. It highlighted that these challenges were not merely random errors but often stemmed from the influence of their native languages. By recognising the role of language interference, the study was able to understand the specific characteristics of 'Broken' English and develop targeted interventions to mitigate its effects in academic writing.

2.2.2 Error Analysis Theory

The Error Analysis Theory was initially proposed by Stephen Pit Corder in the 1960s within the field of applied linguistics. Corder's work laid the foundation for the systematic analysis of errors in language learning, and his influential book *The Significance of Learners' Errors*, published in 1967, became a seminal work in this area.

Corder's theory played a significant role in understanding and addressing language errors in second language acquisition and educational contexts.

The theory held a prominent place in the field of linguistics and was particularly relevant to this study. It helped categorise and scrutinise the grammatical errors and language deviations present in the students' writing, contributing to the 'Broken' English phenomenon (Trudgill, 2011). In essence, Error Analysis Theory allowed for the dissection of the nature of these errors. The study was able to scrutinise issues such as subject-verb agreement problems, sentence structure errors, vocabulary limitations, and pronunciation differences-issues which collectively impeded the clarity and coherence of academic writing. Through error analysis, the study gained a systematic understanding of the challenges students faced and the patterns that underlay their language deviations. This theoretical framework not only helped in recognising linguistic issues but also served as a foundation for crafting targeted interventions. By identifying the specific linguistic hurdles students encountered, the study was able to develop strategies to address these challenges effectively. Error Analysis Theory, with its emphasis on systematic error categorisation, equipped the study with a tailored approach to the unique linguistic needs of the students.

2.3 Conceptual Framework

In the study's quest to unravel the intricacies of 'Broken' English and its implications for academic writing at Peki Senior High Technical School, a robust conceptual framework served as the guiding blueprint. This framework outlined the key concepts, relationships, and variables that underpinned the research, providing a structured approach to the investigation. As displayed in Figure 2.1, the frequency of 'Broken' English was found to impact students' academic performance, particularly their writing skills. Central to the framework was the adoption of the proposed intervention TFD

approach. This dynamic method aimed to address ‘Broken’ English through interactive and culturally sensitive pedagogies, to reduce the frequency of ‘Broken’ English and improve students' writing performance.

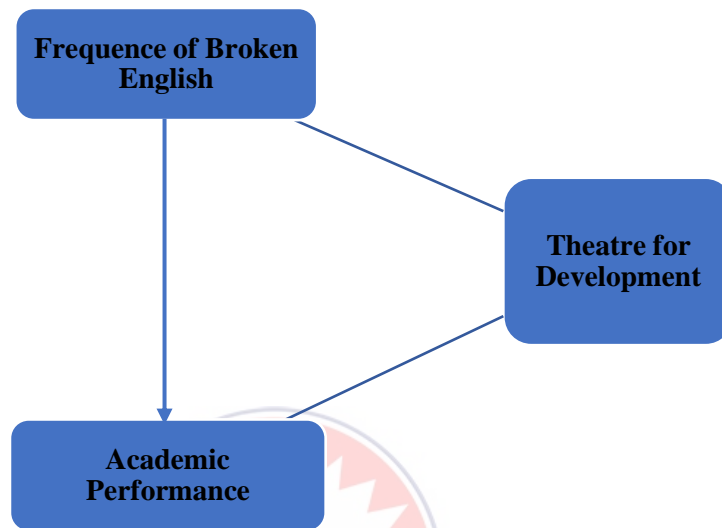


Figure 2.1 Conceptual Framework of ‘Broken’ English, Academic Performance and Theatre for Development (TfD) Source: Author’s Construct (2023)

By structuring the study around this conceptual framework, the research systematically investigated the relationships between these key concepts and variables, ultimately contributing to a deeper understanding of the linguistic challenges students faced and the potential of the TFD approach to address them.

2.4 Empirical Review

This subsection delves into the empirical studies conducted within the scope of the study's theme. The empirical review encompassed two main thematic areas: the frequency and influence of ‘Broken’ English on academic performance, and strategies for mitigating or curbing ‘Broken’ English through Theatre for Development (TfD). These investigations were undertaken with a focus on fulfilling the underlying objectives of the study.

2.4.1 Frequency and Influence of ‘Broken’ English on Academic Performance

In examining the frequency and influence of ‘Broken’ English -Ghanaian Pidgin English (GPE)-on students' language usage and academic performance, several key insights emerge from the studies reviewed

The study by Atta-Asamoah, Asare, and Manu (2023) provides valuable insights into the motivations and perceptions of students regarding their usage of GPE within Ghanaian Senior High Schools (SHSs). It reveals that GPE serves as a form of coded language, enabling students to communicate discreetly within their social circles. However, the study also highlights mixed perceptions among students regarding the appropriateness of GPE usage in educational settings. While some view it as a tool for social cohesion, others may harbour reservations about its impact on academic performance. Similarly, Unachukwu, Kadiri, and Nwuche (2020) delve into the factors influencing the usage of Nigerian Pidgin English among students and its impact on the use of Standard English. Their study underscores the significant influence of homes and peer groups on students' adoption of PE, indicating a prevalent cultural and social context. Importantly, the study reveals the adverse effects of PE on students' proficiency in Standard English, particularly in writing and contextual usage. Onyejelem and Onyedikachi (2020) further explore the influences of PE among students in Nigeria, emphasising the negative effects on academic performance. Their study highlights the presence of errors in speech and writing, ineffective communication, and a lack of confidence in competitions as consequences of PE usage. Importantly, the study identifies social pressure as a primary contributing factor to these negative effects. Collectively, these studies underscore the pervasive influence of PE on students' language usage and academic performance. While PE may serve as a form of social identity and solidarity within peer groups, its persistent usage poses challenges for

students' proficiency in Standard English and academic success. Addressing these challenges requires concerted efforts, including awareness-raising initiatives, education on the detrimental effects of PE, and structural interventions to support students' language development in educational settings. By understanding students' motivations and perceptions regarding PE usage and implementing targeted strategies, educators and policymakers can mitigate the negative impacts of PE and promote linguistic diversity while ensuring academic excellence.

Nyarks and Usoro (2020) delved into the influence of Pidgin English (PE) on students' fluency in the English language, emphasising its unique characteristics and historical development. They underscored how PE, originally a trade language jargon, has evolved into a widely used form of communication, particularly among individuals from diverse linguistic backgrounds. The study highlighted the global spread of Pidgin English, tracing its origins to the necessity for communication among people of different ethnicities, particularly sailors and slaves. The researchers concluded that PE possesses distinct features and significantly impacts students' fluency in English. In contrast, Ankrah (2018) focused on assessing the negative impact of Pidgin interference errors on students' English language proficiency in selected Senior High Schools in Ghana. The study identified various types of Pidgin interference errors, including transliteration, spelling errors, omission errors, and misuse of pronouns and words. Through descriptive statistics analysis, Ankrah revealed the frequency of these errors among students, particularly at the beginner level. Teachers' perspectives underscored the disruptive effect of pidgin on English communication and pronunciation, emphasising the need for targeted interventions and supportive teaching practices. While Nyarks and Usoro (2020) highlighted the broad influence of PE and its implications for language fluency, Ankrah (2018) delved into the specific challenges

posed by Pidgin interference errors in English language learning. Nyarks and Usoro's study provided insights into the historical and cultural context of PE, whereas Ankrah's research focused on practical implications for education. Both studies shed light on the multifaceted nature of language learning and the complex interplay between linguistic diversity, cultural influences, and educational outcomes. Ultimately, they underscore the importance of addressing Pidgin English effectively within educational settings to enhance students' English language proficiency.

Amuzu and Asinyor (2016) explored the linguistic landscape of Ghana, particularly focusing on the attribution of errors in English speech and writing to the use of School Pidgin English (SPE). Their study, conducted at Koforidua Polytechnic, involved analysing essays written by final-year students, dividing them into SPE-speaking and non-SPE-speaking groups. Contrary to expectations, errors in grammar and spelling were not exclusively committed by SPE speakers. The research suggested that errors were more closely associated with participants' mother tongue grammatical features and exposure to certain writing systems, challenging the assumption of a direct causal link between SPE usage and error occurrence. This study advocated for English language instruction in Ghana to address underlying linguistic factors rather than solely attributing errors to pidgin usage, potentially leading to more effective teaching strategies and enhanced language proficiency among learners. In contrast, Negedu (2016) conducted a study focusing on the influence of Pidgin English on students' awareness, readiness, gender, and academic performance in secondary schools in Sabon-Gari Local Government, Zaria, Kaduna State. The research utilised questionnaires to collect data from SS2 students across three public senior secondary schools. The findings indicated that there was no significant difference between male and female students' awareness and readiness to Pidgin English, as well as its effect on

academic performance and transition from spoken to written English. The study emphasised the absence of significant gender disparities in students' engagement with Pidgin English and its impact on academic outcomes, suggesting a nuanced understanding of linguistic influences on educational experiences.

On the other hand, Mireku-Gyimah (2018) explored attitudes and perceptions towards Ghanaian Pidgin English among undergraduate students at the University of Mines and Technology (UMaT) in Ghana. Through a questionnaire survey, the study revealed that a majority of students viewed the use of Pidgin English as beneficial and comfortable, providing them with a sense of belonging and camaraderie. However, despite its perceived advantages, students acknowledged potential negative effects on their proficiency in Standard English and academic performance. Teachers also expressed reservations about the benefits of Ghanaian Pidgin English and advocated for greater emphasis on Standard English usage. This study highlighted the complex attitudes and perceptions surrounding Ghanaian Pidgin English among Ghanaian students and educators, calling for further research to address its implications in educational contexts. In summary, these studies offer diverse perspectives on the role of Pidgin English in educational settings in Ghana and Nigeria. While Amuzu and Asinyor (2016) and Negedu (2016) provide insights into the linguistic and academic implications of Pidgin English usage, Mireku-Gyimah (2018) delves into attitudes and perceptions towards it among students and teachers. Together, they contribute to a deeper understanding of the complex dynamics surrounding Pidgin English and its impact on language learning and educational outcomes in West Africa.

In conclusion, the empirical review of studies examining the frequency and influence of 'Broken' English on students' language usage and academic performance provides valuable insights into the complexities of language dynamics within educational

settings in West Africa. The reviewed studies collectively reveal that being serves as a significant means of communication and social identity among students, fostering a sense of belonging and camaraderie within peer groups. However, its persistent usage poses challenges for language learning and academic success, as evidenced by its negative effects on students' proficiency in Standard English and academic performance. Moreover, the studies highlight the nuanced attitudes and perceptions surrounding BE among students and educators. While students may perceive BE as comfortable and advantageous for social interaction, educators express concerns about its adverse effects on students' language proficiency and academic outcomes. This underscores the importance of understanding students' motivations and perceptions regarding BE usage and adopting a balanced approach to language instruction that acknowledges diverse linguistic backgrounds and attitudes. Additionally, the reviewed studies advocate for targeted interventions and educational strategies to address the challenges posed by BE usage while leveraging its potential benefits for identity expression and social cohesion. By addressing linguistic challenges, promoting awareness of the detrimental effects of BE on language proficiency, and adopting supportive teaching practices, educators and policymakers can better support students' language development and academic success in diverse linguistic contexts. Overall, the empirical review underscores the need for further research and concerted efforts to effectively manage BE's influence within educational settings, ensuring that students receive comprehensive language instruction that prepares them for success in both academic and social domains.

2.4.2 Using Theatre for Development (TfD) Approach to Conscientise Students on the Negative Effects of ‘Broken’ English

Empirical studies affirm that Theatre for Development (TfD) provides a participatory and contextually grounded means of addressing social and educational challenges. Its emphasis on dialogue, performance, and reflection makes it a powerful tool for fostering behavioural and attitudinal change in schools and communities.

The efficacy of drama-based pedagogy in language learning has been widely documented in recent years. Corcoran and Davis (2020) found that drama enhances linguistic competence by enabling learners to embody speech practices within meaningful social contexts. Liu and Liao (2023), in a meta-analysis, reported consistent positive effects of drama-based interventions on English as a Foreign Language (EFL) outcomes, particularly in oral fluency and comprehension. Lo et al. (2023) likewise demonstrated that drama techniques promote learner engagement and cultural responsiveness, while Johari et al. (2022) confirmed improvements in communicative confidence among Malaysian secondary students. More recently, a mixed-method study on Readers’ Theatre (2024) reinforced these findings, showing significant improvements in vocabulary retention and spoken accuracy. Similarly, Göktürk, Çalışkan, and Öztürk (2020) observed that creative drama significantly improved students’ speaking proficiency and attitudes toward language learning, while Akyüz and Tanış (2020) highlighted drama’s ability to empower learners by enhancing both skills and perceptions of language use. Collectively, these studies demonstrate the transformative potential of drama-based methods for language development, providing clear empirical grounding for the application of TfD to address the widespread reliance on ‘broken’ English.

The Ghanaian context reveals a pressing need for such an intervention. Glover-Quartey and Yamoah (2019) document that students often perceive Pidgin English as a marker of identity and belonging, despite its detrimental effect on academic writing and formal communication. Huber (2020) further traces the entrenchment of ‘broken’ English in peer-group interactions within schools, while Arkhurst et al. (2021) emphasise how sociolinguistic dynamics normalise non-standard English, leading to a neglect of standard proficiency. These studies highlight the linguistic environment within which Ghanaian students operate, making the case for interventions that discourage reliance on ‘broken’ English while simultaneously fostering mastery of Standard English for academic and professional advancement.

Evidence from other African contexts underscores Tfd’s adaptability in addressing language and identity-related challenges. Nwabueze (2022) highlights Tfd’s democratic and participatory nature, demonstrating how it enables learners to take ownership of language challenges and co-create solutions. Keshavarzidindarloo (2022) further shows how Tfd fosters dialogue and collaboration in inclusive environments, principles that are highly relevant for sensitising students about the implications of using non-standard English. In South Africa, Maja (2024) found that Tfd projects in schools fostered self-reflection and improved communicative competence by linking language use with identity. These findings align with the Ghanaian situation, where Tfd can create spaces for students to critically interrogate the role of ‘broken’ English in shaping both academic performance and long-term opportunities.

Nevertheless, recent studies caution that Tfd’s effectiveness depends on sustained facilitation and integration with structured pedagogy. Liu and Liao (2023) emphasise that drama yields the greatest impact when embedded within formal curricula rather than applied as isolated activities. Johari et al. (2022) similarly argue that while drama

enhances confidence, it requires alignment with instructional goals to ensure lasting academic transferability. Salifu, Egwemi, and Ikwuji (2024) further stress the importance of evaluation and continuity, showing how memorable songs and performances in TfD projects can institutionalise behavioural change over time.

Applied to the Ghanaian secondary school context, particularly at Peki Senior High Technical School, TfD could be operationalised through peer-led performances that dramatise the negative academic and professional consequences of relying on ‘broken’ English. Skits could portray communication breakdowns in examinations, misinterpretations in interviews, or missed opportunities in formal contexts. Such performances, followed by facilitated discussions and linked workshops, would enable students to reflect critically on their language practices and build competence in Standard English.

In sum, the reviewed empirical literature establishes TfD as a participatory and transformative approach to conscientising students about the negative effects of ‘broken’ English. By leveraging its strengths in dialogue, collaboration, and cultural responsiveness, TfD offers a context-sensitive intervention capable of reshaping linguistic attitudes and practices among Ghanaian students.

2.5 Chapter Conclusion

In conclusion, this chapter has provided a comprehensive review of the key concepts, theories, and empirical studies relevant to understanding the challenges of ‘Broken’ English in academic writing. The Conceptual Review explored the term ‘Broken’ English and its implications for students' academic performance, highlighting how deviations from Standard English affect clarity and coherence in writing. The Empirical Review drew on previous studies to reinforce the importance of addressing language-related challenges, emphasising the link between linguistic proficiency and academic

success. These studies provided valuable insights into the specific difficulties students face, particularly non-native speakers, within the Ghanaian educational system.

Finally, the Conceptual Framework outlined the key concepts and relationships that guide this study, focusing on how ‘Broken’ English impacts academic performance and the role of targeted interventions, such as the TfD approach, in addressing these issues. Together, the literature reviewed in this chapter has laid a solid foundation for the study, establishing the theoretical and empirical context for investigating the impact of ‘Broken’ English on academic writing and the potential for effective interventions.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter outlined the qualitative methodology used to examine the impact of ‘Broken’ English in academic writing through a Theatre for Development intervention at Peki Senior High Technical School. It covered the research design, sampling, data collection methods, trustworthiness measures, ethical considerations, and data analysis procedures.

3.1 Research Method

Qualitative research is a method of inquiry traditionally employed in the social sciences and other disciplines, including market research, to gather an in-depth understanding of human behaviour and the reasons behind such behaviour. This Method emphasises the "why" and "how" of decision-making, as opposed to the "what," "where," and "when" of quantitative research. Qualitative research methods, such as in-depth interviews, Focused Group, and participant observation, generate rich, narrative data that offer valuable insights into the phenomena being studied (Creswell & Poth, 2018). This study adopted a qualitative research method because it provided the tools necessary for an in-depth exploration of both the frequency and the impact of ‘Broken’ English in academic writing, as well as the potential of Theatre for Development (TfD) as an intervention. Unlike quantitative methods, which focus on numerical data and statistical trends, qualitative research is particularly suited for understanding complex, context-specific issues that involve human behaviour, attitudes, and experiences. The use of ‘Broken’ English among students is not just a linguistic issue but also a reflection of broader social, educational, and cultural influences. Understanding how frequently it appears in students’ academic work and how it affects their comprehension and academic

outcomes required a research approach that could capture these nuances. Furthermore, exploring Tfd as a participatory and dialogic approach to learning also demanded a qualitative lens, as its effectiveness is best understood through participants' lived experiences, reflections, and behavioural changes..

A qualitative research Method proved particularly effective for examining complex, non-quantifiable phenomena such as language use, perceptions, and educational interventions. The nuances of 'Broken' English and its impact on students' academic writing required an exploratory Method to uncover the underlying issues and contextual factors (Creswell & Poth, 2018). This Method enabled a comprehensive understanding of the context within which 'Broken' English occurred and its implications for academic performance. By focusing on the lived experiences of students and teachers at Peki Senior High Technical School, qualitative research provided rich, detailed data that illuminated the specific challenges faced by the participants (Denzin & Lincoln, 2018). Additionally, qualitative methods offered flexibility in data collection, allowing the researcher to adapt as new insights emerged, which was crucial for investigating the dynamic and context-specific nature of language use in academic settings (Merriam & Tisdell, 2016).

