UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF MOTHER TONGUE (L1) ON THE USE OF ENGLISH (L2) BY (SHS) STUDENTS AT (KSHTS) PATASI-KUMASI

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DECLARATION

STUDENT'S DECLARATION

I, Patience Addo-Kuffour, hereby declare that this thesis, with the exception of 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 in this university or elsewhere.

SIGNATURE ………………………………………….

DATE…………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this thesis were done in accordance with the guidelines for supervision of dissertation laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Dr. Kwaku Ofori

SIGNATURE: …………………………………………………………

DATE: ………………………………………………………………..

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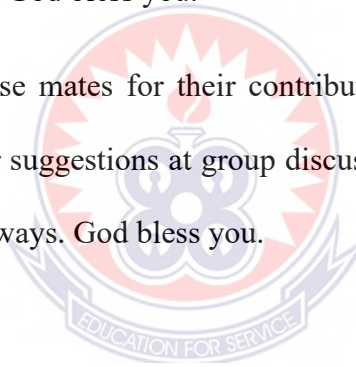
DEDICATION

I dedicate this work to my son, Theophilus Anokye Kuffour, and my daughter, Victoria
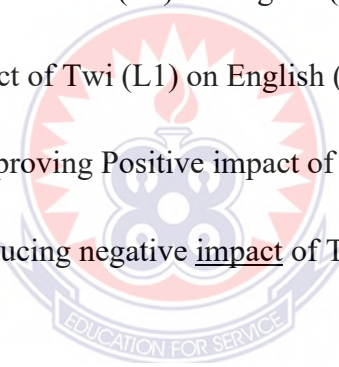
Addo-Kuffour

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ABSTRACT

This thesis sought to unravel the influence of the native language (Twi) of the students of Kumasi Senior High Technical School (KSHTS), on English language, the L_2 of the students, as in the manner in which they speak and write English Language. This research adopted a qualitative approach where interview and written essays were used to obtain data for the study. The population of the study consisted of all the teachers and students of Kumasi Senior High Technical School as a case study. The researcher used non-probability (purposive) sampling technique in selecting the participants of the study. The researcher interviewed some of the teachers. The essays of the students were also sampled using non-probability sampling technique. The data generated was analyzed using percentage frequency tables and charts. The figures and percentages obtained through the analysis were complemented with the qualitative analysis of the interviews based on the research objectives. The study revealed that students do not think in the L2; their thoughts are always in the L1 and then translate them to the L2. This direct translation leads to errors in their L2 language. The study showed that some teachers speak the native language with their students. All the teachers responded that they encourage their students to speak English and ensure that the students speak good or standard English. In the areas where the L1 interferes with the L2, as observed in the essays of the students, it occurred that direct translation from Twi to English, concord and proposition are main areas the deviations have been observed in the essays of the students. The study established that the errors observed in the essays of the students as revealed in their essays and the views of the teachers are negative transfers from the native language to the L2. The study recommends therefore, that the students should be encouraged to speak English on campus among themselves. Reading habit should also be inculcated in the students to help them improve upon their English.

CHAPTER ONE

INTRODUCTION

1.1   Introduction

This chapter is to give introduction and the background of the study. Thus influence of mother tongue (L1) on the use of English (L2).

Research has shown that the mother tongue, which has been part of a child throughout his or her developmental stages tends to be a crucial aspect of the child, even in adulthood (Yadav, 2014). As an inalienable aspect of a person, the mother tongue does not undergo any significant negative effect when a child attempts to learn a second Language, especially when the mother tongue (L_1) is the medium of instruction through primary School. Even though learning a new language, in addition to one's mother tongue does not adversely affect the learner's ability to speak his or her mother tongue, it has been revealed that the mother tongue of a language learner influences the ability of a second language learner in achieving mastery in the L2.

In Ghana, English is the official language, and every school going child is supposed to study English and learn how to speak it. In Ghanaian schools, therefore, English is both a subject which is taught and a medium of instruction. However, as observed by researchers, including Yadav (2014), the mother tongue of students in Ghana influences the students' ability to speak English.   With the observed pattern of certain errors which are noticeable in the speech of Kumasi Senior High Technical School students, the researcher agrees with the assertions of other scholars in the area of second language acquisition that the native languages of the students influence the manner in which they acquire and speak English as their L2.

1.2   Background of the study

In order for people to feel connected to their cultures and tradition, they try hard to maintain their mother tongues. Holding on to the first language is sort of holding on to your own culture. For this reason, using first language (L1) as a necessary and facilitating role in the second/foreign language (L2) classroom, has been a very hotly debated issue among teachers of English, especially in contexts where the language is learned as a second language. The mother tongue is the greatest asset, by providing Language Acquisition Support System for the second language learners in the task of second language learning.

In Ghana, it is believed that a person's ability to speak English fluently serves as a key to the doors of opportunities for the individual as it enables the person to communicate in English verbally and non-verbally. English is, without a doubt, a universal language. It is the second language, with the most people speaking it as their L_1 (Medenilla, 2017). The function of English as the language of communication at international functions and activities makes the learning of the language the target of people in most parts of the world. English has become the international language of science, technology, commerce, business, international politics, diplomacy and sports. It is estimated that 1.4 billion people use English as their official language. It is the language of more than 1500 million non-native speakers Medenilla (2017) mentioned that English can be easily understood everywhere for it is also the world's media language – cinema, TV, music and the technology world. People all over the planet know lots of English words, their pronunciation, spelling as well as their meaning and it is claimed that three out of four speakers of English are non-natives. In Ghana, English is taught as a compulsory subject in all areas and stages of education. It is believed that people who are able to speak English

at the beginning stages of their education are considered and viewed to have a bright and prestigious future.

In Ghana, English is used alongside the mother tongue in the classrooms of lower primary. However, not every second language situation has the mother tongue of the students learned as a subject. This places English at a better pedestal than the native languages of the learners (Saraiki, Punjabi & Urdu, 2014). With the use of the mother tongues together with English, both in the classrooms of primary school students and in the community, it right for one affirm the position that, indeed, the L1 of the learners of English does influence the learning of English. In the context Ghana, English is valued highly in the society with a lot of prestige being attached to the language. A lot of time and energy is dedicated to the teaching or learning of the language in Ghanaian schools and homes. It is the case that the desire of some parents that their children develop mastery of English at childhood has made such parents to resort to the use of English as the language of socializing their children at home. In the classrooms of Ghanaian schools, much attention is given to enhance the development of speaking skill among pupils. It is in this regard that most classrooms in the country have wall inscriptions such as *SPEAK ENGLISH, NO VERNACULAR etc.* There are also curricular activities designed to ensure that the pupils pick up the skill of speaking English from general classroom activities and instructions over a period of time. However, some students in the senior high schools do not demonstrate the characteristics people who have been exposed to the use of English language and have been taught how to speak the language from primary school. These students lack confidence and basic communication skills in their conversation in English.

The spread of the English language in the world was initiated by migrants during the reign of British Empire in the 16th century. The spread of the language to other parts of the word was strongly reinforced in the 20th century by Americans through their domination in economic, political, military, movies and most importantly education. English uses the "Latin alphabet". The Latin alphabet presents its cleanest form as a true alphabet with only twenty-six (26) basic letters and no diacritics or circumflexes. Medenilla, (2017),p.1

First language (L_1) use in second language acquisition (SLA) has gained much discussion in the area of language learning. Extensive research has been carried out in the area of native language influence on the target language and a large number of terms, including contrastive analysis and positive and negative transfer, are used when the influence of the native language is discussed. In this research a number of dimensions are addressed: students' perspective on mother tongue use, teachers' perspective on mother tongue use, and strategies for encouraging the use of the target language and relevant implications for teaching methodology. Having taught in some Ghanaian schools for some time now, it strikes me as odd that the notion that teachers of English as a foreign language (EFL) should use only English in the classroom remains virtually unquestioned. The extent to which such a view actually reflects reality or enjoys support worldwide is debatable. These days, increasing numbers of teachers and researchers are questioning the validity of the assumption that limited mother tongue (MT) usage impedes successful second language (L_2) learning. I feel the time has come to reconsider whether or not this fixation with 'English only' is truly justifiable.

The first language is often seen as a negative influence in the L_2 classroom, and decisions about whether to use the L_1 are among the most common dilemmas that language teachers in monolingual classrooms face. In the last decades, it was generally accepted that we, as language teachers, should use only the target language in L_2 classes and avoid L_1 under any circumstance. But renewed interest in the role of L_1 in SLA has questioned long-held anti L_1 approaches that have exercised control over ESL/EFL classes. On the one hand, the main reasons against using the L_1 have been that it does not encourage learners to use the L_2 and that when the teacher uses the L_1 it deprives the learners of input in the L_2. On the contrary, there are several benefits of using the L_1 that have also been proposed. For instance, it reduces learner anxiety. Additionally, "it creates a more relaxing learning environment. Moreover, according, to Atkinson, L_1 facilitates checking understanding and giving instructions. Research shows that complete deletion of L_1 in L_2 situation is not appropriate. Also, L_1 usage facilitates the task of explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L_1 and L_2. Research has also shown that the occasional use of L_1 by both students and teachers increases both comprehension and learning of L_2.