Understanding the perspectives of both students and teachers was essential to addressing the research objectives. Qualitative research methods, such as interviews, Focused Groups, and observations, facilitated the collection of in-depth data directly from participants, capturing their views, experiences, and attitudes towards 'Broken' English and the Tfd intervention. The Tfd Method itself was inherently qualitative, emphasising participatory and experiential learning. Evaluating the impact of Tfd in raising awareness and improving academic writing required qualitative methods to

observe and interpret interactions, discussions, and reflections during the intervention (O'Toole & Dunn, 2002).

By employing a qualitative research Method, the study analysed the frequency of 'Broken' English through interviews and Focused Group Discussions, exploring how often and in what forms it appeared in students' academic writing. Participant observation during Tfd sessions provided additional insights into common language patterns and errors. The impact of 'Broken' English on students' comprehension and overall academic success was assessed through interviews with teachers and discussions with students, revealing the specific ways in which 'Broken' English affected learning outcomes. Observations and participant feedback during and after Tfd sessions were analysed to determine the success of the intervention in raising awareness and improving academic writing skills. The qualitative Method captured the experiential learning process and participants' reflections on their progress.

In summary, the qualitative research Method offered the necessary tools to explore the multifaceted issue of 'Broken' English in academic writing and the potential of Tfd as an intervention. By providing a detailed, context-rich understanding, this Method supported the development of effective strategies to mitigate the effects of 'Broken' English on students' academic performance at Peki Senior High Technical School.

3.2 Research Design

The research adopted a Theatre for Development (Tfd) design, a participatory approach that uses drama and performance as tools for social change and awareness creation. TFD served as both the research design and intervention method, providing a dynamic platform for engaging students at Peki Senior High Technical School in discussions on the impact of 'Broken' English in academic writing. Unlike conventional research

designs that rely solely on structured data collection techniques, TfD allowed for an immersive, interactive, and community-driven exploration of the issue.

According to Etherton and Prentki (2006), TfD is an applied theatre methodology that facilitates critical reflection and participatory dialogue on social and educational challenges. By integrating performance and discussion, TfD enables audiences to analyse problems, propose solutions, and engage in transformative learning. This design was particularly relevant for this study as it not only examined the frequency of 'Broken' English in academic writing but also actively sought to raise awareness and promote linguistic change through dramatisation. As Boal (2000) highlights in his theory of the "Theatre of the Oppressed," participatory theatre fosters critical consciousness by empowering individuals to reflect on their lived experiences and co-create solutions.

TfD was chosen for its ability to merge research and intervention in a real-world educational setting. The study employed a performance-based inquiry approach, where students participated in a structured dramatic production highlighting the struggles associated with using 'Broken' English in academic contexts. This enabled them to critically engage with the issue while actively experiencing its consequences through performance. The interactive nature of TfD allowed students to express their thoughts and responses in a way that traditional surveys or interviews might not have captured. Furthermore, by involving students in both scripted and improvisational dialogues, the study ensured that their perspectives were authentically represented, enriching the data collection process.

The study employed multiple data collection methods within the TfD framework to ensure a comprehensive understanding of the issue. These methods were embedded in the participatory structure of the TfD intervention itself. Observation was used during

the performances to capture students' engagement, body language, and spontaneous reactions, offering insight into their unspoken responses to the themes presented. Post-performance discussions created a reflective space where students could articulate their thoughts on the play's message and the effects of 'Broken' English on their academic performance. In addition, narrative analysis was applied to the dialogues and themes that emerged during the performance and discussions, revealing common linguistic challenges and perceptions. This integration of data collection into the TfD process allowed the study to gather both verbal and non-verbal data in real time. The triangulation of these sources enhanced the validity and reliability of the findings (Creswell & Poth, 2018).

The TfD approach was particularly valuable in contextualising the findings within the lived experiences of students at Peki Senior High Technical School. Unlike the traditional case study approach that relies on retrospective accounts, TfD enabled real-time data collection through active student participation. This approach also fostered immediate feedback and reflexivity, as students were able to engage in discussions immediately after the performance, deepening their understanding of the issue.

By adopting a TfD research design, this study not only investigated the extent of 'Broken' English usage but also served as a practical intervention aimed at conscientizing students on the importance of Standard English in academic writing. The findings from this study contributed not only to academic knowledge but also to the development of targeted strategies for improving language use in educational settings.

In summary, the TfD research design was an appropriate and effective method for this study. It provided an interactive and participatory means of exploring the frequency and impact of 'Broken' English while simultaneously fostering awareness and behavioural change. The integration of performance, discussion, and observation ensured that the

study captured both the cognitive and emotional dimensions of the issue, making Tfd a powerful tool for both research and educational transformation.

3.3 Population

The term "population" refers to the entire group of individuals or instances that the study was concerned with. It represents the complete set of subjects that shared common characteristics, from which conclusions could be drawn (Polit & Beck, 2017). Understanding the population was crucial as it helped define the scope of the study and ensured that the findings could be generalised to the group being studied. The population for this study included all students at Peki Senior High Technical School. According to internal records from the Academic Affairs Office at Peki Senior High Technical School (2024), the school had a total enrollment of 1,190 students across various academic programs, including General Arts, General Science, General Agriculture, Business, Home Economics, Visual Art, and Technical. This diverse population provided a comprehensive representation of the student body, ensuring that the study captured a wide range of experiences and perspectives related to 'Broken' English in academic writing.

The selection of students at Peki Senior High Technical School as the population for this study was justified for several reasons. The primary objective of this research was to analyse the frequency of 'Broken' English in academic writing, examine its influence on students' academic performance, and evaluate how well the Theatre for Development (Tfd) intervention helped raise awareness of the issue. The students' writing was the primary focus, making them the most relevant subjects for this study. Their experiences, challenges, and progress provided direct insights into the research problem (Merriam & Tisdell, 2016).

The student population at Peki Senior High Technical School included individuals from various programs, such as General Arts, General Science, General Agriculture, Business, Home Economics, Technical, and Visual Arts. This diversity enhanced the richness of the data and ensured that the findings were representative of various student experiences and perspectives. Each program had its unique language demands and challenges, providing a broad spectrum of data for analysis (Patton, 2015). Including students from different academic programs allowed for a comprehensive understanding of the issue from multiple perspectives. Each program's curriculum and language requirements contributed to different experiences with 'Broken' English. This broad approach helped in identifying common patterns and specific challenges across different fields of study (Creswell & Poth, 2018).

Peki Senior High Technical School provided a manageable and accessible setting for the study. The school's administration supported the research, facilitating access to students and ensuring the feasibility of data collection. This support was crucial for conducting detailed and effective research within the given timeframe and resources (Yin, 2018). By focusing on the students at Peki Senior High Technical School, this study aimed to gather comprehensive data that accurately represented the frequency and impact of 'Broken' English in academic writing.

In summary, the population for this study included all students at Peki Senior High Technical School, totalling 1,190 individuals. This population was chosen for its direct relevance to the research objectives, the comprehensive understanding it provided, its feasibility and accessibility, and its diverse representation across various academic programs. By studying this population, the research aimed to gather detailed and accurate data that would inform effective strategies to mitigate the effects of 'Broken' English in academic writing.

3.4 Sample size and Sampling Technique

The sample size refers to the number of individual units or participants selected from the larger population for inclusion in a study. Determining an appropriate sample size is crucial in ensuring that the research findings are meaningful and relevant to the population being studied (Polit & Beck, 2017). In quantitative research, larger sample sizes are often necessary to ensure statistical significance and generalizability to the broader population (Creswell & Creswell, 2018). However, qualitative research takes a different approach, focusing on depth over breadth, where smaller, purposefully selected samples allow for rich, detailed exploration of participants' experiences (Patton, 2015).

For this study, while an initial consideration was given to a sample size of 299 students from Peki Senior High Technical School (based on a population size of 1,190 students and a margin of error of 5%), this number was adjusted to align with the qualitative nature of the research. Creswell (2014) explains that in qualitative research, sample sizes are typically smaller. The primary goal of qualitative research is not to achieve statistical generalizability but to explore and provide detailed insights into specific phenomena. These insights can be effectively gathered with a smaller, more focused sample, allowing for a deeper understanding of the subject matter.

Given the focus on qualitative inquiry, a sample size of 30 students was considered appropriate and justified. Marshall, Cardon, Poddar, and Fontenot (2013) assert that qualitative research does not require large sample sizes because the emphasis is on achieving data saturation rather than statistical significance. Data saturation occurs when the collection of additional data no longer yields new information, signalling that enough data has been gathered to understand the key themes and patterns. According to Guest, Bunce, and Johnson (2006), saturation typically occurs within the first 12

interviews, and common themes begin to emerge by the time 20 interviews are conducted. Based on this, a sample size of 30 students was seen as sufficient to reach saturation and ensure that the data collected was rich and comprehensive.

The choice of 30 students was further justified by the study's objectives, which sought to explore the frequency and impact of 'Broken' English in academic writing. A smaller sample size allowed for more thorough and detailed data collection, which was necessary to capture the complexity of students' experiences and challenges with 'Broken' English. Thematic saturation is typically reached with 20-30 participants in qualitative studies, meaning that additional participants beyond this number are unlikely to reveal new insights or themes (Guest et al., 2006; Hennink, Kaiser, & Marconi, 2017).

A sampling technique is a method used to select a subset of individuals or units from a larger population to participate in a study. The choice of sampling technique is crucial as it affects the validity, reliability, and generalizability of the research findings. There are various sampling techniques, broadly categorised into probability and non-probability sampling methods (Taherdoost, 2016). Probability sampling methods ensure that every member of the population has a known, non-zero chance of being selected. This type of sampling is preferred when the goal is to make generalizable inferences about the population. Key probability sampling techniques include simple random sampling, stratified sampling, systematic sampling, and cluster sampling (Etikan, Musa, & Alkassim, 2016). Non-probability sampling methods do not provide every individual in the population with a known or equal chance of being selected. These methods are often used in qualitative research or when probability sampling is impractical. Key non-probability sampling techniques include convenience sampling, purposive sampling, snowball sampling, and quota sampling (Palinkas et al., 2015).

For this study, stratified sampling was selected based on its ability to ensure that all significant subgroups within the student population were proportionately represented in the sample. This method was crucial because it allowed the researcher to examine how 'Broken' English manifested across different academic programs at Peki Senior High Technical School (Kish, 1965). By dividing the population into strata and independently sampling from each, stratified sampling reduced sampling error and enhanced the precision of estimates, particularly useful when there were distinct differences in the frequency of 'Broken' English among various programs (Etikan & Bala, Sampling and sampling methods, 2017). Moreover, stratified sampling optimised resource efficiency by focusing data collection efforts on a smaller yet representative sample. This approach was essential in educational research, where time, financial, and logistical constraints often limited the scope of data collection (Taherdoost, 2016). By ensuring that each academic program's unique characteristics and student experiences were adequately represented, stratified sampling enriched the study's findings. It allowed for a comprehensive exploration of how 'Broken' English impacted students across different disciplines, thereby enhancing the study's depth and relevance (Etikan & Bala, 2017).

Table 1 displays the distribution of student enrollment across various academic programs at Peki Senior High Technical School, along with calculated strata (denoted as "n") for each academic program using the stratified sampling method. Each academic program-Business, General Agriculture, General Arts, General Science, Home Economics, Technical, and Visual Arts-is represented with its total student count. The "Stratum" column calculates the proportion of each program's student population relative to the total school population of 1,190 students and the established sample or

desired sample (30). These strata represent the proportional allocation of students from each program into the study on ‘Broken’ English in academic writing.

Business, with 95 students enrolled, has a stratum of 2, indicating that 2 students from this program were selected for the study. This ensures a representative sample from the Business program in exploring the impact of ‘Broken’ English. General Agriculture, with 110 students, has a stratum of 3, meaning 3 students from this program participated. This ensures adequate representation from the agricultural disciplines in the research.

Table 3.1: Student Populace by Programmes

S/N	Programmes	NUMBER	Stratum <i>($\frac{\text{Number of students in program}}{\text{Total School Population}} \times \text{desired Sample}$)</i>	n
1	Business	95	$\frac{95}{1190} \times 30$	2
2	General Agriculture	110	$\frac{110}{1190} \times 30$	3
3	General Arts	197	$\frac{197}{1190} \times 30$	5
4	General Science	70	$\frac{70}{1190} \times 30$	2
5	Home Economics	205	$\frac{205}{1190} \times 30$	5
6	Technical	370	$\frac{370}{1190} \times 30$	9
7	Visual Arts	143	$\frac{143}{1190} \times 30$	4

Source: Author’s Own Construction, 2024

General Arts, with 197 students, had a sample allocation of 5 students. This relatively higher representation reflects its large enrolment and ensures in-depth insights into the use of ‘Broken’ English within the programme.

General Science, comprising 70 students, contributed 2 participants. Despite its smaller size, its representation remained proportional, maintaining the integrity of the sampling method.

Home Economics, which had 205 students, also contributed 5 participants, highlighting its significant student population and ensuring its linguistic experiences were adequately captured.

The Technical programme, with the largest number of students (370), had the highest representation with 9 participants. This allowed for a more detailed exploration of language patterns within technically oriented academic writing.

Visual Arts, with 143 students, was allocated 4 participants, providing valuable perspectives from students engaged in creative disciplines.

Although not detailed above, Business and General Agriculture, with 95 and 110 students respectively, were represented by 2 and 3 students each. Their inclusion supported the study's aim of comprehensive programme-wide representation.

In summary, Table 3.1 demonstrates a meticulous stratified sampling strategy that ensured proportional representation of each academic programme at Peki Senior High Technical School. This methodological rigour enhanced the study's validity by capturing a diverse range of linguistic experiences. The allocation of participants based on programme size made it possible to explore the frequency and implications of 'Broken' English in student writing across all academic streams. Ultimately, this approach supports a nuanced understanding of how non-standard English features manifest in different academic contexts, laying the groundwork for targeted interventions in language development.

3.5 Data Collection Instruments

Data collection instruments are tools used by researchers to gather, measure, and analyse data related to their research questions and objectives. These instruments vary widely, including surveys, interviews, Focused Groups, observations, and document

analysis, each designed to capture specific types of data. The choice of data collection instruments is crucial as it directly affects the accuracy, validity, and reliability of the research findings (Creswell, 2014). In this study, multiple instruments were employed to provide a comprehensive understanding of the frequency and impact of 'Broken' English in academic writing and to evaluate how well the Theatre for Development (TFD) intervention conscientized students on the issue.

3.5.1 Semi-Structured Interviews

Semi-structured interviews were conducted with a selected sample of students. This method was chosen because it allowed for flexibility in exploring specific issues while maintaining a consistent structure across interviews. The semi-structured format enabled the researcher to probe deeper into the responses, gaining insights into students' experiences, challenges, and perceptions regarding 'Broken' English in their academic writing (Brinkmann & Kvale, 2015). The interviews were guided by an interview protocol with predefined questions, but follow-up questions were allowed based on respondents' answers, following the approach described by Brinkmann and Kvale (2015), who note that semi-structured interviews balance structure with flexibility to explore emerging themes. This method combined the advantages of structured and unstructured interviews. It provided a clear set of questions to ensure that all important topics were covered while allowing the interviewer to explore new paths based on the participants' responses. For example, if a student mentioned a particular difficulty with grammar that wasn't anticipated, the interviewer could delve deeper into that issue. This method not only captured detailed personal experiences but also identified patterns across different respondents, which were crucial for understanding the broader context of 'Broken' English in academic writing (Rubin & Rubin, 2012).

Thirty students (30) were selected for these semi-structured interviews. This sample size is consistent with qualitative research guidelines suggesting that 20-30 participants are sufficient to achieve depth and ensure data saturation, while maintaining consistency in the topics discussed across participants (Guest, Bunce, & Johnson, 2006; Creswell & Poth, 2018).. The flexibility of the semi-structured interview format provided the opportunity to explore unexpected issues as they arose. For instance, if a student mentioned an unanticipated grammatical challenge, the interviewer could investigate further to understand the root of the issue and how it impacted the student's writing. This adaptability was essential for capturing a wide range of data, offering insights into both common issues and unique, individual challenges. Such depth of understanding was critical for identifying specific areas where interventions might be necessary.

Moreover, the semi-structured interview approach helped establish rapport and trust between the interviewer and interviewee, which was essential for eliciting honest and reflective responses. Students may have felt self-conscious or defensive about their use of 'Broken' English, but the flexible and conversational nature of semi-structured interviews put them at ease, encouraging them to share more candidly (DiCicco-Bloom & Crabtree, 2006). Practically, the interviews were conducted using a guide that included key questions aimed at exploring students' academic writing experiences, their perceptions of 'Broken' English, and the specific challenges they faced, consistent with best practices in semi-structured interviewing that emphasize the use of an interview guide to ensure coverage of essential themes (Rubin & Rubin, 2012; Brinkmann & Kvale, 2015). However, the interviewer had the freedom to ask additional questions or change the order of questions based on the flow of the conversation. This method

ensured that all relevant topics were addressed while also adapting to the unique context of each participant's responses.

The data collected from these interviews were qualitative, rich, and detailed, consisting of participants' narratives, descriptions, and reflections. This depth and variety of textual data provided a suitable foundation for thematic analysis, which involves systematically identifying, analysing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). The rich content allowed the researcher to capture the complexity of students' experiences and attitudes toward 'Broken' English, making thematic analysis an effective tool for uncovering meaningful insights.. Thematic analysis involved identifying, analysing, and reporting patterns (themes) within the data. This approach helped to understand the frequency of certain issues, the diversity of experiences, and the depth of students' perceptions and attitudes towards 'Broken' English in academic writing. By distilling large volumes of qualitative data into meaningful patterns, the analysis informed the development of targeted interventions (Braun & Clarke, 2006). Overall, semi-structured interviews were a versatile and effective data collection method for this study, allowing for a thorough exploration of students' experiences with 'Broken' English and contributing to a nuanced understanding of the issue.

3.5.2 Focused Group Discussions

Focused Group Discussions were organised with groups of students from different academic programs. This method was beneficial for generating rich, interactive data and understanding the collective views and experiences of students (Krueger & Casey, 2015). Focused Groups provided a platform for students to discuss their challenges and solutions related to 'Broken' English, fostering a deeper understanding of common issues and potential interventions. The discussions were facilitated by the researcher

using a guide with open-ended questions designed to encourage participation and interaction. These questions covered various aspects of students' academic writing, their experiences with 'Broken' English, and their perceptions of its impact on their academic performance. Open-ended questions were essential because they allowed participants to express their thoughts and experiences freely, leading to richer and more detailed data (Patton, 2015).