Students' native language plays a fundamental role in teaching language skills and sub skills and in classroom activities as well. Successful learners capitalize on the vast amount of linguistic skills and world knowledge they have. According to Krashen (2003), learning a second language is a continuous process of developing a foreign language through language lessons and a focus on the grammatical features of that language and claims that voluntary reading may be the most powerful educational tool in language education that helps in facilitating the learning process of a second language.

Ellis (1985) stated that the growing strength, beginning in the post-war years and carrying on into the 1960s, there was a strong assumption that most of the difficulties facing the L_2 learner were imposed by his or her first language. It was assumed that where there were differences between the L_1 and L_2, the learner's L_1 knowledge would interfere with the L_2, and where the L_1 and L_2 were similar, the L_1 would actively aid L_2 learning. The process that was held responsible for this was called language transfer. In the case of similarities between the L_1 and L_2, it functioned positively. Teachers were encouraged to focus their teaching on the areas of difficulty created by negative transfer. They were exhorted to apply massive practice to overcome these difficulties (Lado 1964). In order to identify the areas of difficulty, a procedure called Contractive Analysis was developed. This was found on the belief that it was possible, by establishing the linguistic differences between the learner's L_1 and L_2, to predict what problem the learner of a particular L_2 will face. To end this, description of the two languages were obtained and an Interlingua comparison carried out. This results in a list of features of the L_2 which, being different from those of the L_1, were presumed to constitute the problem areas and which were given focal attention in the teaching syllabus.

It is all these inferring generalizations and many more that inspires this study to investigate the influence that mother tongue (L_1) has on the use of English (L_2) by students of Kumasi Senior High Technical School at Patasi in Kumasi Metropolis, one of the densely populated multilingual cities in Ghana. Majority of the students population are day students. They commute from home to school environment during school days.

1.3   Statement of the Problem

According to Mosha (2014),p.64 "language plays a crucial role in learning, and if the learner is

handicapped in the language, then learning may not take place at all as the instructor or teacher

and the learner will not be communicating." Dogo (2016),p.3 also admits that many students fail in their courses because they lack "the required proficiency of both the text language and the language of instruction" which can be addressed if they are given "deep knowledge of both the language of instruction and the subject matter." Hence, many have questioned whether students' lack of interest and low performance in the English language could be because of the interference of their first language.

The English language is one of the important mediums of communication in Ghana today due to the multilingual nature of the country. Ghana has about 70 different indigenous languages and therefore English is normally used, not only as a lingua franca by Ghanaians, but also, as an official language since independence to enable free communication with the international world (Agyekum, 2001; Asamoah, 2009; Kropp-Dakubu, 1988). This has made English very requisite and significant for effective academic work as everyone is highly expected to be able to read, write and freely use English at the expense of Ghanaian languages.

However, many Senior High School (SHS) Students are faced with the problem of mother tongue interference in learning English Language. According to Stoffelsma (2014),p.15 "the overall performance in English language proficiency in Ghana is weak" hence, it tends to affect the learning processes of other disciplines. Stoffelsma (2014), on a

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study on first-year students in the University of Education, Winneba and the University of Cape Coast observed that the students lacked English vocabulary, critical reading skills and most importantly, the ability to apply knowledge independently using English. To him, this was an indication that they had not somehow developed their competence in the language at the pre-tertiary levels. Annual analyses of the Chief examiner's report on the general performance of senior high students in Ghana also consistently show that most students perform below standard because of their inability to comprehend and use the English language effectively. As a result, they perform poorly not only in the English papers, but also in other subjects making it a big issue that has to be curbed (Chief Examiner's report WASSCE, 2016).

According to Agyekum (2011), communication in students mother tongue dominates English language among SHS students. The dominance of mother tongue is the cause of poor performance in English language (Usman, 2012). The general perception of Ghanaians is that the standard of English of students in SHS has fallen (Yeboah, 2014). In most senior high schools in Ghana, the most widely circulated instruction is "Speak English" both printed boldly and pasted on walls or on the notice boards. Heads of schools, teachers, and students are not spared from speaking English. This pressure is only the reserve of the public schools which takes the highest enrollment of senior high schools. Student performances are increasingly being assessed by the standard of English Language they speak and write in the course of schooling and after completing their secondary education. Agitations of all shades are being made by the general public on the country's airwaves. Thus, society expects SHS graduates to speak and write Standard English. But it is sad to note that most SHS graduates find it difficult to construct sentences and speak

Standard English without the influence of L1. The frequent use of L1 in the formal school environment is on the drive. The statement of the instruction, "speak English" of the school environment could be an embargo on the use of L1. Students are being monitored to use English Language on their various compounds.

Some researchers including Adegoke (2010) posit that students' poor performance may not only be due to their low proficiency in the language of instruction but also, can be closely tied to the teaching techniques through which they are taught. According to Adegoke (2010), the teaching and learning process lies heavily on the laps of two main participants; the teacher and the learner hence, a poor performance could either mean that one or all these two active participants fail to perform his or her responsibilities effectively. However, he further mentions that often, students are motivated to go the extra mile when they understand the medium of instruction and the teacher uses an instructional technique that helps the students to understand the lessons delivered. This gives us a sense of how essential having a good command over the medium of instruction is to the academic performance of students.

Dzameshie (1996),p.57 also emphasizes on the fact that despite the importance of English language in the general performance of students, instructional techniques used for teaching the language has not been given the needed attention by stakeholders in education in the form of assessing and revising them to suit the educational needs of students. He mentions that "the teaching of English in Ghanaian classrooms is more analytical and grammar-based rather than meaning oriented" This makes it very difficult for students to apply the knowledge acquired in their everyday life. This supports Finn's (1990),p.57 claim that often, grammar-based instructional techniques which focus strictly on the teaching of

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grammar rules and sentence structures do not give room for students to effectively communicate and understand the target language.

Dogo (2014),p.3 also asserts that many students fail in their courses because they lacked "the required proficiency of both the text language and the language of instruction" which can be addressed if they are given "deep knowledge of both the language of instruction and the subject matter" Mosha (2014),p.64 also posits that "language plays a crucial role in learning, and if the learner is handicapped in the language of instruction, then learning may not take place at all as the instructor or teacher and the learner will not be communicating." This shows that the place of Second Language acquisition in bridging the gap between aspirations and abilities is increasingly being taken over by the drive for L1 by students who will stop at nothing till their insatiable drive is satisfied. But the unanswered question that continues to invoke endless thoughts is why they are not taught in their L1 to facilitate their understanding better. It is realized that they are being motivated by the drive to speak their L1 to influence the acquisition of their L2 (English Language).

With the threat on the other hand, it becomes necessary to examine and bring to bear the compelling reasons behind the influence of L1 on the use of English by Senior High School students at KSHTS in Patasi enclave of the Ashanti Region and the impact on L2. It is the researcher's considered view that quality education is crucial to the country's development process and so any effort to instill Standard Language in the education sphere of the nation should have the unflinching support of all Ghanaians, irrespective of their tribe.

1.4   Purpose of the study

This thesis seeks to unravel the influence of the native language of the students of KSHTS

on the English language, the L_2 of the students, as observable in the manner in which they

speak English.

1.5   Objectives of study

The specific objectives of this study is

    i.   To find out the areas where L_1 interferes with Kumasi Senior High Technical School students 'use of English as L_2.

    ii.   To determine the impact of L_1 interference on verbal communication in English.

    iii.   To ascertain measures to reduce L_1 interference in negative transfer situations and increase positive transfers.

1.6   Research Questions

In order for the above mentioned objectives to be achieved, the thesis answers the following

questions.

    i.   In which aspects do the L_1 interferes with the L_2 *in the classroom*?

    ii.   What are the impacts of the L_1 interference on the L_2 *in the classroom*?

    iii.   What measures can be adopted to reduce negative transfer from the L_1 to the L_2 *in the classroom*?

1.7   Significance of the study

Language constitute one of the valuable tools if the individual is to be well educated. Its

place in the context of second language teaching and learning could not be taken by any of

the subjects as it remains unique and distinct from the rest by the very crucial nature of the

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roles it plays. To the researcher, Language is the second functional prerequisite of our education. It is therefore necessary that society becomes responsible and interested in the language used in our education sector. What is more, the researcher aims at providing an invaluable analytical perspective for appreciating some of the challenges that underpin the school, especially Patasi enclave. In the sphere of academia, the study serves as a strong reference point for further studies as it adds to the existing knowledge in this field. Also, educationist, government, non-government organizations, the Assemblies, Local authorities and policy makers in general would feed into this material extensively in their various actions. Therefore, the researcher's aim is to unearth the influence that the mother tongue of senior high school students of Kumasi Senior High Technical School (KSHTS) has on their use of the English language and its impact of their general academic performance.

1.8   Organization of the Study

The study comprises five chapters. Chapter Two is dedicated to the review of existing literature on the topic under study. It considers studies on the influence of L_1 on L_2. Chapter three presents the methodology of the study. The fourth chapter deals with the presentation and analysis of data. This include the statistical methods which would be employed to illustrate the data. Chapter five comprises the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter is divided into two broad parts. The first part presents some inferring works done that are relevant for this study. The second part looks at the theoretical framework that underlies this work, specifically discussing the tenets of the theory, its implications in understanding what goes on during language learning process and its strengths and weaknesses. It further discusses reasons why it best option for this study.

2.2   An Overview of the Role and Usage of Mother Tongue

First and foremost, language is the most important part of our being in that it is a tool we used to communicate our thoughts, ideas or emotions (Andoh-Kumi, 2002). According to Agyekum (2001), it is difficult to envisage a society without language since it is the medium through which communication is attained. He also mentions that language serves a multiplicity of purposes; the first, being its basic function of communicating one's feelings, ideas, moods and information of some kind or other. Then also, language helps one to describe and talk about the world, people and the series of events he or she encounters daily. In accordance with these different purposes, language is used in different ways. For example, there is the language of science, journalism, advertising, political oratory, education and many more. In these instances, language may be used as a multipurpose tool and put to various uses as and when required. For example, it may be used to inform others, to ask them to do certain things and to express feelings, moods, ideas, information, experiences etc.

The role of language cannot be limited to only communication. It is also very essential to other various aspects of human lives, especially education. Anyidoho (2012), p. 1503 asserts that language is the most important tool in the teaching and learning process, hence, no doubt its use in education has vigorously received the attention of many researchers over the years. According to her, language and education is one area that is "somehow old, yet so relevant that no amount of time and energy spent debating it can be deemed superfluous." This is because language is not only used as the medium of instruction and communication, but also used as the medium of growth. It is one sole innate distinguishing quality that human species do not outgrow (Szepe 1984). Language is needed at all stages of human life; it provides capacity for the preservation and communication of one's ideologies, culture, beliefs and intellect an individual have experienced. For instance, in education, language is needed at every level to communicate knowledge to students. It is the primary need of the student as he or she needs language to learn, retain and recall knowledge acquired (Agyekum, 2017).

The Mother Tongue is one language that is very beneficial to every individual. Mother Tongue (*also known as first language, native language and primary language*) is the language which is acquired during early childhood starting before the age of about 3 years is first language All other languages that a learner learns usually in a formal setting and which are normally languages needed for education, employment and other purposes are said to be second languages (Sinha et al., 2009). Thus, the term mother tongue refers to a person's native language - that is, a language learned from birth. It is also called a first language, dominant language, home language, and native tongue. According to Yadav (2014),p.573, "the term 'mother tongue' harks back to the notion that linguistic skills of a

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child are honed by the mother and, therefore, the language spoken by the mother would be the primary language that the child would learn. This was/is quite possible if the couples are from the same tribe. The mother tongue, native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in   school and society."

According to Denizer (2017), mother tongue largely refers to not only the language one learns from one's mother but also the speaker's dominant and home language thus the language a person learns first. It is also called native language or vernacular and correspondingly the person is called a native speaker of the language. Ashworth (1992) opines that mother tongue or native language is the language which the person acquires in early years and which normally becomes her natural instrument of thought and communication. Madisha (2018) also mentions that mother tongue is a language that babies acquire from birth until about 7 or 8 years old. They can keep learning the language even after those years to master all the idiomatic expressions, sentence structures, and many more areas. Normally, children tend to learn the language naturally and effortlessly by listening to their parents communicating with it to them, or even listen to other kids conversing with it. For babies born by parents with different linguistic backgrounds, for example, a French dad and a Spanish mom, Madisha (2018) mentions that such a baby might be exposed to those languages at the same time and therefore, in that case the baby may acquire the two languages as his or her first languages. Here, the child can master both languages as he or she grows acquiring it.

The mother tongue can be said to be part of every individual's personal, social and cultural identity. Oluwole (2008) asserts that the identity that we get from speaking our mother tongue is what enforces successful social patterns of acting and speaking. He adds that our diverse social backgrounds make us unique and appealing in society and the mother tongue is an indispensable instrument from which the development of intellectual, physical and moral aspects of education. Habits, conducts, values, virtues, customs and beliefs are all shaped. Therefore, it can be said that weakness in the mother tongue means a paralysis of all thought and power of expression. Oluwole (2008) also holds that students' poor understanding of the mother tongue is one of the major reasons behind the poor performance of students in even the English language and in all subjects that the students take and therefore the use of these mother tongues must be re-introduce in the classroom. Andoh-Kumi (2002) also confirms that there is some form of interdependence between English and the mother tongue in that students tend to use the knowledge he or she has in the mother tongue to accept and understand the new language or subject he or she encounters. He further mentions that often students with low proficiency and understanding in their mother tongue do not only demonstrate some level of poor understanding of the grammar of English, but also, normally experience poor overall academic performance in all other subjects due to their inability to meet the intellectual demands across content areas.

Some researchers have argued that second languages pose a lot of problems for the acquisition of learners' first languages (Agyekum, 2017; Lord, 2008). According to Agyekum (2017), the high demand for the acquisition of second languages has made most communities shun most of their mother tongues with the younger generation seeing it as unimportant and less prestigious. He argues that apart from preserving the language and

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culture through the use of mother tongue languages, these languages are also very useful in education considering the impact they have on the picking up of another languages or general learning itself. Agyekum (2017) also asserts that we must bear in mind that a child must receive instruction in his or her mother tongue since language affects thought and therefore the mental development of the child is often fostered when he or she speaks his or her mother tongue. He also mentioned that teaching in mother tongue languages is thus, a central task of an educational system especially in independent countries that have emancipated themselves from colonialism and are concentrating on nationalism and development since the language aids in child's socialization and acculturation. Lord (2008) also investigated the different effects that L2 acquisition has on L1. He pointed out that learners who become a member of bilingual communities tend to lose their L1. These continuous debates have made first and second language acquisition and learning receive much attention in recent times, all in attempt to find out what actually goes on during the learning process of a second language and how a second learner can keep and perfect his/her first language amidst acquiring a second or third language.

2.3 The Concept of Second Language

According to Ellis (1997) a second language is a foreign language not spoken by the indigenous people of a certain place or the native country of a person but learnt usually in a formal setting. Thus, mostly any language other than one's mother tongue is known as second language. A second language acquisition is needed for education, employment and other purposes, and it is typically an official or societal language (*e.g. English*) (Agyekum, 2017; Karim & Nassaji, 2013; Sinha et al., 2009). Usually, second languages are languages that prestigious and powerful and therefore dominant globally. This make them have a lot

of speakers which influences other speakers to learn and use the language in order to be able to communicate with the outside world.

Jacolyn and Maria (2016) assert that one finding that cuts through almost all of the studies done in language acquisition and learning reveal that several countries in Africa have adopted English as their official language and the medium of instruction in their educational systems for reasons such as its global function and the many advantages it has in terms of business, commerce and general communication. They also added that many of these countries are culturally-diverse with multilingual and bilingual speakers and therefore English is also used somehow as a *lingua franca* for smooth every day communication. Jacolyn and Maria (2016) mention that what makes this phenomenon even interesting is that typically the majority of these countries' citizens do not have English as their home language but rather a variety of home languages are often actively used. Therefore, for such countries, there is always the dilemma of English vs. mother tongue (MT) education and a ton of problems surrounding the negative impacts that these languages have on each other's fluency and general development.

In Ghana, as in many African countries, this issue is the same. The Ghanaian educational system embraces the use of both English and some Ghanaian languages in the classroom, but with the English language as the medium of instruction for almost all the levels in the educational system in the country and also the language used in examination. Although the use of English as a medium of instruction in the Ghanaian educational system has gone through many phases since 2002, it has remain constant as a mandatory subject from the junior high school up to the tertiary level of education. In fact, it is ironical that even amidst the frequent shifts with respect to the best language of instruction to be used

at the lower levels, students are expected, not only to be able to read and write in English, but also, have a good command over the language in order to perform in all the other subjects. Thus, being proficient in English also helps to facilitate the learning of other subjects. This gives us a sense of how essential English is to the academic development of students in Ghana.

However, over the years, language researchers and educationists all over the globe have emphasized on the high contention that exists between the first and second languages of second language learners. It is said that mostly the first languages of learners pose a lot problems during the acquisition of the second language and the second languages are also said to impede the use of the first languages among the younger generation in many developing communities. For instance, Karim and Nassaji (2013) investigated the first language transfer in L2 writing, and they found that when second language learners in Iran write in L2, their L1 has an effect on their writing. Fatemi, Sobhani and Abolhassan (2012) also investigated the differences in consonant clusters orally in the first and second languages of a group of Persian learners of English and they found out that if the structures of first and second language are different, learners have difficulty in L2 pronunciation because they tend to be faced with unfamiliar phonological rules.

Ghana is no exception; the performance of Senior High students in English continues to be considerably low and some researchers have also asserted that the influence that the mother tongues of students have on the studying and use of English by students could also be a factor (Yeboah, 2014). A substantial number of studies, including Yeboah (2014) and Stoffelsma (2014) hold that most students perform poorly in examination because they cannot read and write effectively in English which makes it difficult for them

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to understand the questions asked and the responses to be given. And this is largely due to the constant use of their mother tongue in and out of their classrooms. Various researchers, in an attempt to find the causes of students' poor performance in the English language have outlined a number of factors namely; implementation of language policy, students' attitudes towards learning, unavailability of qualified teachers, inappropriate teaching methods, poor reading practices, social issues and other equally important ones (Stoffelsma, 2014; Yeboah, 2014). Though some works have shown the correlation between Mother Tongue and English in education, they have not precisely looked at the influences that the Mother Tongue directly has on the studying and use of the English language. One may ask whether this influence that the Mother tongue has on English can affect the performance of students in English. Therefore, in this study, we look at the influence of mother tongue (Asante Twi) on the use of English by the students of Kumasi Senior High Technical School (KSHTS).