In Focused Groups, the interaction among participants often led to the generation of new ideas and insights that might not surface in individual interviews. For example, one student's mention of a particular struggle with English could prompt others to share similar experiences or offer different perspectives. This interaction helped to reveal both common challenges faced by students and unique issues that might be specific to certain programs or groups. The dynamic nature of Focused Groups revealed insights into how students collectively perceived and addressed issues of 'Broken' English, contributing to a comprehensive understanding of the issue across different academic programs (Morgan & Hoffman, 2018).

Furthermore, Focused Groups allowed for the observation of non-verbal cues, such as body language and facial expressions, which provided additional context to the verbal responses. This helped the researcher gain a deeper understanding of students' feelings and attitudes towards 'Broken' English in academic writing. Focused Groups also encouraged participants to build on each other's ideas, leading to more in-depth discussions. For example, if a student mentioned a particular difficulty with grammar, others might share their strategies for overcoming similar issues, leading to a collaborative exchange of ideas and solutions. This collective brainstorming was invaluable in identifying potential interventions for mitigating the effects of 'Broken' English.

The size of each Focused Group was carefully considered to ensure it was large enough to generate diverse perspectives but small enough to allow each participant to contribute meaningfully. Typically, each Focused Group consisted of 6-8 students, which was a manageable size for in-depth discussion and interaction (Krueger & Casey, 2015). To ensure that all students felt comfortable and willing to participate, the discussions were conducted in a neutral and supportive environment, with ground rules for respectful listening and encouragement for all participants to share their views.

In conclusion, Focused Group Discussions were a valuable qualitative research method for this study. They provided a platform for students to discuss their experiences with 'Broken' English in a supportive and interactive setting. By capturing the collective views and experiences of students, Focused Groups contributed to a deeper understanding of the frequency and impact of 'Broken' English in academic writing and helped identify effective interventions to address this issue.

3.5.3 Observations

Observations were conducted during regular classroom sessions and Theatre for Development (TfD) intervention activities to gather real-time data on students' use of English and their engagement with the intervention. The researcher adopted a non-participant observer role, which allowed for the systematic and unobtrusive collection of data without influencing the natural flow of classroom or group activities (Merriam & Tisdell, 2016). This approach was chosen to preserve the authenticity of students' behaviour and language use, ensuring that the data reflected their genuine experiences. The observations focused on students' verbal and written communication, participation, and interactions with both peers and teachers. A structured observation checklist was used to consistently document key behaviours, including grammatical errors, use of colloquial versus academic language, confidence in expression, and clarity of

articulation. The checklist also captured levels of participation, responsiveness to instruction, and peer dynamics. Observing as a non-participant enabled the researcher to blend into the background, minimising disruption and allowing students to behave naturally. This was particularly important for identifying the subtle and routine manifestations of 'Broken' English in both formal (e.g., answering questions in class) and informal (e.g., peer interactions during breaks) contexts. These insights were critical in understanding how students navigated language challenges across various learning environments. During Tfd intervention sessions, observations provided valuable insights into students' receptiveness to the intervention, changes in their language confidence, and the immediate impact on their communication behaviours. For example, the researcher noted increased participation, improved articulation, and a shift in students' willingness to use more formal English terms in discussion as the sessions progressed. Observations were carried out over an extended period to allow for longitudinal analysis, which helped identify behavioural changes over time and supported the triangulation of data collected through interviews and Focused Group Discussions. This longitudinal approach made it possible to assess the sustainability of any improvements observed during the intervention. Finally, observations extended beyond formal settings. The researcher also observed students during informal moments, such as group work and breaks, to gain a more holistic understanding of their English language use in both academic and social contexts. These additional insights enriched the overall data and added depth to the analysis. In conclusion, the use of non-participant observation was a deliberate and effective strategy for capturing naturalistic, context-rich data. This method complemented other data collection techniques and played a vital role in evaluating the frequency of 'Broken' English and the impact of the Tfd intervention at Peki Senior High Technical School..

3.5.3 Document Analysis

Document analysis involved reviewing students' written assignments, examination scripts, and other relevant academic documents. This method provided concrete evidence of the frequency of 'Broken' English in students' writing (Bowen, 2009). Document analysis allowed for an objective assessment of students' written communication skills and the identification of common errors and patterns in their use of English. The researcher analysed these documents to quantify the frequency and types of 'Broken' English, providing a basis for assessing the impact on academic performance. By examining a wide range of documents, the researcher identified recurrent issues, such as specific grammatical errors or stylistic inconsistencies. This method provided a solid foundation for understanding the scope and nature of 'Broken' English in academic writing.

Additionally, it helped evaluate the progress made by students after the Tfd intervention by comparing their earlier and later works (Bowen, 2009). For instance, the analysis tracked the types and frequencies of errors before and after the intervention, providing insights into the created awareness of the Tfd activities in improving students' writing skills. The use of multiple data collection instruments was justified for several reasons. First, it allowed for data triangulation, which enhanced the validity and reliability of the research findings by cross-verifying information from different sources (Patton, 2015). Second, each instrument captured different aspects of the research problem, providing a comprehensive understanding of the frequency and impact of 'Broken' English. Third, the combination of interviews, Focused Groups, observations, and document analysis ensured that both qualitative and quantitative data were collected, offering a holistic view of the research problem.

In conclusion, the data collection instruments for this study included semi-structured interviews, Focused Group Discussions, observations, and document analysis. These instruments were chosen for their ability to provide detailed, diverse, and reliable data, aligning with the research objectives to analyse the frequency of 'Broken' English, assess its impact on academic performance, and create awareness through a Tfd intervention. The integration of these methods allowed for a robust examination of the issues and facilitated the development of targeted strategies to address 'Broken' English in academic writing.

3.6 Data Collection Procedure

The data collection procedure refers to the systematic approach used to gather and measure information from various sources to answer research questions, test hypotheses, and evaluate outcomes. It encompasses all the steps, techniques, and tools employed to collect data, ensuring that the process is consistent, reliable, and valid. The procedure includes planning, implementing, and managing the data collection process to obtain accurate and relevant data (Creswell & Poth, 2018). The data collection procedure involved several critical stages, including identifying the target population, selecting appropriate data collection methods (such as surveys, interviews, Focused Groups, observations, or document analysis), and ensuring ethical standards were met. Additionally, it involved training data collectors, piloting the instruments to refine them, and systematically recording and storing the data collected. This comprehensive approach helped in maintaining the integrity of the data and enhancing the credibility of the research findings (Kumar, 2019). Effective data collection procedures were essential for obtaining high-quality data that accurately reflected the phenomena being studied. This process was crucial for drawing valid conclusions and making informed decisions based on the research outcomes (Patton, 2015). For this study, the data

collection procedures involved planning, piloting, conducting, and managing data from semi-structured interviews, Focused Group Discussions, observations, and document analysis.

3.6.1 Planning and Preparation

Planning and preparation were crucial steps in the data collection procedure. The first step involved developing detailed data collection protocols for each instrument. These protocols provided comprehensive guidelines on how to conduct interviews, Focused Groups, observations, and document analysis. They also addressed ethical considerations, including obtaining informed consent from participants and ensuring their confidentiality throughout the research process (Creswell & Poth, 2018). Next, training research assistants was essential as they were involved in the study. The training covered the data collection protocols to ensure consistency and reliability in data collection. This training included the proper use of the instruments, ethical considerations, and methods for handling sensitive information to maintain the integrity of the research process (Patton, 2015). Additionally, piloting the instruments was an important preparatory step before the actual data collection began. Conducting a pilot study helped test the instruments and procedures, allowing the researcher to identify and address any potential issues or challenges. The pilot study involved a small sample from the target population to ensure that the questions and methods were clear and effective. This step was vital for refining the instruments and improving the overall research design, ensuring the main study proceeded smoothly and efficiently (Yin, 2018). In summary, careful planning and preparation involved developing robust data collection protocols, thoroughly training research assistants, and piloting the instruments. These steps ensured that the research process was well-organised, ethically sound, and capable of yielding reliable and valid data.

3.6.2 Conducting Semi-Structured Interviews

Conducting semi-structured interviews involved a detailed and thorough procedure to ensure the collection of high-quality data while maintaining ethical standards and participant comfort. Participants were selected using stratified random sampling to ensure representation from different academic programs. This approach helped capture a diverse range of experiences and perspectives related to the use of ‘Broken’ English in academic writing. Interviews were scheduled at convenient times for the participants to minimise disruption to their academic activities. Participants were given options to choose from, ensuring that the selected time slots did not interfere with their class schedules or other obligations.

Interviews were conducted using the interview protocol developed during the planning phase. The researcher or trained assistants asked predefined questions while remaining flexible to explore new topics based on participants' responses. This flexibility allowed for deeper insights into the students' experiences, challenges, and perceptions regarding ‘Broken’ English. Interviews were audio-recorded with participants' consent to ensure accuracy in data collection. During the interviews, the researcher also took notes on non-verbal cues and other contextual factors that could provide additional insights.

After each interview, the audio recordings were transcribed verbatim. Transcriptions were reviewed for accuracy, and any identifying information was anonymised to protect participants' privacy. This step was crucial for ensuring that the data was reliable and that participants' confidentiality was maintained. The transcriptions were then coded and analysed to identify recurring themes and patterns, which helped in understanding the frequency and impact of ‘Broken’ English in academic writing. By following this detailed procedure, the study aimed to gather comprehensive and nuanced data that reflected the students' experiences with ‘Broken’ English in their academic writing.

This approach not only ensured the reliability and validity of the data collected but also provided valuable insights for developing effective interventions to address the issue.

3.6.3 Conducting Focused Group Discussions

Conducting Focused Group Discussions involved a meticulous procedure aimed at fostering rich, interactive data and understanding the collective views and experiences of students. Groups were formed with students from different academic programs to ensure diverse perspectives. Each Focused Group consisted of 6-8 participants, an optimal size for facilitating manageable and productive discussions. This size allowed for a variety of opinions to be expressed while ensuring that the group was small enough for everyone to have a chance to speak.

The discussions were scheduled at times convenient for the participants to minimise disruptions to their academic activities. The sessions were held in comfortable, neutral locations to create an environment conducive to open and honest dialogue. Creating this safe and inviting atmosphere encouraged students to share their experiences and opinions freely without feeling intimidated or judged.

The Focused Group Discussions were facilitated by the researcher and a trained facilitator using a carefully designed Focused Group guide. Open-ended questions were posed to stimulate discussion, and the facilitator ensured that all participants had the opportunity to contribute. The facilitator's role was to guide the conversation, keep it on track, and probe deeper into interesting or unexpected topics that arose. This dynamic approach allowed the discussions to flow naturally and revealed insights that might not have emerged in one-on-one interviews.

Audio recordings of the Focused Group Discussions were made with participants' consent to ensure that no valuable information was lost and to facilitate accurate data

analysis. These recordings captured not only the content of the discussions but also the tone and nuance of the participants' interactions, providing a richer dataset for analysis.

After the discussions, the audio recordings were transcribed verbatim. The transcriptions were carefully reviewed for accuracy, and any identifying information was anonymised to ensure the confidentiality of the participants. Maintaining ethical standards and protecting the privacy of the students involved in the research was critical throughout this process.

This detailed approach to conducting Focused Group Discussions ensured that the data collected was comprehensive and reflective of the diverse student body at Peki Senior High Technical School. The insights gained from these discussions contributed significantly to understanding the frequency and impact of 'Broken' English in academic writing and helped develop effective interventions to address this issue.

3.6.4 Conducting Observations

Conducting observations followed a carefully planned and systematic procedure to gather real-time data on students' use of English in academic settings and their engagement with Theatre for Development (TfD) activities. The first step in planning observations involved identifying key classroom sessions and TfD intervention activities to observe. The researcher developed an observation schedule that covered various times and settings, ensuring a comprehensive understanding of students' interactions and language use across different contexts.

During the observations, the researcher conducted them unobtrusively to minimise any disruption to the natural classroom environment and TfD activities. Using an observation checklist, the researcher systematically recorded students' verbal and written communication, participation, and interactions with peers and teachers. The

checklist ensured that all relevant behaviours and interactions were captured consistently. In addition to the checklist, detailed field notes were taken to capture contextual information and non-verbal cues, providing a richer understanding of the observed activities and interactions.

After each observation session, the researcher reviewed and organised the field notes. This process involved highlighting key observations and noting any additional insights that emerged during the session. These detailed notes and systematic records allowed the researcher to track patterns and changes in students' use of English and engagement with Tfd activities over time. This method provided a comprehensive and nuanced view of the practical implications of 'Broken' English and created awareness of the Tfd intervention in real-time.

Observing students in their regular academic environment and during Tfd activities provided valuable context for their challenges and progress. It allowed the researcher to see firsthand how students applied their language skills in different settings and how they responded to interventions aimed at improving their English proficiency. This observational data, when combined with other data collection methods such as interviews and Focused Groups, offered a holistic view of the issue and contributed to the development of effective strategies to address 'Broken' English in academic writing.

3.6.5 Conducting Document Analysis

Conducting document analysis followed a detailed and systematic procedure to ensure a thorough examination of students' written work for instances of 'Broken' English. The first step involved collecting relevant documents, such as written assignments, examination scripts, and other academic papers from the school, while ensuring that all necessary permissions and ethical considerations were addressed. The selection of documents was carefully managed to ensure a representative sample that included a

variety of academic programs and student levels, thus providing a comprehensive overview of writing skills across the school.

Once the documents were collected, the researcher systematically reviewed each one to identify instances of 'Broken' English. This review process involved carefully reading through each document and noting specific errors, patterns, and the frequency of issues related to 'Broken' English. The systematic approach ensured that all relevant data were captured consistently and accurately, allowing for a detailed analysis of the frequency and impact of 'Broken' English in students' writing.

After reviewing the documents, the identified issues were categorised to facilitate analysis. Errors were grouped into categories such as grammar, syntax, and vocabulary. This categorisation helped organise the data in a meaningful way, making it easier to quantify the frequency and types of 'Broken' English found in the documents. By systematically categorising the errors, the researcher identified common patterns and trends, providing insights into the specific areas where students struggled the most. This detailed analysis not only highlighted the frequency of 'Broken' English but also informed targeted interventions to address these issues effectively.

The use of document analysis in this research was critical for providing concrete evidence of the challenges students faced in their written communication. It allowed for an objective assessment of their writing skills and the identification of common errors and patterns. By examining a wide range of documents, the researcher gained a comprehensive understanding of the scope and nature of 'Broken' English in academic writing. Additionally, comparing students' earlier and later works after the Tfd intervention helped evaluate the progress made and the awareness created by the intervention.

3.6.5 Managing and Storing Data

Managing and storing data was a crucial final step in the proposed data collection procedure to ensure the integrity, confidentiality, and security of the research data. This process began with data organisation. All data, including transcripts, field notes, and documents, were systematically organised. Digital files were meticulously labelled and stored in secure folders on encrypted drives, while physical documents were kept in locked cabinets accessible only to authorised personnel. This meticulous organisation ensured that data could be easily retrieved and referenced during the analysis phase.

Data backup was another essential aspect of managing research data. Regular backups of all digital data were conducted to prevent any potential loss due to technical failures or other unforeseen events. These backup copies were stored in a secure, separate location, such as an external hard drive or a cloud storage service with robust security measures. This redundancy ensured that data remained safe and retrievable, even in the event of hardware malfunctions or other issues.

Ensuring confidentiality was paramount throughout the data management process. Identifying information was carefully removed from all data files to protect participant anonymity. Instead of using names or other identifiable details, unique codes were assigned to each participant and data set. These codes were used consistently across all data records, making it possible to track and analyse data without compromising participant privacy. Access to the data was strictly restricted to the researcher and any authorised personnel involved in the study. This restricted access was enforced through secure passwords and physical security measures, ensuring that sensitive information remained protected at all times.

By adhering to these meticulous procedures for managing and storing data, the research process maintained its ethical standards and ensured the validity and reliability of the

collected data. Proper data management not only protected participants' privacy but also ensured that the data was effectively analysed to generate meaningful insights and conclusions.

3.6.6 The Structure of the Workshop Activities of the Tfd Intervention

Theatre for Development (Tfd) workshops are designed to be interactive, participatory, and reflective, enabling students to engage with and address issues related to 'Broken' English dynamically and practically. The structure of the Tfd workshop activities for this intervention was carefully planned to ensure that each session was purposeful and contributed to the overall objectives of mitigating the effects of 'Broken' English in academic writing. The workshops were conducted in a series of sessions, each with a specific focus and set of activities that built upon one another (Boon & Plastow, 2006).

3.6.6.2 Identifying Issues and Setting Goals

In the second session, students were encouraged to discuss their experiences and challenges with 'Broken' English in their academic writing. This involved small group discussions and brainstorming sessions where students shared specific examples and identified common problems. The facilitator guided the groups in setting specific goals for what they hoped to achieve through the workshops, such as improving grammar, enhancing vocabulary, or gaining confidence in writing (Sloman, 2011).

3.6.6.3 Interactive Drama and Role-Playing

The third session focused on interactive drama and role-playing activities. Students were divided into small groups and given scenarios that reflected common issues related to 'Broken' English. Through role-playing, students acted out these scenarios, exploring different ways to address and overcome the challenges. This method helped students internalise solutions and develop practical skills in a supportive environment.

The facilitator provided feedback and guided discussions on the lessons learned from the role-plays (O'Toole & Dunn, 2002).

3.6.6.4 Reflective Discussions and Feedback

In the fifth session, students engaged in reflective discussions to assess their progress and the effectiveness of the workshop activities. They were encouraged to share their thoughts on what they had learned, any changes they noticed in their writing, and areas where they still felt challenged. This feedback was valuable for the facilitator, who made necessary adjustments to the workshop activities and provided additional support where needed (Etherton & Prentki, 2006).

3.6.6.5 Creating and Performing a Tfd Play

One of the core activities of the Tfd intervention was the creation and performance of a play that addressed the issues of 'Broken' English. In the sixth session, students worked collaboratively to develop a script based on their experiences and the themes explored in the workshops. They were involved in all aspects of the production, including writing, directing, and acting. The play was performed for their peers and teachers, providing an opportunity for the students to showcase their learning and raise awareness about the challenges and solutions related to 'Broken' English (Mlama, 2002).

3.6.6.6 Evaluation

The final session focused on evaluating the overall impact of the Tfd workshops and celebrating the students' achievements. Evaluation activities included open-ended interviews to gather students' feedback on the workshops and the changes they experienced in their academic writing. The celebration acknowledged the hard work and progress made by the students, reinforcing their confidence and motivation to continue improving their language skills (Kidd & Byram, 1978).