2.4 Mother Tongue Interference (MTI) on English Language Learning and Usage

Mother Interference is one very common aspect of language learning; almost all of us have trouble while using our L2. According to Thyab (2016),p.1, "Mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language." Ellis (1997),p.51 refers to interference as 'transfer', which he explains to be "the influence that the learner's first language exerts over the acquisition of a second language". He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in second language learning. Dulay, et al. cited in Bhela (1999),p. 22 also define interference as the "automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language".

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Interference can occur automatically when the speaker or writer habits include grammatically structure of the source language into the target language. This is due to the mastery of the mother tongue than a second language or a foreign language.

For Yadav (2014),p.16, interference is "an automatic transfer due to the habit of the surface structure of the first language into the surface of the target language." He states that interference results when the old habits (i.e.) the first language are not unlearned before new habits (i.e.) the second language is mastered. When one has good command of the two languages (i.e.) his own mother tongue and foreign tongue, there is no interference. However, if the second language learner does not have a good command of the two languages, the first language is likely to interfere with the new language. This is because the language learner will tend to transfer language habits from his/her native language to the foreign language and ignore the rules of L2 in speech.

Sudipa (2010) found that the cause of the interference is the lack of understanding of something or the words written (lack of knowledge) so that they translate directly from the concept of mother tongue into English and another cause is overgeneralization, they applied all the English entities they mastered, while not all entities in one language has the same characteristics with another, such as regular and irregular. Sudipa (2010) states that the term 'interference' was first used by Weinreich (1953) in 'Languages in Contact' to describe the change in the system of a language in relation to the contiguity of these languages with elements of other languages was conducted by bilingual. In Sudipa (2010), Weinreich (1953),p.1 tells that language interference also causes deviations explains "those instance of deviation from the norm of either language which occurs in the speech of

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bilinguals as a result of their familiarity with more than one language, will be referred to as interference phenomena."

From the above generalizations, it can be seen that Language interference is a practice constrained by grammatical principles and shaped by environmental, social and personal influences (Milroy & Wei, 1995). Milroy and Wei (1995) assert that language interference is the alternative use by bilinguals of two or more languages in the same conversation. The ability to switch linguistic codes, particularly within single utterances, requires a great deal of linguistic competence. They also mention that learners of English, despite their different backgrounds, face difficulties when it comes to learning English as a second or foreign language and this could be linked to differences and sometimes near similarities that comes with the two languages. Every language has its own grammar and rules. People generally learn all the grammars and rules of his or her own language throughout his/her childhood and automatically get used to it. However when s/he tends to learn a completely new language his own language's grammatical rules sometimes influence his/her learning. As learners are not the native users of a new language, learning the new language gets interfered by his/her native language.

Chaer and Agustina, (1995) specified that language interference commonly occurs in an open society, either in bilingual or multilingual countries, such as Ghana. At a glance, language interference is similar to code mixing or code switching, but actually these two language problems have their own different perspective. In the process of interference, Chaer and Agustina (1995) stated that "there are three elements that take significant role namely:

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a) The source language; is a source of interference. A language that give or affects other languages as dominant language in a society, so that the elements of language are often borrowed for the purposes of communication between members of the community. It is normally the learner's native language.

b) The target language or recipient language; is that in which communication is being attempted. In the case of a learner, it is the language he/she learning when uses it. This language receives the source language elements, and then aligns the rules of pronunciation and writing into the target or recipient language.

c) The elements of importation; are the elements given in another language and then switch from a foreign language into the target language. That is the deviant linguistic system actually employed by the learner attempting to utilize the target language.

Bhela (1999) asserts that Mother Tongue Interference is a common phenomenon that a second language learner has to go through and happens to be one of the major cause for errors and loss progress of the learning process. This is because the learner uses the rules and structures of his or her first language as the yardstick for everything in the second language. Bhela (1999) states that for instance, in terms of speaking, second language learners are dependent in their L1 structure so much that if learner's target language structure is distinctly different from their L1 structure then there is a chance of making errors. Also, anytime learners feel a gap in their L2 they try to fill up those gaps by using their L1 knowledge. Galasso (2002) also confirms that the mistakes that people do in learning of L2 are not just randomly mistake. The errors are due to the interferences of learners L1. Lekova (2009),p.233 states that interference related errors can occur in all

language levels such as phonetic, morpho-syntactic, and lexical semantics and this confirms Touchie's (1986) claim that language learning errors involve all language components: the syntactic, the morphological, and the phonological. Therefore, the main objective of this work is to look at the interferences that the Mother Tongue of the students of Kumasi Senior High Technical School have on their studying and use of English language, specifically looking at how the Mother Tongue affect the students' speaking, writing and general comprehension in English.

2.4.1   Interference with regards to Phonology

One area that the interference of the Mother Tongue affect the learning process of a second language is phonology. Every language has its own set of unique phonemes and sound patterns. Some of these distinct sounds may be almost similar, different or even may not be present in the new language. This poses a lot of pronunciation problems for the new learner. This is because the differences will cause some difficulties to the learners of the target language. Especially if the elements of the target language are completely contrasting and different from the first language phonological patterns, they will be difficult to apply and will bewilder new learners. Chaer and Agustina (2004),p.122 call this Phonological interference. According to them, this happens when bilingual speaker perceives and reproduce a phoneme of one language in terms of another language.

In phonological level, the problem of interference concerns the manner in which a speaker perceives and reproduces the sounds of one language in terms of another. This interference occurs in the speech of bilingual as a result of the fact that there are different elements in sound system between one language and another, or between native and foreign language. In some cases, the native and foreign languages have the similarity in sound

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system and in grammatical system. However, in most cases, both languages have difference either in sound system or in grammatical system. Different elements in sound system between both languages may be of several kinds. First, it is the existence of a given sound in the latter, which is not found in the former. Second, both languages have the same phonetic features but they are different in their distribution, namely: when and where they may occur in an utterance. Third, both have similar sounds that have different variants or allophones. Interference arises when a bilingual speaker identifies a phoneme of one language with that in another.

Fleg (2005),p.22 also emphasize on phonological interference and points out that "the merging of phonetic properties of phones that are similar in the L1 and L2 can potentially impact not only the acquired language but the native one as well". According to him, an English speaker with higher proficiency in Spanish for example, can have problem both in English and Spanish. He pronounces Spanish with English characteristics, and he pronounces English words less English-like than a monolingual English speaker would. Also, Learners who acquire an L2 cannot pronounce the words native-like both in L1 and L2.Thus there are there options for the learners: a) They can preserve their L1, but they cannot achieving native like L2 pronunciation, b) They lose their L1 and achieve native-like L2 pronunciation and c) They lose native-like pronunciation both in L1and L2.

Derakhshan and Karimi (2005) also through light on the impact of Mother Tongue interference and states that a learner has difficulties in second language such as phonology, vocabulary and grammar due to the interference of habits from L1 and L2. They further explain with an example of a phonological error that occur among Arab English learners. According to them, Arab ESL learners often face problem in distinguishing the phoneme

/p/ and the phoneme /b/ and thus when they are saying ***bird*** and ***prison*** it sounds like ***pird*** and ***brison***. Like in this study, the impact that the Mother Tongue has on how students pronounce words will be examined in this study as well.

2.4.2   Interference with regard to Morphology and Syntax

Interference occurs at many aspects of language, such as phonology, morphology, syntax, and lexicon. Interference on morphology and syntax is called grammatical interference. The grammatical interference happens when a bilingual speaker transfers his/her source language system gradually into his/her target language at many linguistics parts, such as word order, subject-verb agreement, and so on. Grammatical interference occurs when the language learners identify the grammatical pattern from their first language and applied in the target language, Yusuf (1994) classified grammatical interference into morphological and syntactical interference. Here, people's ability to arrange words in different ways allow them to produce on infinity of grammatical sentences, but since not all arrangements are grammatical, their grammar must consist of rules to arrange them. However, every language has its own set of rules and constraints which makes it difficult for learners of second language who have no command of the new language but have mastery of their first languages. They tend to violate the rules and do unnecessary transfer from the first language into the second language. Violations of the rules result in ungrammatical sentences.

Interference can also be seen in the use of syntactic fragments of words, phrases and clauses in sentences (Chaer & Agustina, 2004). For example, in making a plural noun, most languages show a different way from English language and therefore learners learning English as a second language tend to make a lot of errors when it comes to plural formation

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of nouns. An example of this kind of interference can be found among Arab English learners make errors like saying womans, sheeps and furnitures due to the morphological differences that exist between English and Arabic (Touchie 1986). Berk (1999) also identifies the use of indefinite and definite articles as another area where English as a second language learners make mistakes. According to him, these two are very confusing for L2 learners. He also elaborates saying that many students think that the article means the term indefinite and in particular subsequent noun do not refer to anything or anyone, but this is very rare. Berk (1999),p.59 explains his idea with an example that is "There is a snake in my bathroom"; here, the speaker is indicating to a particular animal. Furthermore, he states that "I know a fellow who always wear six ties"; here the speaker is indicating to a man who have different taste of wearing outfit. On the other hand, in many cases a does not have any exact reference (Berk, 1999). For instance, according to Berk (1999) "A robbery is committed every day in this neighborhood" or else "I hate a crabby clerk" (p.59) explains that the reference to subject is either specific or non-specific. Moreover he says, the article *a*'s main function is to begin a noun phase into discourse. For example he says, when a writer or speaker introduces a new information into their discourse they use '*a*'.

Also, Berk (1999),p.59 asserts that if a noun phrase is initiated by '*a*', then the writer or speaker can use an appropriate pronoun or '*the*' for rest of the references. To elaborate more on this point he states that "Melinda bought a new house last week. The house is white with green trim". Here, '*a*' is referring to the new object, and '*the*' is pointing to particularly that object. Additionally, in a large number of cases if a person or object is introduced in the beginning of the discourse only then people can use the otherwise they cannot (Berk, 1999). He says that people refer to the Moon as the Moon or

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the Sun the Sun because this arethe only items in the sky and further elaborates saying that a house hold member say open the window, read the book, put on the kettle since as a rule they have just one such item in their existing house. Moreover, if someone regularly goes to a market or an office then also they can use the referring to those places as the market or the office.

A preliminary observation of the students use of English shows that many of them have problem with changing nouns into their plural forms as most of them do not know the right morphemes that should be attached to a particular noun. This is so because, the dominant Mother Tongue of majority of the students which is Akan (Asante Twi) does not have the kind of morphemes seen in English. Also, the formation of these plural nouns looks complex compared to the Akan language. No doubt they tend to make series of errors in their writing and speaking when it comes to this particular aspect. Therefore, the study will discuss into details the impact of the Mother Tongue with regards to errors that the students make in English morphology and syntax.

2.4.3 Interference with regards to Semantics

Semantics is another area that Mother Tongue Interference affect. This type of interference has to do with the lexical and functional meanings that come with words in a language. Lexical or semantic interference can occur when one vocabulary interferes with another. Here, learners of second language tend to transfer the forms, meaning and culture of their L1 to the foreign language and culture when attempting to speak the language. By doing this kind of transfer, semantic errors occur because words in both languages may have different associated meanings and may be used to mean different things in both languages (Nemati & Taghizadeh, 2006). Usually, to be able to communicate in a language, the

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learner must have a good number of vocabulary to be able to make that possible which normally is not the case for new learners of a second language. Due to this, they tend to transfer words from their first languages into the second language to fill the gap which most times results in semantic errors because the meanings of words in languages vary. They are never the same especially because we belong to different societies that have their own set of experiences, beliefs and ideologies.

Yes, the mother tongue have been found to help second language learners a lot when it comes to processing and deriving meaning because these learners may have already learnt how one's culture categorizes and labels things in the world. However, these learners are also faced with the problem of establishing the range of reference of new words and expressions that they meet in this new language and also a good deal of exposure may be needed before they have enough experience of the way words are used to be able to communicate well in the new language (Carter and McCarthy, 1988). Thus, if the meanings that come with the words in the new language are almost similar to the meanings in the learner's mother tongue, then there might be no or little problem. However, if they are different, there is likely going to be some form of difficulty which may result in errors. For instance, Carter and McCarthy (1988),p.5 mentions that new English as a second language learners cannot immediately get it that the adjective convenient is only used with inanimate nouns but rather have to be familiar with the language for some time as well as with the collocations of this particular word like a ***convenient situation***, and a ***convenient time*** and not ***convenient person*** or ***convenient cat*** to be able to subconsciously realize that this adjective only modify inanimate nouns.

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Also, with regard to semantic errors, one type of transfer which caused errors is issue of direct translation from the L1 to the L2. Direct translation normally occurs when the learners' L2 is not sufficient for him or her to adequately express himself or herself. When this happens, the learner is likely to rely on the L1 to express whatever is needed to be expressed and as indicated earlier, such transfer cause errors, specifically since meanings may vary in the two languages. A preliminary observation of the students understudy show that they lack the necessary vocabulary in certain contexts, and this makes them resort to description of the concept or idea they wished to communicate with their L1 in mind. In the course of the description, the students end up translating how the idea is described in the L1 to the L2. For instance, one of the students described a dish as "***very sweet***" instead of ***tasty***, ***palatable***, ***delicious*** or ***sumptuous***. The description of the dish as "***very sweet***" by the student is as a result of direct translation from the L1 (*ɛyɛ dɛ*). In Twi, the lexeme ***dɛ*** 'tastes nice' is used to described every dish or edible thing. This confirms the assertion of one of the teachers that "when the students do not know how to say something in English, one possibility is to translate directly from Twi to English, which mostly results in errors". Therefore, the study will also look at how the mother tongue influence students' comprehension of sentences in English as well as how they construct their sentences.

2.5 Factors that trigger Mother Tongue Interference

This section discusses the factors that cause Mother Tongue Interference. The first languages of second language learners do not just interfere with second language learning and usage but are often borne out of some factors that contribute the interference. These are discussed in the sub-sections that come here after.

2.5.1   Speaker's bilingualism background and Disloyalty to target language

Bilingualism is the major factor of interference as the speaker is influenced by both the source and the target language. Bilingualism is a major cause of interference because bilingual person will have more contact because of their ability in using two languages, where the first language interferences the second language. Similarly, disloyalty to target language will cause negative attitude. This will lead to disobedience to target language structure and further force the bilinguals to put uncontrolled structure of his first language elements to output in practicing words utterances both oral and written. Students whose language background of target language is limited tend to put words in sentences or oral in structure and sense of first language. For example is occurred in Facebook status made by a Ghanaian, "***So I must spirit***." While the correct sentence is "***I must keep my spirit***."

2.5.2   The limited vocabularies of target language mastered by a learner

Another factor responsible for mother tongue interference of the second language is the limited vocabulary that the learner has of the target language. Vocabularies of certain language mostly are about words of surroundings connected to life. Thus, a learner who is willing to master another language will meet new words that is different from his native words. In order to be able to speak as natives of target language, vocabularies take a big role. The more vocabularies someone has, the better he masters target language. Foreign language learner will try to put deliberately his native word to state some points when he cannot find the best words of target language. For example, when a Ghanaian wants to mention '***rambutan***', he stills mention '***rambutan***' when he speaks in English. Since there is no English word for '***rambutan***'.

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2.5.3 Prestige and style

The prestige that comes with mother tongues can also trigger interference. If the first languages of learners are prestigious and rich in uniqueness and culture, learners are likely to apply unfamiliar words to foreign words during a communication. Those unfamiliar words usage is aimed to get a pride. In this kind of interference, there are certain words that the receiver probably may not catch the real idea of the speech because the learner uses an unfamiliar word from his or her mother tongue. The usual unfamiliar words usage will become a style of the user. Unfortunately, the user sometimes does not understand the real meaning whether the meaning is denotative or connotative. The common example of this kind of interference can be realized when language users put derivational affixation in every word. Also, the style that comes with one's mother tongue is likely to be transfer into the L2 of the learner. Interference also can happen because of the speaker's style of using the first language. The speaker's habit to use his mother tongue or first language in his informal daily conversation sometimes without his awareness will change into the habit of using it in formal conversation, Hortman in Alwasilah (1985),p.131

2.5.4 The Interlingua factor

Interlingua transfer is a significant source for language learners. This concept comes from contrastive analysis of behavioristic school of learning. It stresses upon the negative interference of mother tongue as the only source of errors. The construction "I like to read" is uttered as "I read to like" by many Hindi speakers. In Hindi, the verb is pre-positioned while in English it is post positioned. This type of error is the result of negative transfer of first language rules to second language system (Dulay, et al. 1982). Commonly, errors are caused by the differences between the first and the second language. Such a contrastive

analysis hypothesis occurs where structures in the first language which are different from those in the second language produce the errors reflecting the structure of first language. Such errors were said to be due to the influence of learners' first language habits on second language production (Dulay, et al. 1982). Corder in Richards (1973),p.19 says that errors are the result of interference in learning a second language from the habits of the first language. Because of the difference in system especially grammar, the students will transfer their first language into the second language by using their mother tongue system.

2.5.5   The over extension of analogy

Usually, a learner has been wrong in using a vocabulary caused by the similarity of the element between first language and second language, e.g. the use of cognate words (the same form of word in two languages with different functions or meanings). The example is the using of *month* and *moon*. Ghanaian learners may make a mistake by using *month* to say *moon in the space*.

2.5.6   Transfer of structure

There are two types of transfer according to Dulay, et al. (1982),p.101, positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive transfer is the correct utterance, because both the first language and second language have the same structure, while the negative transfer from the native language is called interference. Interference is the deviation of target language as a result of their familiarity with more than one language. Dulay, et al. (1982) differentiates interference into two parts, the psychological and sociolinguistic. The psychological refers to the influence of old habits when new ones are being learned, whereas sociolinguistic

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refers to interactions of language when two language communities are in contact. Therefore students will find it difficult in mastering the second language due to the interference, which is influenced by old habit, familiar with native language and interaction of two languages in the communities (Dulay, et al., 1982).