3.6.6.7 Ongoing Support and Follow-Up

After the completion of the workshops, ongoing support and follow-up activities were planned to ensure the sustainability of the intervention's impact. This included setting up writing clubs, providing additional resources and training for teachers, and organising periodic review sessions to monitor students' progress and address any emerging challenges (Sloman, 2011).

In conclusion, the structured activities of the TfD workshops were designed to be interactive, participatory, and reflective, fostering a supportive environment where students could actively engage with and address the issues of 'Broken' English in their academic writing. Through a combination of discussions, role-playing, skill-building exercises, and creative performances, the TfD intervention aimed to empower students with the skills and confidence to improve their language proficiency and enhance their academic performance.

3.7 Trustworthiness of Data

Trustworthiness of data refers to the quality and reliability of research findings, ensuring that the data collected and the conclusions drawn are credible, transferable, dependable, and confirmable. According to Lincoln and Guba (1985), trustworthiness in qualitative research encompasses four key criteria: credibility, transferability, dependability, and confirmability.

Credibility refers to the confidence in the truth of the findings, which is achieved through techniques such as prolonged engagement, persistent observation, and triangulation (Lincoln & Guba, 1985). Transferability is the extent to which the findings can be applied in other contexts, facilitated by providing thick descriptions of the research setting and participants (Merriam, 1998). Dependability involves ensuring that the research process is logical, traceable, and documented, which can be achieved

through an audit trail (Lincoln & Guba, 1985). Confirmability means that the findings are shaped by the respondents and not researcher bias, and it can be established through practices such as reflexivity and maintaining a clear chain of evidence (Patton, 2015).

To ensure the trustworthiness of the data, the following strategies were employed. Credibility was ensured through the triangulation of data sources and methods to cross-check information and ensure its accuracy. Transferability was addressed by providing detailed descriptions of the research context and participants, allowing for comparisons with other contexts. Dependability was achieved by maintaining an audit trail that documented all research procedures and decisions, ensuring consistency and repeatability of the study. Confirmability was reinforced through the practice of reflexivity, which minimised researcher bias and ensured that findings were grounded in the data. These strategies collectively ensured that the research findings were robust, reliable, and applicable in similar settings, thereby enhancing the overall validity of the study.

3.8 Ethical Considerations

Ethical considerations in research refer to the principles and guidelines that ensure the rights, dignity, and welfare of participants are protected throughout the study. These considerations are essential for maintaining the integrity of the research process and fostering trust between researchers and participants. According to the American Psychological Association (2017), ethical considerations include obtaining informed consent, ensuring confidentiality, voluntary participation, and minimising harm. Adhering to these principles is crucial for upholding ethical standards and ensuring that research is conducted responsibly and respectfully.

In this study, ethical considerations were pivotal to safeguarding the rights and well-being of participants. Obtaining informed consent was a fundamental aspect, ensuring

that participants (students) were fully aware of the nature, purpose, and potential risks of the study before agreeing to participate (American Psychological Association (APA), 2017). Confidentiality was ensured by protecting students' personal information and identity, thereby fostering trust and encouraging honest participation (Wiles & Boddy, 2013). Participation was entirely voluntary, with an emphasis that students engaged in the study of their own free will and had the right to withdraw at any time without facing negative consequences (Resnik, 2015). Minimising harm was another core principle, involving measures to prevent any physical, psychological, or social harm to participants (Beauchamp & Childress, 2013).

Throughout the research process, these ethical considerations were rigorously followed. Informed consent was prioritised, ensuring that students were fully informed about the nature of the study and their involvement before obtaining their consent. Confidentiality was strictly maintained, with students' identities and personal information kept secure to protect their privacy. Participation remained voluntary, and students were assured that they could withdraw from the study at any time without facing any repercussions. Additionally, steps were taken to ensure that students were not harmed or disadvantaged as a result of their participation, upholding the principle of non-maleficence. By adhering to these ethical principles, the research was conducted responsibly and maintained the trust and integrity of the research process.

3.9 Data Analysis Procedure

Data analysis is the systematic process of examining raw data to extract meaningful insights, identify patterns, and support decision-making. In qualitative research, this involves organising, coding, and interpreting data to uncover themes and relationships that address the research questions. According to Miles, Huberman, and Saldana (2014), qualitative data analysis is characterised by three concurrent flows of activity:

data condensation, data display, and conclusion drawing/verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. This step is essential for making the data more manageable and comprehensible. Creswell (2014) defines data analysis in qualitative research as a process that involves preparing and organising the data, reducing the data into themes through a process of coding and condensing, and finally presenting the data in narrative form. This comprehensive process helps in understanding the underlying phenomena being studied. Patton (2015) emphasises that qualitative analysis transforms data into findings without a set formula or rigid procedures, relying on the researcher's skill, intuition, and creativity. The process often involves multiple iterations of reading, coding, and re-coding to refine and validate the emergent themes and patterns.

In this study, data analysis followed the frameworks provided by these scholars to ensure a rigorous and systematic examination of the data collected through semi-structured interviews, Focused Group Discussions, observations, and document analysis.

3.9.1 Data Preparation and Organisation

Data preparation and organisation were critical phases in this study, ensuring that all collected data were ready for thorough analysis. This phase involved several meticulous steps to maintain data integrity and facilitate efficient data analysis. All collected data, including transcripts from interviews and Focused Groups, observation notes, and analysed documents, were systematically prepared for analysis. Initially, audio recordings from interviews and Focused Groups were transcribed verbatim. This step was essential for capturing the exact words and nuances expressed by participants, allowing for a comprehensive analysis. The accuracy of these transcriptions was reviewed meticulously to ensure that they reflected the participants' responses

accurately. Once transcribed, the data were organised in a manner that facilitated easy retrieval and analysis. This included categorising the data by source and participant to ensure that the data from different collection methods and participants were systematically arranged. The data was then cleaned to remove any irrelevant or redundant information that did not contribute to the research objectives. During this process, any identifying details were anonymised to ensure participant confidentiality, adhering to ethical guidelines.

The organised and anonymised data were imported into qualitative data analysis software, such as NVivo. These software tools were invaluable for managing and analysing large volumes of qualitative data. They facilitated systematic coding, allowing the researcher to tag and categorise data segments according to themes and patterns that emerged during the analysis. This process aided in the retrieval of specific data segments and supported the development of a structured and comprehensive analysis. Using qualitative data analysis software enhanced the reliability and efficiency of the analysis process. It allowed the researcher to perform complex queries and comparisons across different data sets, helping to identify significant themes and relationships within the data. This systematic approach ensured that the analysis was thorough and that all relevant data were considered.

By following these detailed steps in data preparation and organisation, the research was well-equipped to conduct a rigorous and systematic analysis, ensuring that the findings were credible and robust. This process was essential for transforming raw data into meaningful insights that addressed the research objectives of analysing the frequency and impact of 'Broken' English in academic writing and conscientizing Theatre for Development (TFD) intervention.

3.9.2 Coding

Coding was a crucial step in the data analysis process, involving the systematic labelling of data segments with codes that represented themes or concepts. This process enhanced the organisation and interpretation of qualitative data, facilitating a deeper understanding of the research findings.

The coding process began with open coding, where the data was broken down into discrete parts and examined closely. Initial codes were assigned to significant segments of data to capture essential aspects of participants' responses. For instance, if a student mentioned difficulties with grammar, this segment was coded as “grammar challenges.” Open coding allowed for the identification of various issues and themes present in the data without imposing a pre-existing framework. Next, axial coding was used to identify relationships between the initial codes and to organise them into broader categories. This stage involved reassembling the data in new ways to highlight connections and patterns. For example, codes related to grammar challenges, vocabulary issues, and syntax errors were grouped under a broader category of “language difficulties.” Axial coding helped in understanding how different themes and concepts were related, providing a more structured and comprehensive view of the data. Finally, selective coding was employed to refine and integrate these categories into a cohesive understanding of the data. This involved identifying core categories that were central to the research objectives and establishing relationships between these categories to form a comprehensive picture. Selective coding ensured that the analysis remained focused on the most relevant themes and that these themes were interconnected to provide a holistic understanding of the research findings. Throughout this process, NVivo was instrumental. This tool facilitated the coding process by allowing for systematic tagging, categorising, and retrieval of data segments. They also

supported complex queries and comparisons, enhancing the depth and reliability of the analysis.

By employing a systematic coding process, the research was able to derive meaningful insights from the data, addressing the research objectives of analysing the frequency and impact of 'Broken' English in academic writing and conscientizing using the TfD intervention.

3.9.3 Theme Identification

After coding, the next step was to identify themes that captured the essence of the data. This process involved recognising recurring patterns and significant themes that emerged from the coded data, providing a deeper understanding of the underlying issues. For example, repeated mentions of difficulties in understanding exam questions indicated a significant theme of “comprehension issues.” Themes were developed based on these identified patterns, and each theme was described in detail, highlighting its significance and relevance to the research objectives.

The process of theme identification began with reviewing the coded data to find commonalities and patterns among the codes. These patterns included frequent mentions of certain challenges, recurring issues, or shared experiences among the participants. For instance, when multiple students consistently referred to difficulties with grammar, this recurring issue was recognised as a potential theme. Once potential themes were identified, they were carefully examined to ensure they accurately represented the data. Each theme was described in detail, highlighting its significance and relevance to the research objectives. For example, the theme of “comprehension issues” was elaborated by discussing how students struggled with understanding exam questions, the impact on their performance, and any contributing factors mentioned during the interviews or Focused Groups. Themes were also analysed in relation to each

other to understand their interconnections and overarching patterns. For example, the theme of “language difficulties” was linked to “academic performance,” indicating how challenges with English language use affected students’ grades and comprehension. These relationships between themes provided a more comprehensive understanding of the data and helped address the research questions.

Identified themes were used to construct a thematic framework, which guided the interpretation of the data. This framework logically organised the themes, showing how they related to the research questions and objectives. It also provided a structure for presenting the findings clearly and coherently, ensuring that the analysis was both systematic and insightful. By identifying and analysing themes, the research gained a nuanced understanding of the frequency and impact of ‘Broken’ English in academic writing. This thematic analysis also aided in evaluating the created awareness of the Tfd intervention, providing detailed insights into how the intervention addressed the identified themes and issues.

3.9.4 Interpretation and Analysis

The identified themes were interpreted to provide meaningful insights into the research questions. This involved a contextual analysis, where themes were examined within the context of the research setting and objectives. For instance, understanding how the theme of “comprehension issues” impacted students’ overall academic performance provided a deeper understanding of the challenges faced by students at Peki Senior Technical School. Additionally, the interpretation considered the specific academic and social environment of the school, which may have influenced how students experienced and addressed ‘Broken’ English in their academic writing. A comparative analysis was also conducted to compare themes across different data sources, such as interviews, Focused Groups, observations, and document analysis. This process helped identify

consistencies and discrepancies, thereby validating the findings and providing a comprehensive understanding of the issue. For example, if both interviews and Focused Groups revealed that students struggled with grammar but observations showed frequent peer support in correcting these errors, this indicated a multifaceted issue where challenges coexisted with support mechanisms.

The interpretation aimed to connect the themes to the broader objectives of the research, such as assessing the frequency of ‘Broken’ English and its impact on academic performance. For example, the theme of “language difficulties” was linked to specific academic outcomes, illustrating how these difficulties hindered students' abilities to perform well in written assignments and exams. This connection provided evidence to support the need for interventions like TfD. Furthermore, the analysis looked for patterns that emerged across different student demographics, such as grade levels or academic programs. This comparative analysis helped identify if certain groups were more affected by ‘Broken’ English and why that might have been the case. For instance, younger students or those in technical programs exhibited different challenges compared to their peers in arts or sciences.

The findings from the document analysis were integrated into this interpretation. By comparing students’ written assignments before and after the TfD intervention, the analysis assessed the created awareness of the intervention in reducing the frequency of ‘Broken’ English. Patterns in the types of errors and improvements over time were examined to evaluate the impact of the TfD approach. In conclusion, the interpretation and analysis of the identified themes provided a nuanced and comprehensive understanding of the frequency and impact of ‘Broken’ English in academic writing at Peki Senior Technical School. By contextualising the findings and conducting a comparative analysis across different data sources, the research offered valuable

insights into the created awareness of the Tfd intervention and suggested potential areas for further improvement.

3.9.5 Validation of Findings

To ensure the reliability and validity of the analysis, several validation strategies were employed. Triangulation involved cross-verifying data from multiple sources and methods to ensure the accuracy and consistency of findings. For example, interview data were compared with observation notes and document analysis results to identify common themes and discrepancies. This method helped to build a comprehensive understanding of the research problem and confirm that the findings were not biased or limited to a single data source (Denzin, 1978). Member checking involved sharing the preliminary findings with participants to verify the accuracy of interpretations and themes. Participants were invited to review the findings and provide feedback on whether the results accurately reflected their experiences and perspectives. This process helped to ensure that the research accurately captured the participants' views and enhanced the credibility of the study (Lincoln & Guba, 1985). Incorporating participants' feedback allowed for refining and validating the findings, making the analysis more robust and trustworthy. Peer review involved colleagues or experts in the field to review and critique the analysis process and findings. These reviewers provided an external perspective, identifying any potential biases or gaps in the analysis. Their feedback was used to enhance the credibility and rigour of the study. This collaborative approach ensured that the research methodology and interpretations were sound and aligned with established standards in the field (Patton, 2015). By employing these validation strategies, the research ensured that the findings were reliable, valid, and reflective of the true experiences of the participants. Triangulation, member checking,

and peer review collectively contributed to the robustness of the research, enhancing the overall quality and trustworthiness of the study.

3.9.6 Reporting

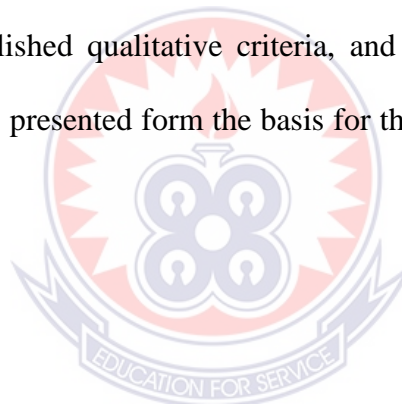
The final step in the data analysis procedure was reporting the findings in a clear and structured manner. This involved providing detailed narratives for each identified theme, supported by quotes and examples from the data. These narratives illustrated the findings and made them more relatable and understandable to the readers. By including direct quotes and specific examples from the data, the report vividly conveyed the participants' experiences and perspectives, adding depth and authenticity to the analysis. The findings were compared and contrasted with existing literature to highlight similarities, differences, and contributions to the field. This comparative analysis situated the study within the broader academic discourse and underscored its significance. By discussing how the findings aligned or diverged from previous research, the study contributed to a deeper understanding of the frequency and impact of 'Broken' English in academic writing. It also highlighted the unique aspects of using Theatre for Development (TfD) as an intervention. Finally, the implications of the findings for practice, policy, and future research were discussed. This involved outlining specific recommendations based on the insights gained from the analysis. Recommendations included strategies for educators to address 'Broken' English, suggestions for policy changes to support language development in academic settings, and potential directions for future research to build on the study's findings. By clearly articulating these implications, the study provided practical and actionable insights that could benefit students, educators, policymakers, and researchers.

In conclusion, the data analysis procedure for this study involved systematic steps of data preparation, coding, theme identification, interpretation, validation, and reporting.

These steps ensured a rigorous and comprehensive analysis of the qualitative data collected, providing valuable insights into the frequency and impact of ‘Broken’ English in academic writing and raising awareness of the Tfd intervention. By following these procedures, the study aimed to contribute meaningfully to the academic discourse and offer practical solutions to the identified challenges.

3.10 Chapter Conclusion

This chapter outlined the qualitative methodology used to examine the impact of ‘Broken’ English in academic writing and the effectiveness of the Theatre for Development intervention at Peki Senior High Technical School. It described the research design, data collection methods, and analysis procedures. Trustworthiness was ensured through established qualitative criteria, and ethical standards were strictly followed. The methods presented form the basis for the analysis and discussion in the next chapter.



CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Overview

This chapter outlines the findings from a study conducted at Peki Senior High Technical School in Ghana's Volta Region, focusing on 'Broken' English among students. The research investigates the frequency, impact, and awareness of 'Broken' English, a variant marked by deviations from standard grammar. The chapter begins by examining student demographics, including age, gender, and program history, to contextualise the study. It then explores the frequency of 'Broken' English in academic writing within the school, using both statistical data and qualitative observations. The impact of 'Broken' English on academic performance is analysed, highlighting its effects on grades and comprehension through qualitative methods. Finally, the chapter evaluates the level of awareness among students regarding 'Broken' English. It highlights how students are conscientised using a Theatre for Development (TfD) approach, which aims to enhance their understanding of how 'Broken' English affects their academic success. Overall, the chapter provides a comprehensive understanding of how 'Broken' English affects students' academic outcomes and offers insights into potential strategies for improvement.

4.1 Demographic Profile

This section provides a detailed demographic profile of the respondents in the study conducted at Peki Senior High Technical School. The analysis covers the distribution of respondents based on gender, age, and academic program, as illustrated in Table 1.

Table 4.2: Demographic Profile of Respondents

Characteristics	Frequency	Percentage
Gender		
Male	19	63.33
Female	11	36.67
Age		
Below 18 years	16	53.33
18 – 20 years	12	40
20 years and Above	2	6.67
Programmes		
Business	2	6.67
General Art	5	16.67
General Science	2	6.67
General Agriculture	3	10.00
Home Economics	5	16.67
Technical	9	30
Visual Arts	4	13.33

Source: Field survey conducted by the researcher, 2024

The gender distribution among the respondents reveals a notable imbalance, with 19 male students representing 63.33% of the sample compared to 11 female students, who make up 36.67%. This disparity highlights a predominance of males in the study sample, which could be reflective of broader enrollment patterns at the school or specific trends within certain academic programs. The higher representation of males might influence the overall dynamics of language use and educational experiences within the sample.

When examining the age distribution, it becomes clear that the majority of respondents are relatively young, with 53.33% falling below the age of 18. This substantial proportion indicates that a significant segment of the student population is at an early stage in their secondary education journey. Meanwhile, 40% of the respondents are aged between 18 and 20 years, suggesting that these students are in their final years of high school. Only a small fraction, 6.67%, are 20 years old or older, which aligns with the expected age range for secondary education. This age distribution provides context

for understanding the developmental stage of the students and how it may relate to their use of 'Broken' English.

The analysis of academic programs reveals varied interests among the respondents. The Technical program stands out with the highest representation, comprising 30% of the sample. This substantial proportion indicates a strong inclination towards technical fields within the school. General Art and Home Economics each account for 16.67% of the respondents, showing a significant interest in these areas as well. The Visual Arts program has 13.33% of the respondents, while General Agriculture includes 10%. Both General Science and Business programs have the least representation, with 6.67% each. The distribution across different programs highlights the diverse academic focus within the student body and suggests that the frequency and impact of 'Broken' English may vary depending on the program of study.