2.5.7 Speaking Skills in English

Applying English as a foreign language means that not every learner will understand native English and be able to receive and reproduce it perfectly. Since English is not used in-country in daily communications, the competency of English learners varies significantly. They face a great deal of difficulty and many problems to comprehend spoken English especially that of native speakers. Consequently, the native speakers will find comparable difficulty and problems in comprehending the English spoken by Ghanaians as long as the capacity of the Ghanaians does not reach the level of the English native speakers. According to Suliman (2014), speaking English is the most important among the four language skills in an increasingly globalised world. It should be noted that there are four language skills commonly taught in the English Language Syllabus in Ghanaian Education System; speaking, writing, reading and listening. On top of that, grammar component is also inevitable in English Language Syllabus. Nair in Suliman (2014) argues that the goal of speaking skill is to develop communicative competence essential in enabling learners to use language in the multiple functions it serves in real life. Adding to this, Ting, Mahadhir and Chang in Suliman (2014),p. 360 denote that in a non-native English speaking environment, it is difficult for non-native speakers of the target language to be able to speak as accurately and fluently as native speakers. This is prevalent in Indonesia, where students

who come from diverse cultures and backgrounds might not be able to acquire English native-like accents since they are not innate with it.

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections, Brown in Suliman (2014),p.360. This implies that learners can correct their speech spontaneously which also enables them to learn on how to pause and hesitate. The existence of fillers such as uh, um, well, you know, I mean, like are among the common ones used in spoken language. This makes spoken language different from other language skills. This somehow can be associated with fluency. As described by Brown in Suliman (2014), fluency is probably best achieved by allowing the stream of speech to flow. This is inevitable as learners who speak English needs to acquire an acceptable speed along with other attributes of fluency as claimed by Ting et al. in Suliman (2014) that in spoken language, linguistic competence is associated with both accuracy and fluency.

According to Bhela (1999), Foreign language learners though appear to be accumulating enough knowledge, they come across problems of organizing, coherently speaking, structurally writing and so rely on mother tongue showing a gap between gathering knowledge and producing it orally." When the learners wanted to express their views or ideas, the gap between gathering the contextual words and producing them orally gets increased and makes the situation complex to solve. Then the mother tongue interference emerges. Darcy (1953) remarked that bilingualism is detrimental to the process of learning a foreign language and communication between two language systems is the main reason for the interference. The knowledge of language could be got but the

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emotional aspect of the language cannot be derived in total. Hence bilingualism is a detrimental process in learning English as second language.

Kendra (2009) suggests that willingness to make mistakes allows learners to improve by getting feedback on what they are doing wrong and how to make correction. Beginners do not want to make grammatical mistakes because they usually shy off in making attempts in speaking in English due to the fact that the already learned language (Mother Tongue) interferes and influences the learning of the second language (English). This to some extent prevents their chances of getting corrected by their teachers or fellow learners. These problems, as universally witnessed, make the acquisition of English language to be difficult for learners in Ghana.

2.5.8   Formal versus informal approaches

Learners may have been in total confusion of the extent to which formal logic and informal approaches can be used as an effective tool in the analysis and understanding of natural languages. This is at times because of lack of smooth transition from their natural language to the second language (English). They find difficulties in acquiring the second language because they complicate the theories of speech acts, which describe the kinds of things which can be done with English sentences (assertion, command, inquiry, exclamation) in different contexts of use on different occasions. Stainton (1996) argued that the truth table semantics of the logical connectives (e.g. ∧, ∨ and—) do not capture the meaning of their natural language counterparts ("and", "or" and "if-then"). While the "ordinary language " movement basically died out in the 1970s, its influence was crucial to the development of the field of speech act theory and the study of pragmatics. While keeping these traditions in mind, the question of whether or not there is any grounds for conflict between formal

and informal approaches is far from being decided and impacts negatively to acquisition of English language.

2.5.9 Translation and interpretation

Translation and interpretation are two other problems that learners can have. Quine (1950) argued for the indeterminacy of meaning and reference based on the principle of radical translation. In word and object, Quine (1950) asks readers to imagine a situation in which they are confronted with a previously undocumented, primitive tribe and must attempt to make sense of the utterance and gestures that its members make. This is the situation of radical translation. He claims that in such a situation, it is impossible in principle to be absolutely certain of the meaning or reference that a speaker of the primitive tribe's language attaches to an utterance.

For example, in the sub county used as the case study, if a speaker sees a rabbit and says ''*ogila*'', is the speaker referring to the whole rabbit, to the rabbit tail, a temporal part of the rabbit or rabbit has seen him/her? All that can be done is to examine the utterance as a part of the overall linguistic behavior of the individual, and then use the observations to interpret the meaning of all other utterances. From this basis, one can form a manual of translation. But since reference is indeterminate, there will be many such manuals, no one of which is more correct than the others. This will amount to semantic holism, which is a great problem affecting learners

2.6 Ways of reducing Mother Tongue Interference

Yadav (2014) mentioned that every language teacher at some point has felt guilty, puzzled and frustrated about their students" perceived overuse of their mother tongue in the classroom. In a monolingual context, that is to say where all students speak the same

mother tongue (a classroom reality for the majority of language teachers), this perception can become quite a problem. The best way to deal with the problem (at least for some teachers) is to deny the students" use of the mother tongue and determine them to speak in English. There is nothing wrong with this strategy as far as it goes, but it rarely allows the teacher or the students a chance to understand why L1 was being used in the first place. A more complete strategy however is to be proactive. This means that the teacher should actively control and influence how and when the mother tongue is used. He should not waste time trying to eliminate the use of mother tongue completely from the classroom. Instead, he should concentrate on ways of exploiting and playing with L1. Decide when it might be beneficial to use L1 and why. The teacher should explain his choices to his students if he thinks that it would be helpful. If he can do this, his classes are likely to be more authentic in the sense that they reflect the natural interplay of L1 and L2 which is inherent in second language acquisition (Yadav, 2014).

Mother Tongue interference on English language can be dealt with when there is smooth transition from Mother Tongue to second language. A study outlined by Skehan (1989) suggests that a person can always be ready to speak a language no matter what level one is at. Tharp and Gillimore (1998) supported the above that people can communicate with limited words in a given language. Halliday (1975),p.33 contends that; majority of learners take long before they start speaking a second language like English, the reason being that they are not ready and free to speak the language. Some learners wonder how they can speak English, when they have few words in it. Tharp and Gillimore (1998 argue that the learners should use the little amount of words that they know. Adam (1990) maintains that in order to make transition from Mother Tongue to second language

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(English), transition skills from first language to second language are important. This is so because the skills shed light on how learners can build on when acquiring English literacy. Learners are encouraged to use these skills for the smooth transition from their Mother Tongue to English. Some of these skills are phonological process skills, orthographic skills, comprehension skills and strategies.

Another measure of reducing mother tongue interference is Phonological awareness. It is the study of sound of a particular language. Phonological awareness implies that speech is composed of units which facilitate the understanding of the relationship between sounds and symbols in alphabetical language (Adam, 1990). Learners to some degree need this skill of transition to enable them understand the sounds in English language and their symbols. Phonological awareness would viably make them to have fluency in pronunciation hence, good performance in English language. Also, the orthographic skill of the learner should also be developed. In a study conducted by Krashen (1985), he found that Spanish pupils speaking English produce more than four times as many predicted errors as the English speaking pupils. This is due to skills of pronouncing letters correctly. The orthographic skills can therefore help the learners to develop the correct pronunciation leading to smooth transition. The purpose of orthographic skill to learners is to expose them to environment where practice is given priority and willingness of making mistake to learn. This will also make them to have comprehension skills and strategies.

Deci and Ryan (1985) also examined the cross language transfers of comprehension skills and strategies. Their studies indicate that students' reading performance at the end of sixth grade was most highly correlated with their reading in Spanish a year earlier. They concluded that skills that are academically mediated do transfer e.g. skills of reading to

skills of writing. However, the above skills are very important since they help the learners to transfer the knowledge and skills that they already have to the second language. Initiates already have knowledge of their Mother Tongue which they can use appropriately to develop the second language (English), which has educational effect.

Additionally, Tharp and Gilimore (1990) argued that learning is best acquired when learners actively participate in meaningful activities that are constructive in nature. In order to achieve these, learners are operably tutored to use the second language constructively in the four areas of skills development. According to Smith (1997), language is a natural function of human development. It progresses from simple to complex functions. It has made learners to interact hence creating development. In order to make the process of transition to have positive effect, the teacher can better understand and interpret pupil's performance, thus enabling them to analyze the nature of errors that pupils make and help them to improve. According to Akinpelu (1981), education is the art of turning the eye of the soul from darkness to light. By this he meant leading a person from the dark cave of ignorance into lamp light of knowledge. It is not putting knowledge in a person's soul as pouring water into an empty port, but rather it is aiding the individual to discover knowledge through self-reasoning processes.

Similarly, in the process of transition from Mother Tongue to English, the learners learn the skills of listening, speaking, reading and writing. They also expose themselves to appropriate environment for second language in order to create context in which they exert effort to interact entirely in English (Akinpelu, 1981). Their teachers exert effort to present materials in a manner which is understandable and accessible to them. They as well engage them in interactive task of creating meaning in order to further language development. This

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gives positive effects on the transition from Mother Tongue to second language. The skills achieved in the process of transition would perhaps result to acquisition of the second language (English), through the use of the mind (Akinpelu, 1981).