Overall, the demographic profile of the respondents provides essential context for the study's findings. The gender, age, and program distribution data offer a comprehensive view of the student population, which is crucial for interpreting how 'Broken' English affects different groups within the school. Understanding these demographic factors allows for more targeted analysis and helps in developing effective strategies to address the challenges associated with non-standard English in academic settings.

4.2 Frequency of 'Broken' English in Academic Writing

The frequency of 'Broken' English in academic writing, particularly among students at Peki Senior High Technical School, offers a window into how nonstandard English use can lead to specific grammatical, syntactical, and stylistic issues in written work. These issues include problems with concord, improper capitalisation, spelling, and article omission, all of which detract from clarity, professionalism, and coherence. Each type of error reflects particular challenges associated with 'Broken' English usage,

emphasising the need for targeted instructional interventions to help students master Standard English conventions.

Table 4.3: Frequency of Writing Errors

Error Themes	Frequency	Percentages
Concord	113	16.07
Shorthand	2	0.28
Proper nouns not capitalised	73	10.38
Wrong Capitalisation	174	24.75
Spelling	140	19.91
Omission of Article	125	17.78
Vernacular	5	0.71
Beginning sentences with a small letter	27	3.84
Tenses	44	6.26

Source: Document analysis conducted by the researcher, 2024

Concord errors, accounting for 16.07% of total mistakes, underscore a persistent issue with subject-verb agreement. In ‘Broken’ English and many pidgin or informal English variants, subject-verb alignment may be less rigid, with speakers often disregarding formal grammatical structures for efficiency or simplicity. This habitual flexibility can hinder students' ability to correctly align subjects and verbs in academic writing, where the expectation for precision is high. Concord errors can lead to misunderstandings, disrupt the flow of ideas, and create ambiguity in academic writing. Therefore, addressing this error involves more than rote correction; it requires building a deep understanding of how grammatical rules operate in Standard English, with exercises that contrast these rules against familiar ‘Broken’ English patterns.

Improper capitalisation, particularly wrong capitalisation at 24.75% and lack of capitalisation for proper nouns at 10.38%, illustrates another way ‘Broken’ English habits affect writing. Formal English capitalisation rules are crucial for readability and professionalism, especially in academic contexts. In informal English or ‘Broken’ English, these rules are often relaxed, with less emphasis on consistent capitalisation. This inconsistency can transfer into students’ writing, where they may not fully grasp

the importance of capitalising proper nouns, sentence beginnings, or specific terms that enhance clarity and structure. Emphasising the visual and functional role of capitalisation through structured lessons can reinforce the difference between informal speech habits and formal writing requirements.

The high incidence of spelling errors, at 19.91%, further reflects challenges arising from reliance on ‘Broken’ English, where phonetic approximations are common. In nonstandard English, words may be spelt as they sound, with less focus on standardised spelling. For students accustomed to writing based on phonetic cues rather than standardised spelling conventions, spelling errors become a frequent issue that disrupts the professionalism of their academic work. Addressing spelling issues requires integrating vocabulary-building exercises, regular proofreading practices, and exposure to correct spellings, particularly of frequently used academic words. Students can benefit from a phonics-based approach to bridge the gap between their spoken and written language proficiencies.

Omission of articles, which represents 17.78% of total errors, also highlights the influence of ‘Broken’ English structures, where articles (the, a, an) are often omitted without significantly affecting comprehension in informal contexts. However, articles are crucial in Standard English for grammatical accuracy, specificity, and meaning. Their omission in academic writing can lead to vague or incomplete sentences that impair clarity. To help students understand and internalise article use, instruction should incorporate exercises that emphasise definite and indefinite articles, with contextual examples contrasting ‘Broken’ English usage and Standard English.

Additionally, errors like beginning sentences with lowercase letters (3.84%) and occasional vernacular usage (0.71%) reveal the subtle yet persistent influence of informal language habits. These errors suggest that students may not fully recognise the

boundaries between formal academic writing and informal language expressions, sometimes leading to inconsistencies that compromise the tone and structure of their work. Emphasising sentence structure, formal language conventions, and the avoidance of vernacular expressions will help students develop a more polished and professional writing style.

Lastly, tense errors, which constitute 6.26% of total mistakes, are indicative of a common challenge in shifting between 'Broken' English and Standard English. In 'Broken' English, tense may not be strictly adhered to, allowing for fluidity in expressing time. However, in academic writing, precise tense usage is essential for maintaining temporal clarity and coherence. Providing exercises focused on correct tense usage, along with feedback on writing assignments, can reinforce the importance of accurate tense application.

To address these challenges effectively, educators should implement a multi-faceted approach that contrasts 'Broken' English with Standard English, using practical examples and consistent reinforcement to solidify grammatical conventions. This approach can help students navigate the transition from informal to formal English, thereby reducing errors and enhancing the overall quality of their academic writing.

In conclusion, the study's analysis of 'Broken' English highlights a clear need for targeted interventions to improve the use of standard English in academic writing at Peki Senior High Technical School. These findings are consistent with those of previous studies, particularly those by Onyejelem and Onyedikachi (2020) and Amuzu and Asinyor (2016), which underscore the widespread nature of these challenges in educational settings. By focusing on the most prevalent errors, educators can develop instructional strategies that specifically address students' needs, helping them produce clearer, more professional academic work.

Comparative Analysis of the Frequency of ‘Broken’ English Academic Amongst Programmes

The comparative analysis of ‘Broken’ English errors across academic programs at Peki Senior High Technical School reveals varied challenges in formal writing conventions, pointing to the specific ways ‘Broken’ English influences each program’s linguistic weaknesses. The patterns of errors across programs demonstrate how the relaxed rules and informal syntax typical of ‘Broken’ English shape students’ writing, affecting areas such as concord, capitalisation, spelling, article usage, and tense consistency. Each error theme illustrates the habitual challenges that arise when students transition from the flexible structures of ‘Broken’ English to the more standardised, rule-bound expectations of academic writing.

Table 4.4: Comparative Analysis of Frequency of ‘Broken’-English Academic Amongst Programmes

Error Themes	General Science	Technical	Business	General Agriculture	General Arts	Visual Arts	Home Economics
Concord	9	27	8	18	13	17	21
Shorthand	-	-	2	-	-	-	-
Proper Nouns Not Capitalised	2	23	7	9	7	22	3
Wrong Capitalization	3	97	8	15	2	17	32
Spelling	21	39	7	22	5	14	32
Omission of Article	13	48	4	27	20	28	35
Vernacular	-	1	-	4	-	-	-
Beginning sentences with a small letter	3	15	-	-	7	-	2
Tenses	2	12	-	-	18	1	11

Source: Document analysis conducted by the researcher, 2024

Concord errors, where subject-verb agreement is not maintained, are significantly high among Technical (27) and Home Economics (21) students. Concord issues are

fundamental to ‘Broken’ English, where rigid grammatical structures often yield to casual forms that ignore agreement between subjects and verbs. For instance, in ‘Broken’ English, a phrase such as “He go” might replace the correct “He goes,” reflecting how informal language allows errors that would disrupt coherence in formal writing. This habitual misuse becomes ingrained, and students might carry these practices into academic contexts, disrupting the clarity of their ideas. For these students, explicit instruction that contrasts ‘Broken’ English patterns with correct subject-verb agreement in formal writing could help them internalise the correct rules and develop more accurate language usage.

Shorthand usage, observed solely in the Business program (2), suggests that informal abbreviations found in spoken or written ‘Broken’ English are occasionally creeping into academic writing. In ‘Broken’ English, shorthand forms and contractions (e.g., "u" for "you" or "2" for "to") are common and accepted in casual contexts, yet they are inappropriate for formal academic work. Students accustomed to these abbreviations might struggle to distinguish between contexts, using shorthand unconsciously. Instructors can mitigate this by emphasising the importance of full words in formal writing and providing guidelines for maintaining a professional tone, underscoring that even minor shorthand slips can detract from the overall credibility of academic work.

Improper capitalisation, particularly with proper nouns, is a prominent error among Technical students. This issue can be traced to ‘Broken’ English conventions, where capitalisation is less rigidly enforced, and proper nouns or sentence beginnings may not consistently follow standard rules. In ‘Broken’ English, capitalisation is frequently disregarded, as clarity in formal writing is not the primary concern. For example, a name might not be capitalised, or a sentence may start with a lowercase letter. When this becomes habitual, it diminishes the formality of students’ academic writing.

Reinforcing capitalisation rules through targeted exercises can help students in programs like Technical to build a stronger understanding of when and why capitalisation is required, thus improving the formal tone of their work.

Spelling errors, significantly high among Technical (39) and Home Economics (32) students, are symptomatic of phonetic spelling habits often encouraged in ‘Broken’ English usage. ‘Broken’ English tends to follow phonetic patterns, where words are written as they sound. This reliance on phonetics rather than standardised spelling rules leads to frequent mistakes, as students may struggle to remember conventional spellings. Providing spelling drills, visual aids, and encouraging proofreading can aid students in recognising and correcting these patterns, thus aligning their spelling with academic norms rather than informal language patterns.

The omission of articles, particularly high among Technical (48) and Home Economics (35) students, reveals another common issue influenced by ‘Broken’ English. In ‘Broken’ English structures, articles like “the,” “a,” and “an” are frequently dropped, either for simplicity or due to language structure that does not emphasise articles as English does. This habit translates into academic writing, where the absence of articles can compromise the sentence’s grammatical accuracy and clarity. Lessons focused on the role and necessity of articles in English sentences, paired with practice exercises, could help students in these programs better understand and apply this rule, reducing the frequency of article omission and enhancing sentence fluidity.

Vernacular usage in writing, though rare overall, is observed in the General Agriculture (4) and Technical (1) programs, indicating that students occasionally incorporate regional or colloquial language into their academic work. ‘Broken’ English, which often includes vernacular expressions, can influence students to unconsciously employ informal or regional phrases. This usage affects the academic tone, making writing

appear less formal and unsuitable for scholarly contexts. Providing comparisons between academic language and vernacular phrases can highlight the importance of Standard English for maintaining professionalism, helping students recognise when their word choices reflect informal speech rather than formal writing.

Errors related to beginning sentences with lowercase letters are particularly high in Technical (15) and General Arts (7) programs. In informal ‘Broken’ English, capitalisation at sentence beginnings may not be a strict rule, leading students to start sentences without capitalisation. When transferred to academic writing, this habit affects readability and disrupts the flow of thought. Teachers can reinforce the significance of proper sentence structure, emphasising that each sentence must begin with a capital letter to meet formal writing conventions. Structured exercises and consistent feedback on capitalisation errors can help students reinforce this essential aspect of clear, coherent writing.

Tense errors, with a high occurrence in General Arts (18) and Technical (12) programs, underscore a prevalent challenge among students who may be accustomed to ‘Broken’ English structures, where tense consistency is often relaxed. ‘Broken’ English allows for fluidity in tense, with sentences or narratives frequently shifting tenses mid-phrase. This lack of tense discipline creates confusion in formal writing, where consistency is vital for clarity. Explicitly teaching tense rules, accompanied by practical exercises that require students to maintain tense throughout their writing, can help students develop a clearer understanding of temporal accuracy, an essential skill for coherent and professional academic writing.

Overall, these patterns reveal how ‘Broken’ English norms impact formal writing conventions across various academic programs. A curriculum that directly addresses these influences, contrasting ‘Broken’ English habits with formal academic standards,

can aid students in breaking these habits and developing the skills necessary for clear, accurate, and professional writing. The targeted instruction and practice in each error area will support students in overcoming these linguistic challenges, preparing them for more effective communication in academic and professional settings.

4.3 Examining the Influence of ‘Broken’ English on Academic Performance

This section delves into the core of the study, focusing on how ‘Broken’ English impacts students' academic performance. Through the analysis of interview and Focused Group Discussion responses, the section highlights students' perceptions of ‘Broken’ English, its frequency in their academic work, and the extent to which it influences their grades and overall academic success. The findings provide insight into the challenges students face in maintaining language standards in academic writing and the potential areas for intervention.

4.3.1 Analysis of Participants' Definitions of ‘Broken’ English

In this section, the participants' definitions and explanations of ‘Broken’ English are analysed to understand their perspectives on how this language variant influences academic performance. The participants' responses were classified under common themes and patterns, thus: Simplification and Ease of Use, Incorrect Usage and Deviations from Standard English, Informality and Casual Use, Influence of Other Languages and Local Dialects, Errors and Mistakes in Language Proficiency and Cultural and Social Acceptance.

4.3.1.1 Simplification and Ease of Use

One prominent theme that emerged is the perception of ‘Broken’ English as a simplified, more accessible version of English. Some students described ‘Broken’ English as “the easiest way” or “the easiest form” of speaking English, suggesting that it serves as a linguistic shortcut enabling students to communicate comfortably in

informal contexts. The ease associated with ‘Broken’ English likely stems from its reduced complexity, especially regarding grammar, syntax, and vocabulary. This preference for simplicity, though beneficial for casual communication, presents challenges in academic contexts where Standard English use is expected. Students who habitually use ‘Broken’ English may find it challenging to adapt to the more formal and structured language required in academic writing. This difficulty often surfaces as incomplete sentences, incorrect verb tenses, and colloquial expressions that are out of place in formal writing. Continued reliance on ‘Broken’ English can gradually erode students' language proficiency, making it increasingly difficult for them to articulate complex ideas accurately and fluently.

4.3.1.2 Incorrect Usage and Deviations from Standard English

Another frequently mentioned aspect of ‘Broken’ English is its association with incorrect language usage, particularly in grammar, pronunciation, and word choice. Students pointed out the use of "erroneous words" and inappropriate substitutions for standard vocabulary, underscoring significant deviations from accepted English norms. This observation is crucial as it highlights how ‘Broken’ English can reinforce incorrect language habits that negatively impact academic work. In academic contexts, where linguistic accuracy is essential, habitual use of incorrect forms can seriously undermine the quality of students' writing. Left unaddressed, these errors can become deeply ingrained, making it harder for students to produce clear and coherent academic work. Such challenges not only affect grades but also diminish students' confidence in their writing abilities. The frequent use of non-standard structures may lead to a feedback loop where reliance on ‘Broken’ English perpetuates difficulties with Standard English, ultimately hindering academic development.

4.3.1.3 Informality and Casual Use

Some subsets of the students associated 'Broken' English with informal settings, where strict grammatical rules are often ignored. One student mentioned that 'Broken' English is particularly prevalent among peers, highlighting its role as a language for casual interaction. The informal nature of 'Broken' English makes it suited for social situations where the main goal is to communicate quickly and effectively, without adhering to formal linguistic standards. However, this informality can be problematic when it crosses over into formal contexts, such as academic writing or public speaking. Students accustomed to the casual register of 'Broken' English may struggle to adjust their language when writing essays, reports, or exams. This can result in the inappropriate use of informal language, detracting from the professionalism and rigour expected in academic work. The challenge lies in helping students recognise when it is appropriate to use 'Broken' English and when they should switch to Standard English, ensuring that their language aligns with the context in which they are communicating.

4.3.1.4 Influence of Other Languages and Local Dialects

A few students noted that 'Broken' English is often influenced by local languages and dialects, resulting in a "hybrid form" that is not grammatically correct. This blending of English with elements of local languages reflects the linguistic diversity of the students' environment. This hybridisation can enrich communication by allowing students to express ideas that may lack direct equivalents in Standard English. However, it also introduces inconsistencies and errors that can be problematic in formal writing. For example, local idioms or phrases that do not translate well into Standard English can lead to confusion for readers unfamiliar with the context. Additionally, incorporating non-standard grammatical structures from local languages into English can result in sentences that are difficult to understand or that deviate from accepted

norms. These issues highlight the need for students to develop a clear understanding of the differences between their everyday spoken language and the formal requirements of academic English.

4.3.1.5 Errors and Mistakes in Language Proficiency

Several students emphasised that ‘Broken’ English often results from a lack of proficiency in Standard English. They described it as "spoken with mistakes" due to "not knowing the language well enough." This suggests that students who rely on ‘Broken’ English may do so not out of preference, but out of necessity, as they struggle to master the rules and nuances of Standard English. This lack of proficiency can have a ripple effect on students' overall academic performance. When students cannot express their ideas clearly and correctly in writing, their ability to perform well in exams, assignments, and other academic tasks is compromised. Though they may have strong ideas, the challenge of articulating them accurately can negatively impact their performance. This is in concurrence with some statements made by some during one of the interview sessions; thus, they usually have the idea, but how to articulate it into standard English becomes a challenge. Furthermore, the persistence of errors in both spoken and written communication can lead to a lack of confidence, discouraging students from fully engaging with academic challenges. Addressing these proficiency gaps is essential for helping students build the language skills they need to succeed academically.

4.3.1.6 Cultural and Social Acceptance

Only a student amongst the subsets highlighted a cultural dimension of ‘Broken’ English, noting that, although it is "not acceptable in our country," it remains widely used. This observation reflects a societal tension between formal language norms and

the realities of everyday speech. Despite being seen as incorrect or informal, ‘Broken’ English has become an essential part of the students' social and cultural identity. Its ongoing use, even in settings where Standard English is expected, suggests it fulfils communicative and social roles that Standard English may not. This cultural acceptance of ‘Broken’ English presents a challenge for educators: on one hand, there is a need to respect and acknowledge students' linguistic diversity and cultural heritage, while on the other, it is essential to equip them with the language skills necessary for academic and professional success. The Theatre for Development (TfD) intervention aimed to strike this balance, fostering cultural identity appreciation while also promoting Standard English proficiency. This approach honours students' backgrounds while preparing them to navigate formal contexts effectively.

In summary, the findings indicate that ‘Broken’ English plays a dual role in students' lives; it serves as a practical tool for communication, making English more accessible and relatable in informal contexts and on the other hand, its informal and error-prone nature can be a significant barrier to academic success. The tendency to use ‘Broken’ English in academic writing can result in lower grades, as students may inadvertently include informal expressions, grammatical errors, and non-standard vocabulary in their work. These challenges highlight the importance of targeted interventions, such as the TfD program, to help students develop a more nuanced understanding of language use. By raising awareness of the differences between ‘Broken’ English and Standard English, the TfD intervention can help students recognise the appropriate contexts for each and improve their ability to switch between the two as needed. This ability to code-switch is crucial for academic success, as it allows students to maintain their cultural identity while also meeting the expectations of formal academic communication. In conclusion, this discussion highlights the multifaceted role of ‘Broken’ English in

students' lives at Peki Senior High Technical School. While it serves as a convenient and culturally resonant form of communication, it also poses significant challenges in academic contexts. The findings suggest that students who rely heavily on 'Broken' English may struggle with the transition to Standard English, resulting in lower academic performance and reduced language proficiency. The TfD intervention offers a promising approach to addressing these challenges by raising awareness, promoting the importance of Standard English, and helping students develop the language skills necessary for success. Through this process, students can learn to balance their cultural identity with the demands of academic writing, ultimately improving their communication skills and academic outcomes.

4.3.2 Analysis of Frequency of Using 'Broken' English in Academic Writing

This section explores the frequency of 'Broken' English usage in academic writing among students at Peki Senior High Technical School based on their interview responses, which range from rare occurrences to occasional and situational lapses. This analysis sheds light on the role of 'Broken' English within an academic context and the potential implications for students' language development and performance.

4.3.2.1 Infrequent Usage

A substantial portion of students reported that they rarely or infrequently use 'Broken' English in their academic writing. This group described their usage with terms like "Not really," "Not that much," "Not frequent," and "Rarely," indicating a strong awareness of maintaining Standard English in academic settings. These students seemed to recognise that consistent use of Standard English contributes to academic credibility and clarity. They reflected a conscientious effort to avoid 'Broken' English, suggesting a shared understanding of its potentially negative impact on academic work.

For instance, some students described 'Broken' English usage as something that happens "not often," emphasising an effort to minimise it in academic work. They conveyed a mindset where occasional slips into non-standard language were perceived as accidental lapses rather than regular occurrences. This attentiveness reflects an understanding of the standards expected in academic writing, where adherence to linguistic norms is often seen as essential for intellectual and professional presentation. The infrequent occurrence of 'Broken' English among these students implies a commitment to using language that aligns with academic expectations, with non-standard usage typically attributed to momentary lapses rather than habitual patterns.

4.3.2.2 Occasional Usage

A smaller segment of students acknowledged the occasional use of 'Broken' English, often tied to specific contexts or external pressures. These students reported that they sometimes used non-standard English forms, particularly when under time pressure, working on informal assignments, or when prioritising content over strict language adherence. Despite generally aiming for Standard English, they allowed non-standard forms to "creep in" occasionally. This occasional usage highlights the tension between the ideal of consistent Standard English usage and the reality of academic pressures that sometimes lead to linguistic flexibility.

For example, some students acknowledged that while they try to avoid 'Broken' English, lapses can occur under stress or time constraints, indicating a pragmatic approach where content and task completion are prioritised over formal language structure. They acknowledged that the occasional use of 'Broken' English is usually linked to specific situations rather than a disregard for linguistic standards. This perspective illustrates how situational factors, like assignment context or time pressure, can momentarily outweigh the goal of linguistic precision in academic work.

4.3.2.3 Conditional or Situational Usage

Another group reported that 'Broken' English only appeared in their writing under specific conditions, such as when they were not paying full attention or were less meticulous with their language. These students generally maintained Standard English but identified instances where lapses into non-standard forms occurred due to distraction or divided attention. This suggests that non-standard usage was not a frequent part of their academic writing but rather a conditional occurrence tied to lapses in concentration.

Students in this group described non-standard English usage as something that happened "only when I'm not careful" or "only if I'm not paying attention." This type of response suggests a high level of language competence, where the use of 'Broken' English is not habitual but emerges from temporary lapses in focus. These situational instances point to the role of attention and mental focus in preventing 'Broken' English, implying that Standard English usage is a deliberate choice that requires ongoing awareness.

The findings from this analysis reveal varying levels of 'Broken' English usage among students, from rare to occasional and situational. The infrequent use suggests a strong awareness among students of the importance of Standard English in academic writing, indicating that most students understand the potential negative impact of 'Broken' English and actively work to minimise it. However, occasional and situational users indicate that external pressures and specific contexts can lead to non-standard usage, highlighting areas where students may benefit from additional support in maintaining language standards.

These insights suggest that while most students strive to meet linguistic expectations, interventions focused on sustaining attention and reducing stress-induced language

lapses could be beneficial. Initiatives such as targeted writing workshops or peer reviews could help students maintain linguistic precision, especially under pressure. Additionally, fostering a deeper understanding of the long-term benefits of Standard English, both academically and professionally, could reinforce students' commitment to consistent language standards. By equipping students with tools and strategies to handle challenging conditions without compromising language quality, educators can support the development of students' academic writing skills, ultimately aligning their work with established linguistic standards.

4.3.3 Analysis of Influence of 'Broken' English on Academic Performance and Grades

This section of this study examined how the use of 'Broken' English impacts academic performance and grades at Peki Senior High Technical School. By analysing students' perspectives, it sought to understand whether non-standard language use affects their ability to perform well in formal academic settings, ultimately assessing the broader implications for academic success.

4.3.3.1 Recognition of Negative Impact

Many students recognised that using 'Broken' English negatively impacted their academic performance and grades. This group stressed that non-standard English use could interfere with key elements of academic writing, such as clarity, accuracy, and a professional tone. For instance, some students observed that 'Broken' English made it challenging to choose the "right English words" and maintain "proper English" in their writing. This perspective emphasised that non-standard English often reduced the academic quality of their work, as educators expect linguistic accuracy. Even minor lapses into 'Broken' English were seen as detrimental, potentially lowering the quality of their work and leading to grading penalties.

Another significant point was how ‘Broken’ English affected students' confidence in their writing. Some students reported that frequent use of informal language habits led to decreased confidence, which then impacted their academic performance. Lacking confidence in their ability to express complex ideas clearly made it difficult to use formal language effectively. Additionally, students noted challenges with spelling and sentence construction as they struggled to avoid ingrained informal patterns, which further detracted from clarity and precision in their writing, ultimately impacting their grades.

Students also highlighted how grading and comprehension issues stemmed from their use of ‘Broken’ English. This often led to lower grades because teachers misinterpreted their intended meaning. Since academic writing aims for clear and effective communication, non-standard language can increase the risk of misunderstanding. Errors, such as grammatical mistakes, awkward phrasing, and vague word choices, can distort meanings, leading to breakdowns in communication that impact overall grades.

Another critical aspect identified was the effect of ‘Broken’ English on professionalism in academic work. Several students felt that informal language made their work seem less formal, clear, or competent. Academic writing typically requires a level of formality that reflects scholarly rigour and respect for academic standards; therefore, when informal language enters, it can diminish the perceived quality of their work. Some students noted that their grades suffered not due to content quality but due to how the content was presented, underscoring the importance of Standard English in aligning with academic expectations. Overall, students widely recognised the negative influence of ‘Broken’ English on their academic performance. They shared an awareness of how vital clarity, correctness, and professionalism are for academic success and highlighted the challenges posed by non-standard language in meeting these standards.

A significant number of students acknowledged that ‘Broken’ English negatively impacted their academic performance and grades. Their responses consistently emphasised the detrimental effects of ‘Broken’ English on essential aspects of academic writing, particularly clarity, correctness, and professionalism.

Some students highlighted that incorrect language usage, stressing that ‘Broken’ English is "not the right choice of English" and "not proper English," directly links non-standard English use to poor academic outcomes. In academic settings, where precision and adherence to linguistic norms are critical, deviating from standard English can lead to misunderstandings, misinterpretations, and ultimately, lower grades. This emphasis on "right" and "proper" English reflects an understanding that academic writing demands high linguistic accuracy to meet instructors’ expectations. Students recognised that even minor lapses into ‘Broken’ English could diminish the overall quality of their work, leading to potential penalties.

The impact of ‘Broken’ English on writing confidence and clarity was also highlighted. Some students mentioned a lack of confidence in their writing skills due to being accustomed to ‘Broken’ English, which they felt directly affected their academic performance. This lack of confidence can manifest in various ways, such as hesitancy in expressing complex ideas, reliance on simpler language structures, or an overall fear of making mistakes. When students are uncertain of their language abilities, they may struggle to communicate effectively, leading to less persuasive and coherent arguments. Other students pointed out that pronunciation difficulties associated with ‘Broken’ English could result in challenges in writing, which further impacted their grades. These pronunciation issues often lead to spelling errors, incorrect word choices, and awkward sentence structures, all of which detract from the clarity and professionalism required in academic writing.

Several students also noted grading issues and misunderstandings as significant problems stemming from the use of 'Broken' English. They observed that using non-standard English can result in lower grades due to confusion or misinterpretation by the reader. Academic writing hinges on effective communication, and when language use is unclear or non-standard, it increases the likelihood of the reader misunderstanding the writer's intentions. This is particularly problematic in academic contexts, where clear communication of ideas is essential. Mistakes arising from 'Broken' English, such as incorrect grammar, awkward phrasing, or inappropriate word choices, can obscure the intended meaning, leading to a breakdown in communication. Such mistakes directly result in grade deductions, highlighting the importance of linguistic precision in academic writing, where even minor errors can have significant consequences.

Some students further emphasised the importance of professionalism in academic writing, noting that 'Broken' English rendered their writing less clear, formal, and professional, critical aspects for success in academia. Academic writing is expected to meet high standards of formality and professionalism, often associated with Standard English. When writing appears informal or unprofessional due to 'Broken' English, it can reduce the perceived quality of the work. This lack of professionalism not only affects clarity but also impacts overall evaluations by instructors and peers, resulting in lower grades, not because of the content itself, but because the presentation does not align with academic expectations.

In summary, the recognition of the negative impact of 'Broken' English on academic performance was a recurring theme. Students demonstrated a deep understanding of the importance of clarity, correctness, and professionalism in academic writing. They saw 'Broken' English as a barrier to achieving these standards, resulting in issues like incorrect language usage, reduced writing confidence, misunderstandings in

communication, and diminished professionalism in formal assignments. These insights underscore the need for students to develop stronger language skills and greater awareness of academic writing expectations to mitigate the adverse effects of ‘Broken’ English on their academic success.

4.3.3.2 Conditional Impact

Some students noted that the influence of ‘Broken’ English on their academic performance was not consistent but instead varied depending on specific circumstances, such as moments of carelessness, time constraints, or accidental slips. These students generally aimed to avoid non-standard language in their writing but admitted that under certain conditions, ‘Broken’ English sometimes found its way into their work, often impacting their grades as a result. One commonly cited factor was carelessness, especially when combined with the stress of impending deadlines. Students explained that during periods of time pressure, they tended to prioritise completing the assignment quickly rather than focusing on the accuracy of their language. This often meant sacrificing attention to linguistic details, such as grammar, vocabulary, and sentence structure. For instance, under tight deadlines, students may be tempted to skip essential steps like proofreading or editing, which could allow elements of ‘Broken’ English to remain in their final drafts. The correlation between rushed work and reduced language quality suggested that these students experienced more situational challenges rather than struggles with language proficiency itself. They indicated that if they managed their time more effectively, they could have minimised these lapses, implying that better planning might reduce the unintentional inclusion of ‘Broken’ English.

Additionally, some students mentioned accidental slips into ‘Broken’ English as another source of errors that could affect their grades. In particular, they found that when writing quickly or under the pressure of an exam setting, they might inadvertently draw from

the colloquial language patterns they used in daily conversation. These familiar language habits, though unintentional, could lead to non-standard phrases or informal expressions that compromise the professional tone required in academic assignments. These lapses often detracted from both the clarity and professionalism of their work, sometimes resulting in grade deductions. This recognition highlighted how even students confident in their understanding of Standard English could face challenges when situational factors triggered unintentional language habits. Overall, this perspective revealed how situational factors like time constraints, lapses in attention, and familiar language habits could lead to the occasional presence of ‘Broken’ English in academic work. Many of these students acknowledged that addressing such factors through careful planning, time management, and self-editing could help reduce these unintended language errors, thereby enhancing the quality of their academic submissions. By identifying these triggers, students saw the potential to make conscious adjustments that could help maintain a consistent standard of language in their work, aligning with academic expectations and, ultimately, protecting their grades from the influence of non-standard language.

The conditional impact of ‘Broken’ English on academic performance, as shared by some students, reveals that its influence is highly situational, varying based on factors like carelessness, time pressure, or accidental lapses in attention. These students indicated that while they actively tried to avoid ‘Broken’ English in their academic writing, certain conditions could make its usage more likely, negatively affecting their grades as a result.

Several students emphasised that carelessness and time pressure were primary contributors to the unintended use of ‘Broken’ English. When assignments were due under tight deadlines, students often felt compelled to rush through the writing process,

focusing on completing the work rather than ensuring linguistic accuracy. This hurried approach often led to lapses in language quality, with students foregoing essential proofreading and editing steps, which would have otherwise allowed them to catch and correct non-standard English forms. For example, a student under time pressure might unintentionally use colloquial expressions, believing they had captured the intended meaning, but later find that their language lacked the clarity and professionalism required for academic work. This behaviour reflects a broader academic challenge where the pressure of deadlines can compromise writing quality. These students expressed that, in such cases, their use of 'Broken' English was more a result of situational constraints than a lack of proficiency in Standard English, suggesting that with better time management, they could produce higher-quality work.

This acknowledgement also points to time management as a potential solution to mitigate the influence of 'Broken' English. By dedicating sufficient time to drafting, revising, and thoroughly editing their work, students could reduce errors and improve language quality. They noted that allocating time for careful review was particularly critical in academic settings, where clarity and correctness are essential for conveying ideas effectively and meeting academic expectations. Their responses suggested that adopting a structured writing process, even under time constraints, could help them avoid the pitfalls of rushed writing and increase the precision of their language.

Another subset of students acknowledged accidental use of 'Broken' English as a factor impacting their writing quality. In these instances, students described how, when not fully attentive, they might inadvertently use informal language patterns more familiar in daily interactions, leading to lapses in formality within their academic work. Such accidental uses could arise, for example, when students were composing assignments quickly or when they allowed everyday language patterns to influence their academic

writing inadvertently. Although these errors were unintentional, they often detracted from the perceived professionalism and clarity of their work, sometimes resulting in reduced grades. This observation underscores the importance of linguistic awareness in academic contexts, as students need to consciously differentiate between informal and formal language to meet the expected academic standards.

These insights highlight the need for vigilance and self-awareness in the writing process. Many students expressed that actively monitoring their language choices, especially during the editing stage, was essential to avoid unintentional slips into 'Broken' English. They recognised that self-editing and, where possible, peer review could be effective strategies for identifying and correcting non-standard language before submission. This emphasis on accidental lapses in language also pointed to a broader challenge in academic performance: students need to develop a mindset of constant linguistic awareness, ensuring their writing consistently adheres to academic conventions and meets the standards expected by their educators.

Overall, the conditional impact of 'Broken' English on academic performance underscores the importance of situational factors in shaping language use. Students identified carelessness, time pressure, and accidental lapses as key contributors to the presence of 'Broken' English in their academic work, factors which could ultimately lead to lower grades. Addressing these issues through improved time management, attention to linguistic detail, and an increased focus on language awareness emerged as critical strategies for students aiming to improve the quality of their academic writing. By implementing these approaches, students felt they could minimise the occurrence of 'Broken' English, ensuring their writing met the standards required for academic success and enhancing their overall academic performance.

4.3.3.3 No Perceived Impact

A small subset of student respondents felt that the use of ‘Broken’ English did not notably impact their academic performance, as they believed they could reliably differentiate between informal and formal language contexts. These students expressed confidence in their ability to navigate different linguistic registers and were mindful of maintaining Standard English in their academic work. This confidence suggested a level of linguistic discipline and self-awareness that helped them prevent non-standard language from affecting their grades.

Some students reported that they actively avoided using ‘Broken’ English in academic contexts by consciously separating informal language, which they used in casual conversations, from the formal language required in academic writing. They credited this separation to a solid understanding of Standard English, which they had developed over time, as well as an awareness of academic standards. For instance, one student shared that they made a point to review their language choices carefully to ensure that their academic work met these standards. This strong foundation in Standard English, combined with deliberate efforts to apply it consistently in assignments, allowed these students to feel secure in their ability to meet linguistic expectations.

Others in this group believed that although minor slips into ‘Broken’ English might occasionally occur, these lapses were either minimal or manageable and did not significantly impact their academic outcomes. They shared that such errors, when present, were generally corrected through revision and self-editing before submission. These students noted that even if a few non-standard expressions appeared in their initial drafts, they prioritised revising for both linguistic and content quality to ensure clarity and professionalism in their final submissions. They felt that while linguistic accuracy was essential, other factors, such as the strength of their arguments and the

organisation of their essays, played a larger role in their academic success. Consequently, they were less concerned about minor language errors as long as the overall quality of their submissions met academic standards. This subgroup's confidence in their language control and editing processes suggested a nuanced view of 'Broken' English's influence, reflecting an understanding of the importance of language precision balanced with the belief that strong content could mitigate minor linguistic issues.

Overall, the influence of 'Broken' English on academic performance is acknowledged by most students, who recognise the need for maintaining Standard English in their writing. The findings of this study align with those of Mireku-Gyimah (2018) and Unachukwu, Kadiri, and Nwuche (2020), who similarly emphasise the significant impact of 'Broken' English on academic performance and the necessity of maintaining standard English in academic writing. These studies support the conclusion that students recognise the challenges posed by 'Broken' English and the importance of improving their language skills for academic success. From the perspective of Language Interference Theory, the study finds that the influence of students' native languages on their English writing contributes to recurring errors that impede clarity and coherence. These linguistic deviations are not merely random but are shaped by the structural differences between students' first languages and English. As Lado's theory suggests, the interference of native language structures in second language learning is a key factor in the emergence of 'Broken' English. This is consistent with the study's findings, which indicate that students' native language interference plays a major role in the challenges they face with academic writing. The study's findings also align with Error Analysis Theory, which highlights the systematic nature of the errors students make. By categorising and analysing these errors, such as subject-verb agreement

issues, sentence structure problems, and lexical limitations, the study shows that these issues are not isolated incidents but recurring patterns. Corder's Error Analysis thus provides a useful framework for identifying and understanding the errors in students' academic writing. The study confirms that such errors are integral to the 'Broken' English phenomenon and must be addressed through targeted interventions. However, the varying perceptions of the impact of 'Broken' English suggest that a uniform approach to language support may not adequately address all students' needs. The influence of language interference and error patterns varies across students, reflecting the complexity of the challenges they face. In contrast to Negedu (2016), who argues that language issues are not significant barriers to academic success, this study demonstrates that specific interventions-such as targeted language instruction, strategies for managing time and attention, and raising awareness about language precision-are critical in addressing these barriers. The application of Error Analysis in the study reinforces the need for tailored interventions that focus on specific linguistic challenges, such as improving grammar, vocabulary, and sentence structure, to enhance academic writing skills and overall performance. This analysis highlights the necessity for ongoing language support that is informed by a deeper understanding of the linguistic challenges students face, as well as the promotion of best practices in academic writing. The study's findings suggest that interventions should be dynamic and adaptable to address the specific needs of students, helping them overcome the linguistic hurdles posed by 'Broken' English and improving their academic performance.