In order to overcome the language interference we need students to learn all language phenomena in the context of their functioning and usage in speech (Suliman, 2014). The functional approach to teaching grammar ensures more efficient learning of various grammar elements and provides a better understanding of the language system. Furthermore, students should not learn isolated phenomena, but rather a complex of units, pertaining to all language levels, along with their interrelationships in order to better express their ideas in different communicative situations and spheres of social activity (Adam, 1990).

The functional approach requires a meticulous selection and organization of language material, as well as understanding of the role, purpose and usage of various language units in speech. The system learning of lexis, morphology and syntax comprises the development of intra-level and inter-level language relations as well as the studying and correlation of units from various language levels. The analysis of students' written works has indicated that learning of morphology on a syntactic, i.e. text basis, is rather efficient. Thus, students who learn similarities and discrepancies in the structure of a simple sentence in the second language too, are able to communicate well in the second language. As such, the learning of separate morphological categories is ensured, due to examples of their implementation in a text. It is at the syntactic level that all functions of language units are realized. The communicative approach to the teaching of syntax can provide students with a new level of communication: from the intuitive usage of the language to a conscious

and skillful usage of sentences with varied structure and semantics for various communicative purposes. The teaching is aimed not only at sentence building, but also at text creations wherein sentences perform different functions. Students should learn to decipher simple and complex sentences and their types, as well as to use different syntactic constructions in spontaneous speech

Spartacus and Luis's (reference) offer an example for the selective use of mother tongues to enhance students' English learning processes. This example can be divided into four actions. First of all, teacher should inform students there will be an increasing use of English in the classroom. Second of all, teachers should modify their speech to demonstrate a clear tone of voice and pronunciation. Materials used in class should also be modified to match students' English level. Third of all, students will be encouraged to resort to their first language but under established parameters: Students can use their L1 to express themselves when it is difficult to find the words in their L2. Fourth of all, L1 should be used to promote students' collaborative work, allowing students to give and receive feedback from their peer. This can help to increase confidence and lower anxiety.

2.7 Theoretical Framework

This study is guided by the theory of Proficiency Hypothesis (Cummins 1980). The Proficiency Hypothesis is one theory that provides an explanation for how bilingual children articulate, reason, and thoroughly support argument as to the importance of using children's first languages in schooling (Cummins, 2000). According to Canale (1981), the proficiency hypothesis is one important contributor to the unexplained variance of the differences in academic achievement of second language learners versus native speakers of the language. For proponents of this theory, the level of development of children's

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mother tongue is a strong predictor of their second language development. Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well-prepared to learn the school language and succeed educationally. Children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. And this is very important for a good learning process of the second language.

Within this theoretical framework, the two languages; first language and the second language are seen as interdependent. Therefore, transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, language, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages (Cummins, 2000). Cummins (1979) asserts that the person who knows only one language does not truly know that language because usually, bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages. Cummins (1979) mentions that though the first languages of learners sometimes interferes with the learning process, it does more good than harm, especially in the general development of the second language. This is because when children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in

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processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality.

Ramamoorthy (2004) also emphasize that the use of mother tongue in the school helps develop not only the mother tongue but also children's abilities in the majority school language. According to Ramamoorthy (2004), this is not surprising considering the fact that bilingualism confers linguistic advantages on children and also because the abilities in the two languages are significantly related or interdependent. Therefore, most times, bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children's mother tongue is encouraged to atrophy and its development stagnates, children's personal and conceptual foundation for learning is undermined.

Cummins (2000) states that this does not mean the Proficiency Hypothesis discounts the negative impact that the interference of the first language cause the learning and performance of the second language. He confirms that indeed the literacy transfer from the L1 to L2 indicates that the L2 learner will be influenced by his or her L1 and also mentions that often the Mother tongue interference retards the progress of the learning process of the second language. Thus, the theory agrees with the idea that for instance the frequent use of mother tongue of the students understudy for this work can affect both the reading and writing and thus, performance of English since the students in such situation will most likely construct and construe sentences in their mother tongues.

To solve this weakness of the theory, Cummins (2000) develops the theory, now with idea of conceptualization and assessment of language proficiency derive from power relations in society and states that this affect student's learning performance in a language.

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According to him, to attain good performance in a second language, students need to acquire specialized academic literacy and do well on assessment measures. With regard to conceptionalization and assessment of language proficiency, Cummins (2000) looks at two main strategies; conversational and academic language proficiencies and mentions that these two help with second language acquisition and performance. He refers to these two learning and teaching strategies as 'Basic Interpersonal Communicative Skills' (BICS) and 'Cognitive Academic Language Proficiency' (CALP). Cummins (2000), p.58 explains that the original purpose of the constructs is to prevent the early exit of English as a Second Language Learners (in the United States) from being bilingual to taking English-only programs on the basis of attainment of surface level fluency in English.

Cummins' (2000) Proficiency Hypothesis acknowledges that the transfer of literacy skills of L1 can either support or interfere with L2 literacy development. He further mentions that if a learner has learned a language, namely their native tongue, then they are readily equipped to learn a second language, even with some language differences. This is because their previous knowledge of the first language serves to support their understanding of basic skills and concepts related to language learner and also help them appreciate the uniqueness that come with languages. For Cummins (2000), learning L2 should theoretically become easier to them. This common underlying notion of the Proficiency Hypothesis gives every learner the ability to learn and perform well in a new language.

2.7.1 Implications of the Proficiency Hypothesis on Second Language Learning

The Proficiency Hypothesis shows that there is distinction between unconscious language acquisition and conscious language learning, thus, first language and second language of

learners and therefore helps to identify the influence the first language has on learners' second languages. This makes it very suitable for a study such as this very one which is aimed at investigating the influence that mother tongue has on the use of English by students of the Kumasi Senior High Technical School.

From the study, we can understand how learning process happens in Ghanaian Senior High classrooms and the kind of factors borne from the mother tongue of these students impact their use of English. The Proficiency Hypothesis reveals that when children are learning through their mother language, they are not only learning this language in a narrow sense. They are learning concepts and intellectual skills that are equally relevant to their ability to function in the majority language. For instance, students who may know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the second language (e.g. their second language), they do not need to re-learn the concept of telling time; they simply need to acquire new labels or 'surface structures for an intellectual skill they have already learned. Similarly, at more advanced stages, there is transfer across languages in academic and literacy skills such as knowing how to distinguish the main idea from the supporting details of a written passage or story, identifying cause and effect, distinguishing fact from opinion, and mapping out the sequence of events in a story or historical account. Therefore, this theory will help explain all the roles that first language play in the development of the second language, in this case English as well as found out all the negative influence it has on the use of English by these Senior High students.

Cummins' (1981, 2000) Proficiency Hypothesis also shows that all children develop basic interpersonal communicative skills (BICS) and learn to communicate in their

native or first language and that cognitive academic language proficiency (CALP) reflects a combination of language proficiency and cognitive processes that determines a student's success in school. According to Cummins (1980, 1981), CALP is the type of language proficiency needed to read textbooks, to participate in dialogue and debate, and to respond to in writing tests. Cognitive academic language proficiency (CALP) also enables the student to learn in a context, which relies heavily on oral explanation of abstract or decontextualized ideas. For Cummins (2000), students who have not yet developed their cognitive academic language proficiency (CALP) will be at a disadvantage in such settings. And this cognitive academic language proficiency is developed from the learner's first language showing how important students' first language (Akan) is to the learning and performance of English. This will be beneficial to the study which seeks to first of all, bring out the issues students face in learning and using English in the Senior High Schools. Secondly, the theory will help improve our understanding of language proficiency assessment in ways that would be practical for both teachers and students.

2.8 Conclusion

This chapter has looked at the theoretical framework that will guide the study. It has also given explanation of the framework. There is also the review of some research works that have been done in the area of L1 influence on L2.

Children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language. Within this theoretical framework, the two languages; first language and the second language are seen as interdependent. The theory agrees with the idea that for instance the frequent use of mother tongue of the students understudy for this work can affect both the reading and writing and thus,

performance of English since the students in such situation will most likely construct and construe sentences in their mother tongues. The Proficiency Hypothesis shows that there is distinction between unconscious language acquisition and conscious language learning, thus, first language and second language of learners and therefore helps to identify the influence the first language has on learners' second languages. The learner's first language showing how important students' first language (Akan) is to the learning and performance of English.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

The focus of this chapter is to discuss the methodology employed in the study. Specifically, the chapter looks at (i) the research approach, thus, the use of, and justification for qualitative research approach; (ii) the description of the respondents used; (iii) the methods used in collecting data for the study; (iv) an explanation of how data was analyzed and (v) a summary of the chapter.

3.2   Research Approach

This study seeks to investigate the influence of mother tongue (L1) on the use of English by students of Kumasi Senior High Technical School and to be able to attain this goal, the researcher used the qualitative approach. According to Merriam (2002),p.6, qualitative method is "a method of enquiry that seeks to understand social phenomena within a context of the participants' perspective and experience." Berkwits and Inui (1998),p.196 see it as "a form of inquiry that analyses information conveyed through language and behaviour in natural setting." Thus, qualitative research seeks to find out how people as social beings understand issues they are surrounded with as they relate with one another. This kind of research is mainly concerned with the nature, explanation and understanding of phenomena. Unlike quantitative data, qualitative data are not measured in terms of frequency and quantity but rather are examined for in-depth meanings and processes by using methods such as participants' observation or case study which result in narrative, descriptive account of a setting or practice (Labuschagne, 2003; Merriam 2009).