4.4 Conscientizing Students on ‘Broken’ English using Tfd Theatre for Development (Tfd) - Drama

In this section, we explore the role of Theatre for Development (Tfd) as a tool to raise awareness among students about the consequences of using ‘Broken’ English in academic and professional settings. The use of Theatre for Development (Tfd) as an educational tool has proven effective in addressing social issues through participatory performance. In this study, Tfd was employed to conscientize students on the detrimental effects of ‘Broken’ English in academic writing and communication. By dramatising real-life consequences of non-standard English, the play aimed to raise awareness and foster a deeper understanding among students of the importance of using proper English. This section presents the impact of the Tfd intervention, exploring how the play influenced students' perceptions of ‘Broken’ English and encouraged them to improve their language skills for better academic and professional outcomes.

4.4.1 Introduction to the Play

The Theatre for Development (Tfd) play centres around the character of Captain George Adams, a naval officer who is tasked with delivering a keynote address at the annual passing-out parade of naval cadets. However, Captain Adams, who throughout his school days consistently ignored his teacher’s advice to use Standard English instead of ‘Broken’ English, faces severe embarrassment while delivering the speech. The speech is riddled with mispronunciations, grammatical errors, and overall poor communication, much to the dismay of the audience.

Through a series of flashbacks, the play revisits Captain Adams' school years, revealing that he was repeatedly cautioned by his teacher about the importance of learning Standard English. His teacher emphasised that mastering the proper use of language was crucial for his future academic and professional success. Yet, despite these

numerous warnings, young George remained indifferent, convinced that his connections, particularly through his uncle, who was in the navy, would shield him from the consequences of his actions. As the play unfolds, it becomes evident that George's reliance on his brother and his failure to prioritise language development ultimately led to his professional embarrassment.

The play aims to convey the message that language proficiency, particularly the use of Standard English, plays a vital role in one's academic and professional life. It emphasises the long-term effects of neglecting proper language use, using Captain George Adams as an illustrative cautionary figure. Through this Tfd intervention, students were encouraged to critically reflect on the implications of their own language practices, particularly the use of 'Broken' English, and to consider how it may affect their academic performance, communication skills, and career prospects.

The Theatre for Development (Tfd) play centres around the character of Captain George Adams, a naval officer who is tasked with delivering a keynote address at the annual passing-out parade of naval cadets. However, Captain Adams, who throughout his school days consistently ignored his teacher's advice to use Standard English instead of 'Broken' English, faces severe embarrassment while delivering the speech. The speech is riddled with mispronunciations, grammatical errors, and overall poor communication, much to the dismay of the audience.

Figure 4.2: Captain George Adams delivers a keynote address at the naval passing-out parade, as the audience reacts with confusion to his use of 'Broken' English..



Source: Scene captured by the researcher during TjD performance, 2024.

This scene represents the climax of the story - the moment when the consequences of George's past choices are laid bare. Standing before a formal audience in a prestigious setting, his inability to speak fluent Standard English becomes a public embarrassment. The confused and uneasy reactions from the audience contrast sharply with the confidence he once had, highlighting how inadequate preparation can undermine even the highest positions. It is a moment of both personal failure and social irony.

Figure 4.3: Flashback scene where Captain Adams' teacher advises him to use Standard English instead of 'Broken' English, warning him about the professional consequences.



Source: Scene captured by the researcher during TjD performance, 2024

This moment sets the foundation for the central conflict of the play. The teacher represents formal education and foresight, emphasising that mastery of Standard English is not just about passing exams but about future professionalism. George, however, remains indifferent - a critical turning point that foreshadows his eventual downfall.

Figure 4.4: George dismisses the teacher's advice, insisting that 'Broken' English is enough since everyone understands him. His classmates laugh along, reinforcing his confidence.



Source: Scene captured by the researcher during TjD performance, 2024.

Here, peer validation overrides discipline and wisdom. George's growing confidence, supported by his friends' laughter, blinds him to the long-term value of language skills. The scene highlights how collective indifference to academic standards can reinforce destructive choices.

Figure 4.5: George is shocked to see his poor English grade. He folds the answer booklet in frustration, unable to accept the result.



Source: Scene captured by the researcher during TjD performance, 2024.

Figure 4.6: Despite the poor grade, George tells his friends he isn't worried - his brother in the navy will help him secure a spot, even in a force where Standard English is vital..



Source: Scene captured by the researcher during TjD performance, 2024.

Rather than reflecting on his poor performance, George clings to nepotism and entitlement. His belief that connections matter more than competence shows a deeper problem: a mindset that underestimates the importance of merit, especially in structured institutions like the Navy. This moment underscores his unwillingness to grow.

Figure 4.7: At home, George's mother complains bitterly that her son never brought home his report card, unaware of his struggles and avoidance.



Source: Scene captured by the researcher during TjD performance, 2024.

This domestic scene highlights a lack of accountability and transparency. George's silence at home reveals how he's compartmentalised his academic struggles and how his parents are disconnected from his academic life. It shows that failure is not just academic, but also social and relational.

Figure 4.8: Back in the present, Captain George removes his cap and bows his head in shame, finally reflecting on the advice he once ignored.



Source: Scene captured by the researcher during TjD performance, 2024.

This image brings the story full circle. George, now in a position of authority, is haunted by the consequences of his past choices. The removal of his cap - a symbol of honour - shows his humility and regret, emphasising the play's core message: that foundational lessons, if ignored, can echo loudly in adulthood.

4.2 Impact of 'Broken' English on Communication and Professional Success

The responses from the audience highlighted a strong understanding of how the use of 'Broken' English can hinder both communication and professional advancement. Several students directly referenced the detrimental effects of 'Broken' English in their

reflections, making clear connections between the play's central message and real-life consequences.

For example, one student remarked, *'Broken' English can lead to poor communication skills,*" demonstrating an awareness that effective communication relies heavily on proper language usage. The play underscored this point by illustrating how Captain Adams's inability to communicate clearly during the naval graduation speech led to public embarrassment, undermining his authority and professionalism. This response suggests that students recognised how the use of 'Broken' English could impede their ability to express themselves in formal settings and diminish their credibility in front of peers, teachers, or future employers.

Another student pointed out, *'Broken' English can make someone lose an interview or a job.*" This reflection shows a deeper understanding of the professional implications of language proficiency. The audience linked Captain Adams' failure to use Standard English with the potential for missed career opportunities in real life. The students recognised that in a professional environment, the inability to communicate effectively in Standard English could result in lost job opportunities or interviews, limiting one's career prospects.

Additionally, several students commented on how 'Broken' English could result in misunderstandings in both verbal and written communication, which could lead to negative outcomes in academic and work settings. For instance, one student shared, *'Broken' English in academic settings makes it difficult to understand the work.*" This comment aligns with the core message of the play that language errors can lead to confusion, poor comprehension, and miscommunication. The students understood that if a person consistently uses 'Broken' English, especially in formal academic or work-

related contexts, it becomes difficult for the audience to grasp their intended message, resulting in misunderstandings that could be costly in a professional setting.

The reflections from the audience suggest that the play effectively conveyed the message that mastering Standard English is not only crucial for academic success but also essential for professional development. By witnessing the downfall of Captain Adams, students internalised the idea that language proficiency plays a critical role in determining one's professional trajectory.

4.4.3 Understanding of ‘Broken’ English in Academic Contexts

The play also successfully raised awareness about the impact of ‘Broken’ English on academic performance. Multiple students drew parallels between Captain Adams’ experience and their own academic challenges. One student explained, “*The play has shown me that being good at Standard English can help me do better in school.*” This response demonstrates that the TFD intervention resonated with students on a personal level, encouraging them to see the value of improving their language skills to excel academically.

Another student expressed, “*‘Broken’ English in academic settings makes it difficult to understand the work.*” This comment reveals that the students recognised how poor language use affects clarity and comprehension in academic contexts. Students began to understand that when they rely on ‘Broken’ English in their written assignments or verbal presentations, they risk confusing their teachers and peers, leading to lower grades or misunderstandings in collaborative work. The play helped them realise that using proper language in their schoolwork can lead to better academic outcomes.

Additionally, one student shared that they learned from the play that “*Being good at standard English can help me get better grades in school.*” This realisation shows that

the Tfd intervention prompted students to make connections between language proficiency and academic achievement. The students began to see that their ability to use Standard English would directly influence how their assignments and exams were graded. The clarity, correctness, and professionalism expected in academic writing are all compromised by the use of ‘Broken’ English, and students were able to identify this through their engagement with the play.

Furthermore, the play emphasised the role that teachers play in shaping students’ language skills. Many students reflected on the importance of listening to their teachers’ advice and guidance regarding language use. One student commented, *“Paying attention to teachers, obeying, and observing their teachings are very important in life.”* This suggests that the play not only highlighted the negative effects of ignoring language advice but also encouraged students to value the lessons they receive in school. By revisiting Captain Adams’ school years and showing how his refusal to listen to his teacher led to his downfall, the play reinforced the idea that proper guidance and instruction are key to academic and professional success.

4.4.4 Lessons Learned and Influence on Future Behaviour

The play left a lasting impression on the audience, inspiring students to take concrete steps toward improving their language skills. Several participants expressed a desire to practice Standard English more regularly after watching the play. For example, one student shared, *“The play has shown me that one can speak correct Standard English by simply practising.”* This indicates that the Tfd intervention not only raised awareness about the importance of language proficiency but also motivated students to take action to improve their own language use.

Another student said, *“The play has shown me that being good at Standard English can help me do better in school.”* This statement reflects a growing sense of confidence in

the students that they can improve their academic performance by mastering Standard English. The play helped students realise that proper language use is a skill that can be developed over time with practice and dedication. This understanding is crucial because it encourages students to take responsibility for their own learning and to actively work toward improving their communication skills.

Additionally, students were able to reflect on the long-term implications of using ‘Broken’ English in their future careers. One participant shared, *“I have learned that I can get good job opportunities by speaking good Standard English.”* This realisation underscores the play’s success in drawing connections between language proficiency and career prospects. By presenting Captain Adams’ professional failure as a consequence of his refusal to learn Standard English, the play helped students see that mastering the language could open doors to better job opportunities in the future.

Another powerful takeaway from the play was the importance of not relying on external factors, such as family connections, to secure success. One student reflected, *“Character Adams had an uncle in the navy, and he was relying on his brother to secure him a job, but he still failed because he didn’t learn standard English.”* This comment illustrates that the students understood the message of personal responsibility. They recognised that while external factors such as family connections might provide temporary advantages, true success comes from personal effort, particularly in mastering essential skills such as language proficiency.

4.4.5 Conclusion

In conclusion, the Theatre for Development (TfD) intervention proved to be a highly effective method for raising awareness about the negative consequences of using ‘Broken’ English in both academic and professional settings. This intervention aligns with the insights of Göktürk, Çalışkan, and Öztürk (2020) and Akyüz and Tanış (2020),

who emphasised the role of creative, interactive pedagogical methods in improving language awareness and encouraging students to engage with their own language practices. The play's portrayal of Captain George Adams demonstrated the real-world impact of neglecting proper language instruction, which aligns with Language Interference Theory. The theory highlights how the structures and features of a learner's native language can lead to interference in second language acquisition, resulting in 'Broken' English and contributing to academic underachievement, limited job prospects, and public embarrassment, consequences vividly illustrated in the play. Further, Error Analysis Theory provided a framework for understanding the linguistic errors that contribute to 'Broken' English. This theory, as outlined by Corder (1967), emphasises the categorisation of language errors such as subject-verb agreement, sentence structure, and vocabulary limitations, common issues that hinder clarity in academic writing. The play's depiction of Captain George Adams' struggles with language was a stark reminder of the real-world implications of such errors. It reinforced the importance of addressing these specific language barriers, which many students face in their writing. According to Göktürk, Çalışkan, and Öztürk (2020), interventions that encourage students to reflect on their language practices can lead to significant improvements in language proficiency, an outcome observed in the responses from the students who participated in the Tfd intervention.

The students' feedback indicated that the play not only raised awareness about the importance of using Standard English but also inspired a shift in attitudes toward language use. Many students reported reflecting on their own language practices and recognised the importance of improving their English for academic success and future career opportunities. This change in mindset mirrors the findings of Akyüz and Tanış (2020), who noted that raising students' awareness about the real-world consequences

of poor language skills could motivate them to engage more actively with language instruction and improve their academic performance.

The Tfd intervention, therefore, successfully aligned with both Language Interference Theory and Error Analysis Theory by highlighting the specific linguistic issues that affect academic writing. By engaging students through the play, the intervention not only illustrated the consequences of ‘Broken’ English but also encouraged students to take responsibility for their language use. This heightened awareness is expected to lead to improvements in their writing and, ultimately, enhance both their academic performance and professional prospects.

4.4.6 Follow-Up on the Theatre for Development (Tfd) Workshop on ‘Broken’ English

Weeks after the Theatre for Development (Tfd) workshop at Peki Senior High Technical School, a follow-up assessment was conducted to evaluate the lasting impact of the intervention on students’ academic writing and language use. The aim was to determine whether students had internalised the lessons from the workshop and whether any changes had been observed in their writing habits and confidence in using Standard English.

Discussions with students revealed varying degrees of progress. Some students reported being more conscious of their writing, making deliberate efforts to avoid the influence of ‘Broken’ English in their academic work. They highlighted improvements in structuring their sentences, using proper tenses, and ensuring clarity in their essays and assignments. Others noted that while they still struggled occasionally, the workshop had heightened their awareness of the issue, prompting them to pay closer attention to their language choices.

Teachers also provided valuable insights during the follow-up. Some observed noticeable improvements in students' written assignments, particularly in the reduction of grammatical errors linked to informal speech patterns. However, a few teachers pointed out that while awareness had increased, translating that awareness into consistent improvement required continued practice and reinforcement.

Challenges remained for some students who found it difficult to break long-standing habits of using 'Broken' English in both speech and writing. A few expressed concerns that without continuous engagement and practice, they might revert to old patterns. This indicated the need for sustained efforts, such as periodic refresher sessions, peer support groups, and writing exercises, to reinforce the lessons learned from the workshop.

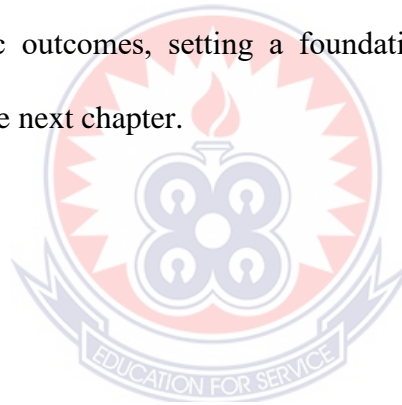
Overall, the follow-up revealed that while the Tfd workshop had successfully initiated a shift in awareness and practice, long-term improvement would require ongoing support. Encouraging students to read more formal texts, providing additional writing exercises, and integrating language-focused activities into the school curriculum could help sustain the positive impact of the intervention

4.4 Chapter Conclusion

Chapter Four presented a thorough analysis of the study's findings, focusing on the frequency, impact, and awareness of 'Broken' English among students at Peki Senior High Technical School. The chapter provided insight into the demographic profile of respondents, illustrating how various student backgrounds contributed to language challenges in academic writing. By examining specific linguistic errors, such as concord issues, improper capitalisation, and spelling mistakes, the chapter highlighted how 'Broken' English affects the clarity and professionalism of students' written work. The discussion also explored the varying perceptions and frequency of 'Broken' English usage, noting that while some students consciously avoided it, others found it

more challenging to separate informal language from academic requirements. The analysis indicated that this linguistic struggle had a significant impact on students' academic performance, often leading to misunderstandings, reduced clarity, and lower grades.

Additionally, the Theatre for Development (TfD) intervention emerged as a transformative tool, conscientizing students on the importance of Standard English in both academic and professional contexts. By dramatising real-life consequences through the character of Captain George Adams, the play successfully raised awareness and motivated students to improve their language skills. Overall, Chapter Four demonstrated how targeted interventions like TfD can promote language proficiency and enhance academic outcomes, setting a foundation for the study's concluding recommendations in the next chapter.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter provides a comprehensive summary of the major findings from the research, focusing on the frequency of ‘Broken’ English, its impact on academic performance and grades, and the use of Theatre for Development (TfD) to conscientize students. It includes conclusions drawn from the findings, recommendations for educational practice, and the contributions of the study to both the TfD discipline and the Department of Theatre Arts. Finally, suggestions for further studies are provided.

5.1 Summary of Major Findings

The findings of the study confirmed that ‘Broken’ English was widespread among students of Peki Senior High Technical School and had a significant impact on their academic performance. Using multiple qualitative research tools - including interviews, Focus Group Discussions, and a TfD intervention - the study identified key patterns and consequences associated with the use of non-standard English in academic contexts.

5.1.1 Frequency of ‘Broken’ English

‘Broken’ English was found to be deeply embedded in students’ everyday communication, cutting across both informal and formal contexts. In daily interactions, many students used ‘Broken’ English as their primary form of expression. This habit extended into academic settings, where students spoke, wrote, and even attempted examinations using non-standard English. Interviews with students revealed that many struggled to distinguish between informal speech and the formal language expected in academic work. The TfD performance reflected these realities through characters who

faced negative consequences due to their overreliance on ‘Broken’ English. This portrayal resonated with the student audience, further illustrating the extent of the issue.

5.1.2 Influence on Academic Performance

The use of ‘Broken’ English had a direct and negative effect on students’ academic performance. Those who relied heavily on it struggled to express their thoughts clearly in both oral and written forms. This often resulted in poorly organised essays, unclear arguments, and frequent grammatical errors -all of which contributed to low grades. In examinations, students who used ‘Broken’ English often misunderstood questions and provided incoherent responses, which affected their scores. Moreover, their performance in classroom discussions and group work suffered, as they found it difficult to articulate ideas in Standard English. This led to reduced participation and a generally passive learning experience, which further diminished their academic progress..

5.1.3 Conscientization Through Theatre for Development (TfD)

The TfD intervention proved to be an effective tool for conscientizing students about the long-term consequences of using ‘Broken’ English, particularly its impact on academic and professional development. Through the character of Captain George Adams (who suffered professional embarrassment due to his continued use of non-standard English), the play illustrated how ignoring proper language use could lead to serious consequences. Students related to George’s story and reflected on how their own language habits might similarly affect their futures. Feedback collected after the performance indicated that many students had not previously considered the seriousness of using ‘Broken’ English in formal contexts. For some, the play served as an eye-opener, prompting a commitment to improve their command of Standard English. Several students expressed a renewed motivation to speak and write correctly,

realising that effective communication was essential for success in both academics and future careers. Overall, the Tfd play achieved its goal by raising awareness and inspiring positive change in students' attitudes toward language use.

5.2 Conclusion

The findings of the study underscored the profound influence of 'Broken' English on the academic performance of students at Peki Senior High Technical School. The research concluded that the widespread reliance on 'Broken' English was a significant barrier to achieving academic success and developing strong communication skills. Students' tendency to use 'Broken' English, both in everyday interactions and formal academic settings, created substantial challenges in expressing their ideas clearly and adhering to the linguistic standards expected in an academic environment. This conclusion was grounded in several key observations.

Firstly, the study revealed that the habitual use of 'Broken' English directly correlated with lower academic performance. Students who relied on this non-standard form of English faced difficulties in conveying their thoughts effectively in written assignments, resulting in poorly structured essays, reports, and exam responses. This language issue often led to misunderstandings of academic material and instructions, further exacerbating the challenges students faced in school. The frequent use of 'Broken' English during class discussions also undermined students' oral communication, as their ideas were often unclear or incoherent. This reduced their ability to engage meaningfully in classroom discourse, which is essential for academic growth. Thus, the pervasive use of 'Broken' English not only impacted individual students' grades but also limited their overall learning experience and engagement with academic material. Secondly, the Theatre for Development (Tfd) intervention proved pivotal in addressing these language challenges by providing a platform for

conscientization. Through the dramatisation of the life of Captain George Adams-who faced public humiliation due to his reliance on ‘Broken’ English, the Tfd play effectively illustrated the long-term consequences of neglecting Standard English. The play engaged students on both emotional and intellectual levels, making the negative effects of ‘Broken’ English tangible and relatable. This creative approach enabled students not only to recognise their language habits but also to critically assess the impact of those habits on their future aspirations. As a result, the play served as more than just a form of entertainment; it functioned as a critical pedagogical tool that promoted self-reflection and motivated students to reconsider their approach to language use. Hence, interventions such as Tfd proved vital in raising awareness about the importance of mastering Standard English, particularly for students in academic and professional contexts. The shift in students' attitudes, as observed in their feedback, demonstrated the effectiveness of using dramatisation to communicate serious educational themes. Through this approach, students were able to connect their personal experiences with broader societal expectations regarding language proficiency, realising that the mastery of Standard English was not only an academic requirement but also a necessary skill for professional success.

In summary, the study concluded that ‘Broken’ English posed a significant obstacle to students' academic and personal development. It hindered their ability to perform well in school, limited their engagement in classroom discussions, and affected their preparedness for future professional opportunities. The Tfd play highlighted the urgency of addressing these language barriers and demonstrated the potential for educational interventions to effect meaningful change in students’ language habits. By making the consequences of ‘Broken’ English explicit, the study affirmed the need for

continued efforts to improve students' proficiency in Standard English as a pathway to academic success and career advancement.

5.3 Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed to mitigate the effects of 'Broken' English on students' academic performance and to promote the mastery of Standard English among students at Peki Senior High Technical School. These recommendations focus on educational interventions, teacher training, curriculum adjustments, and the continued use of Theatre for Development (TfD) as a pedagogical tool.

Schools should implement targeted language proficiency programs designed to address the widespread use of 'Broken' English. These programs could include regular language workshops and remedial classes aimed at improving both spoken and written English. Such sessions should offer structured opportunities for students to practice Standard English in formal academic tasks, while also receiving constructive feedback from instructors. These interventions would help students better understand the conventions of Standard English and enhance their ability to communicate effectively in academic settings.

Teachers play a critical role in shaping students' language habits. Therefore, their own proficiency in English should be regularly assessed and strengthened. It is recommended that teachers participate in ongoing professional development programs focused on teaching Standard English and recognising common challenges students face when transitioning from 'Broken' English. These training programs should equip teachers with practical strategies to correct students' language use in a supportive manner that encourages participation. Additionally, teachers should be trained to

identify situations where language barriers hinder comprehension, so they can intervene appropriately and support learning.

It is also recommended that the Ghana Education Service and the Ministry of Education undertake a comprehensive review of the English curriculum. This review should ensure the curriculum not only emphasises grammar and vocabulary but also prioritises the practical application of Standard English in everyday academic activities. Assignments should encourage students to deliberately use Standard English in formal writing, presentations, and discussions. Furthermore, teachers of all subjects-not just English-should promote the use of Standard English in their lessons, creating a school-wide culture that supports language improvement. Regular language proficiency assessments should be integrated into the curriculum to help students monitor their progress over time.

The demonstrated success of the Tfd intervention in raising awareness about the negative consequences of 'Broken' English suggests that Tfd should become a recurring feature of language education. Plays that explore language use, communication skills, and the outcomes of poor language habits should be incorporated into the school's extracurricular or co-curricular programs. These performances can function as both educational tools and engaging forms of entertainment, reinforcing important language lessons through dramatisation. By portraying real-life implications, Tfd can make the importance of mastering Standard English more immediate and relevant for students.

Parental involvement is also crucial to improving students' language skills. The school should organise workshops or seminars to educate parents on how they can support their children's language development at home. Encouraging the use of Standard English during family conversations and assisting with homework can help reinforce

what students learn in school. A strong partnership between parents and the school will ensure that students receive consistent language support both in and outside the classroom.

Additionally, the school should invest in language learning resources such as libraries, educational software, and online tools. Access to books, language apps, and audiovisual materials can help students practice English in diverse and engaging ways, thereby improving their fluency and comprehension over time. These resources can also make language learning more interactive and enjoyable, motivating students to engage more actively in the process.

Finally, the effectiveness of these interventions should be continually monitored and evaluated. Regular assessments should be conducted to measure students' progress in Standard English proficiency. School administrators and teachers should work collaboratively to review outcomes, make necessary adjustments, and ensure ongoing improvement. Feedback from students on the impact of these initiatives can also offer valuable insights for refining future strategies.

In conclusion, these recommendations aim to address the root causes of the widespread use of 'Broken' English and offer sustainable, practical solutions for enhancing students' language proficiency. By combining structured language programs, teacher development, curriculum reforms, parental involvement, and continued use of TFD, Peki Senior High Technical School can foster an academic environment where mastery of Standard English is both encouraged and achievable -thereby improving academic outcomes and preparing students for future success in both educational and professional contexts.

5.4 Contribution of the Study to Theatre for Development (TfD) Discipline and the Department of Theatre Arts

This study makes several significant contributions to the discipline of Theatre for Development (TfD) and the Department of Theatre Arts. By employing TfD as a tool to address language-related challenges within an educational context, the research extends the scope of TfD beyond its conventional focus on social advocacy and community development. It demonstrates the potential of TfD to influence academic performance and communication skills, thereby contributing to both practical and theoretical advancements in the field.

Firstly, the study establishes that TfD can be effectively used as an educational intervention to address specific issues related to language use-particularly the widespread reliance on ‘Broken’ English. By integrating TfD into the learning process, students were offered an interactive and reflective platform to critically engage with the consequences of poor language habits. The use of TfD in this context went beyond simply raising awareness of a social issue; it showcased the medium’s adaptability in tackling academic challenges. This reimagining of TfD’s role highlights its versatility and underscores its capacity to address a wide spectrum of developmental concerns, both within and outside the classroom.

Secondly, the study highlights the potential of TfD to promote language development by demonstrating how dramatisation can raise consciousness about the effects of ‘Broken’ English on academic and professional success. Through the character of Captain George Adams, the TfD play presented real-world consequences of poor language use in a way that was relatable and emotionally impactful. This narrative allowed students to reflect on their own language habits and recognise the importance of mastering Standard English. The intervention communicated essential language

lessons memorably and engagingly, reinforcing the idea that theatre can be a catalyst for lasting behavioural change. This contribution adds to the growing body of scholarship that positions TfD as a transformative tool in educational reform.

Methodologically, the study demonstrates how TfD can be incorporated into academic research as both an intervention and a data collection tool. Through qualitative methods-such as audience responses, interviews, and observations -the research illustrates how TfD can simultaneously educate participants and generate rich, context-specific data about their perceptions and behaviours. This dual function of TfD expands its methodological application in academic contexts and offers a model for future research that seeks to explore complex educational or social issues through participatory performance.

From a theoretical standpoint, the study deepens our understanding of theatre's role in language conscientization. By showing how theatrical performance can help shape linguistic awareness and communication skills, the research aligns with existing theories of theatre as a medium for transformative learning. At the same time, it introduces new insights into how theatre can be applied specifically in the context of language education. This intersection between theatre arts and linguistics offers a promising theoretical framework for future interdisciplinary studies.

In relation to the Department of Theatre Arts, the study presents practical implications for curriculum development and training. The demonstrated success of the TfD intervention in addressing language challenges suggests that similar strategies can be integrated into the department's teaching and practice. Courses or workshops focusing on the application of TfD in educational settings could enrich students' understanding of the discipline's scope and relevance. These approaches could also lead to the

development of new TfD projects that target specific academic or linguistic problems, thereby expanding the department's engagement with real-world issues.

Finally, the study provides evidence that TfD can influence not only individual behaviour but also institutional and policy-level change. The effectiveness of the TfD intervention in raising awareness about the academic consequences of 'Broken' English suggests that similar approaches could be employed to advocate for broader educational reforms. For instance, TfD could be used to promote the inclusion of language improvement programs in school curricula or to support campaigns aimed at enhancing communication skills in educational institutions. This contribution underscores the potential of TfD as a tool for policy advocacy in areas that intersect with language and education.

5.5 Suggestions for Further Studies

To build on the findings of this research and deepen the understanding of 'Broken' English and Theatre for Development (TfD) interventions, several areas can be explored in future studies.

One important area is the long-term impact of TfD on students' language skills. Future research can examine whether the improvements in Standard English observed after the TfD intervention are sustained over time. A long-term study will help determine if TfD has lasting effects on students' academic performance and communication abilities.

Another valuable direction is applying the same study in different schools. Similar research can be carried out in urban, rural, technical, or tertiary institutions. This will help to compare how the use of 'Broken' English varies across different settings and how effective TfD is in each context. Such comparisons can provide insights into how TfD can be adapted to suit various educational environments and student populations.

The role of teachers also deserves attention. Further research could explore how teachers influence students' language use and how they can be included in TfD interventions. Understanding how teachers respond to students' use of 'Broken' English and how they can support the transition to Standard English would help improve both teaching strategies and TfD practices.

It would also be useful to compare TfD with other methods aimed at improving language proficiency. These could include traditional classroom language workshops, peer tutoring programs, or digital learning tools. By comparing different approaches, researchers can identify which methods work best and in what contexts.

Another important area of future research is the social and psychological reasons behind students' frequent use of 'Broken' English. Factors such as peer influence, self-confidence, cultural identity, and home background could be examined to better understand the root causes of this language habit. This understanding would make it easier to design interventions that are more targeted and effective.

TfD can also be explored beyond the school environment. Future studies might look at how TfD can be applied in communities or workplaces to help people improve their communication skills. This could show how TfD can benefit not just students, but also the wider public.

Technology is another area worth exploring. Future studies can examine how digital tools such as video recordings, online platforms, and multimedia resources can be combined with TfD to make the intervention more engaging and accessible. This may help reach more students and make the learning process more interactive.

Finally, further research could examine how TfD interventions can influence educational policies. For example, studies could explore how successful language-

focused TfD projects can inspire changes in school curricula or teacher training programs. This would help show how TfD can be used not just as a classroom tool, but also as a strategy for wider educational improvement.

In summary, these suggested areas for further research will help expand the current knowledge on the use of 'Broken' English, the impact of TfD, and effective ways to improve language skills in schools. Exploring these directions will provide stronger evidence for the role of creative and inclusive methods like TfD in improving education outcomes.



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APPENDICES

Appendix 1: Interview Guide

1. Generally, how will you explain broken English or define 'Broken' English?
2. How frequently do you think 'Broken' English are used in academic writing?
3. Does it pop up in your academic writing since you've been compelled to resort to speaking 'Broken' English?
4. Frequency of usage in academic writing?
5. Why do you think students tend to use broken English in their write-ups?
6. Do you think 'Broken' English affects your Academic Performance or Grades
7. Do you think the usage of the 'Broken' English only reflects in the English as a course alone or in other courses or subjects as well, and impacts your performance
8. With the usage of the 'Broken' English, do you think there happen to be elements of Vernacular or local dialect like Ewe, Tw, Ga, etc.?
9. Are there instances where you think the usage of 'Broken' English might affect your academic performance?
10. What do you think are some of the challenges you face in your academic writing, write-ups, or essays?
11. Do you think your familiarity or conversance with 'Broken' English hinders your academic writing, write-ups, or essays?
12. But you're taught grammar, why do they not reflect or are not reflected in your write-ups?
13. What do you think are some of the measures and resources which, when put in place, will help improve your English language, as what you speak is what you write?

Appendix 2: Focus Guide

1. How'll you define or explain 'Broken' English in your own words?
2. Examples of 'Broken' English
3. How frequently do you use 'Broken' English in your academic writing?
4. Do you think Broken-English in any way influences or affects your performance or Grades?
5. Why do you think students tend to use 'Broken' English in their write-up?
6. Do you think 'Broken' English affects your Academic Performance or Grades
7. Are there instances where you think the usage of 'Broken' English might affect your academic performance?



Appendix 3: Drama Script I SHOULD HAVE LISTENED

SYNOPSIS

Unable to heed the numerous pieces of advice given to him by his teacher on the correct pronunciation of words and the importance of speaking Standard English in his youth, George Adams ends up disgracing himself in a speech he delivers during the graduation ceremony of the passing-out of trained officers.

CHARACTERS

Narrator/MC

Chief Officer

Bodyguard

Officers (4)

Teacher

Students (5):

George

Selorm

Mavis

Mawuli

Sarah

Bell Girl

Props (2)



SCENE I: At the Parade Ground

(Audience seated as the ceremony begins.)

MC: Good afternoon, ladies and gentlemen. All protocols duly observed. I welcome you all to the annual passing-out parade of the naval cadets. With a round of applause,

let us welcome the Chief Naval Officer, Captain George Adams, for his keynote address.

(Audience claps as the Chief Officer walks on stage with his bodyguard.)

Chief Officer: *(Clears throat, begins speaking in 'Broken' English)*

I dey happy say I dey here. Honourable members, distinguished guests, fellow colleagues, ladies and gentlemen, good morning once again. Today we dey here to celebrate the passing-out parade of our brave men and women wey they get trained for the last few months. This day be very important give them lives and the community.

Ayekoo to them and the officers wey train them to be gallant navy officers. I want thank them all, especially the trainers and instructors wey them dedicate their time and energy say make them get the best training. You menners for work hard, I sure say you get the discipline and the courage wey you go overcome any challenge wey you go come your way.

Abi you know dada, the work no be easy but I sure say you go do am. You fit overcome any obstacle, make you menners remember say the uniform wey you dey wear be symbol of service and sacrifice. Uphold the values of integrity, respect, and dedication.

The community dey look up to you say you for protect their water bodies for make sure say peace and order dey there. As you menners dey go out now, make you go plus confidence so say you fit make a difference. Remember say the journey just start, the responsibility wey you carry be big one but I believe plus the training you get go support you succeed.

Congratulations give you all. We make proud give you. Thank you and God bless all.

(He resumes his seat as the officers march out.)

SCENE II: In a Classroom

(Students seated as the teacher enters with marked scripts.)

Teacher: Good morning, students.

Students: Good morning, Madam.

Teacher: How are you?

Students: We are blessed and highly favoured.

Teacher: We thank God. (*Picks marked scripts.*) I have finished marking your exam papers, and I noticed recurring issues across many of the papers. There was a significant loss of marks due to improper use of English.

(*Students murmur among themselves.*)

George: (*Raises his hand.*) Madam!

Teacher: Yes, George.

George: Madam, I don't get why it's such a big deal. I can express myself better in 'Broken' English. It's what we speak at home and with friends. It doesn't work for me when I try to write in Standard English.

(*Students nod in agreement.*)

Mavis: (*Raises her hand.*) Madam, I understand where he's coming from. 'Broken' English is easier and feels more natural for many of them. But in academic writing, mastering Standard English is important. It's not just about expressing yourself; it's also about clarity and being understood in formal contexts. It also affects your grades, which matter for your future.

Mawuli: (*Gets up to talk.*) Madam, I think as long as the message gets across, who cares how we say it? We understand each other in 'Broken' English. (*Turns to George.*) Or I dey lie?

George: Na true.

Mawuli: That's what matters. All these rules about Standard English feel unnecessary to me.

(*Bell rings for breaktime.*)

Teacher: Quiet, class. (*Distributes the marked scripts.*) We shall continue in our next class. (*She leaves.*)

SCENE III: At Home

(*Daa Mansa and Sasa preparing to go to the market.*)

Daa Mansa: What kept you so long? I've been waiting for you for more than...

Sasa: Sorry, sorry. Today, I couldn't wake up early. Forgive me.

Daa Mansa: That reminds me. Has your son brought his report card to you before?

Sasa: (*Thinking.*) No, he has not. The last time I asked him, he told me the reports were not yet ready.

Daa Mansa: Hmm, for my son George, he has never brought anything to the house. I plan to go to the school to enquire about it.

Sasa: That's good, but remember to inform me when leaving.

Daa Mansa: I will. Let's get going; we are already late.

SCENE IV: In the Classroom

(*Students discussing their scores.*)

George: Charlie, I no do well in the exams at all. Ebi English Language even shock me sef. The way I dey write the composition and summary, I think sey if not at all, I go get 70%, but naa, something horrible.

Mawuli: But wait oo, what madam talk yesterday go be true?

George: Me, I no go bab. E no be this language our seniors dey use?

Mawuli: Even when you try to speak the correct one, the seniors then go punish you.

Yesterday, you no see how the senior punished Selorm for speaking good English?

George: You no see. When I speak, don't you understand?

Mawuli: I do.

George: Then what again? I no go mind madam.

Mawuli: Let's go. We go be late for class.

(Together.) We no go mind madam.

SCENE V: Closing Message

(The teacher enters the classroom and engages students in a discussion on the importance of Standard English.)

Narrator: As the journey of these students comes to a close, you understand why Chief Officer George Adams couldn't give a clear speech. English is a valuable tool that can help in many aspects of life, from academics to future careers. Keep practising, keep learning, and don't forget the importance of clear communication. Thank you.

(Teacher joins the students to thank the audience.)

THE END