To achieve the objectives for this study, a cross-sectional survey using semi-structured interviews was considered more relevant as it allowed greater capacity to gain more depth and meaning of the situation. Here, the researcher investigated the experiences and perceptions of influence of students' L1 on the use of L2 along with their beliefs and feelings through flexible, and responsive methods which are open to contextual interpretation than quantitative research which uses inventory, questionnaires or numerical data to draw conclusions. Patton (2005) asserts that what make qualitative method most suitable for studies such as this is because it is extremely helpful in terms of analyse data, as it allows the researcher to analyse data from direct fieldwork observations, in-depth, open-ended interviews and written documents. Also, the researcher, depending on the circumstance, can vary the method to suit the situation at any point in time. In short, the approach allows the researcher to gather detailed and rich data directly from both the respondents and from secondary sources for interpretation.

Hesse-Biber (2010),p.455 also views qualitative research as privileges to explore the process of human meaning making. He asserts that qualitative research "aims to understand how individuals make meaning to their social world – a world which is not something independent of individual's perception, but which is created through social interactions of individuals with the world around them." From this perspective, it may be said that qualitative research seeks to empower individuals' stories with the goal of understanding how they make meaning to their social world. Thus, qualitative research allows individuals to find out from the world around them and make meaning to issues relating to their interactions with one another in the society. Furthermore, qualitative research studies have as their goal a comprehensive summary of events in the everyday

terms of those events and researchers conducting such studies stay close to their data and to the surface of words and events (Sandelowski, 2000).

This study follows the footsteps of scholars who used qualitative method in analyzing the social phenomenon. The reasons for doing so are not far-fetched. First, the study aimed at getting better understanding through first-hand experience and, truthfully reporting it with quotations from actual one-on-one conversation which is a hallmark of qualitative research (Merriam, 2002). Doing this was essential as there was studies of the phenomenon in Ghana. Secondly, the approach enabled participants to derive meaning from their surroundings and how their meanings influence their behavior. Interactions with the respondents make them understand the things that go on at their work places.

3.3   Case Study

To meet the objectives of this study, a single-site case study was used. According to Sturman (1997),p.61, "a case study is a general term for the exploration of an individual, group or phenomenon therefore, a case study is a comprehensive description of an individual case and it analysis." For a more detailed definition of a case study, Sagadin (1991) states that a "case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff etc.), individual institutions or problem (several problems), processes, phenomenon or event in a particular institution etc. in detail. He further adds that if we remain in such analyses on the descriptive level, then a case study is considered as a form of descriptive method, but if we climb to the casual level, case study proceeds towards casual experimental method. Thus, a case study is usually a study of a single case or small number

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of cases in their natural setting for a thorough understanding by investigating to understand their relationships and processes, experiences or events (Denscombe 1998).

Though only one senior high school is used for this study, the participants used for this research can be said to be members of the larger group ' Ghanaian senior high students' and therefore, are most likely not only, of the same age as their other members, but associated with almost the same capabilities and challenges the bigger group faces. This gives us a fair generalization of what is going on in the site under study as well as all senior high schools across the country. The use of case study is employed for this research because the researcher wants a detailed information as well as explanation for the said phenomenon and this can only be attained by using this kind of approach. This is because case study approach ensures an intensive, holistic and descriptive analysis of the phenomenon a researcher intends to analyse (Burns 2000).

According to Starman (2013), asserts that a case study is a very important kind of research as it is a ticket that allows us to enter a research field in which we discover the unknown within well-known borders while continually monitoring our own performance; scalability and our own, as well as general exiting knowledge. Burns (2000) also emphasizes that whereas other research designs are focused on answering research questions that answer "who", "what", "where", "how many" and "how much", the case study design normally aimed at answering questions that involve why and how hence, the reason for its adoption for this study.

3.4 Study Area

The target population for this study is all students of Kumasi Senior High Technical School (KSHTS) at Patasi in the Kumasi Metropolis. Patasi is a suburb of Kumasi, the capital city

of the Ashanti region, in southern Ghana. It is about 7 kilometres eastwards from the centre of the regional capital. Kumasi is known as the center for Ashanti culture and one of the densely populated multilingual cities in Ghana. The region is a cluster of diverse ethnic groups, including Akans, Guans and Gas, Ewes and even Igbos, an ethnic group from southern Nigeria. Due to this, the students in the school understudy have deferring cultural and linguistic backgrounds however, almost all the participants revealed that they usually use Asante Twi at home. This is because the dominant language used among the people is the Asante Twi dialect of Akan which is the L_1 of majority of the populace. It is also used as a *lingua franca* by almost everyone for all daily communication activities.

The school is one of the many good schools in the Ashanti region and was founded in 1991 to provide technical education to the Ghanaian youth and to improve the quality of accessibility of education in many towns across the country. It is located in the Patasi near West End Hospital Bypass in Kumasi, the capital city of the Ashanti region. The school has about 5000 students with over 200 teachers. The school runs programs in Technical (Auto mechanics, Building, Construction, Metal works, Applied Electricity and Woodwork), Home Economics, Science, General Arts and Visual Arts. The current headmaster of the school is Mr. Haruna Oppong Boateng who is assisted by three assistant heads in charge of Administration, Academic and Domestic. This research site was picked for this study because the school happens to be in a culturally-diverse society with bilingual and multilingual speakers of which majority of them have Asante Twi dialect of Akan as their Mother Tongue. All the participants for this study can speak Asante Twi very fluently and have it to be their mother tongue as well and they are all taking English as a subject in school.

3.5   Study Population

The target population of the study was all the students of Kumasi Senior High Technical School (KSHTS) at Patasi in the Kumasi Metropolis in the Ashanti region of Ghana. This people served as the population to which the researcher intended to generalize the finding of the study. However, the researcher could not access all these students for interview; hence, an accessible population was sampled for the study out of the total number of students.

3.6   Sampled Population and Sampling Procedure

The researcher adopted a non-probability judgment sampling technique in selecting the students for the study and obtained a sample size of 100 students which were from the five different departments in the school. The technique gave everyone in the population equal opportunity to be selected in order to avoid favoritism and discrimination. These 100 students were made up of 20 students each, from each department: General Arts, Home Economics, Business, Technical and science. Form two students were the target. The students were randomly selected to ensure that the results had fair representative and reliable as possible. Out of these 100 students, 60 were males and the other 40, females. These students were the ones who partook in the essay writing from which it was examined to find out which areas that the L_1 has the influence on L_2. For teaching staff, twenty teachers were purposely selected and used for this study.

3.7   Instruments for Data Collection

This section discussed the methods and procedures employed to collecting data for the study. As already mentioned, the study is qualitative in nature. This study relied on

qualitative interviews and written essays. The researcher adopted both structured and unstructured interview made of close and open-ended style

3.7.1 Interviews

The participants of this study were interviewed as well as were given an essay topic to write on. The interview consisted of questions that gather information concerning the participants' background and their experiences with their mother tongue and the learning of English. It also drew information on the interference of the mother tongue on the studying of English language in the senior high school. In addition to the interview, the researcher randomly selected ten students of the sampled population from each department who were interviewed using a semi-structured interview guide. This was done to help the researcher obtained additional data and also help to cross check the participants' responses to the interview. The participants were asked questions regarding how their mother tongue affects their learning and general understanding of English.

For the teaching staff, 20 out of 200 teachers in the school were interviewed about the influence of mother tongue, in this case Asante Twi has on the use of English by the students of KSHTS. The interview was a semi-structured one so as to enable them express their ideas with ease but with the researcher keeping them on the right track so long as the interview was in session. The interviews were based on a simple and short open-ended questions which influenced teachers' eagerness to voice their feelings about the influence that Asante Twi has on the use of the English language by students in the school. The interviews were conducted in a non-restrictive manner, allowing participants to share their opinions freely. They were also asked by the researcher about the students' academic performance in English and whether their performance had anything to do with their

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mother tongue. The researcher also asked questions on whether their performance in English had had an impact on their general performance in all their courses.

Aside all these techniques, the researcher also did a classroom observation a number of times where the researcher was present around the classroom area to observe students' attitudes in class. The researcher did not sit in the classroom in order not to affect the authenticity of the data and also to avoid interrupting classroom activities.

Therefore, in all, the data for this study were gathered through written essays, observation and interview sessions. Most of the questions prepared for the interviews sought to investigate the influence of mother tongue (Asante Twi) on the use of English language by students. Besides the use of interviews, the researcher also observe class sessions and took notes of teachers methodology of teaching and students' behaviour during the teaching and learning of English. The researcher's observation aided and provided a descriptive approach to the analysis. This is in line with Selinger & Shohamy (1989), descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. The design was appropriate for the current study because; its interpretative nature helped the researcher explore and reveal the influence that mother tongue has on the use of English language by senior high school.

3.7.2 Written Essay

Students were given essay topic to write on it. Students essay were used to collect data for the study. In all, 100 scripts from the five selected department were released and vetted for the study. This enabled the researcher to identify and trace the areas where L1 has influenced on L2 in the writing of students English Language. Admittedly, end of term

examination essay does not give the true picture of the linguistic competence of some of the students due to ill-health, fear, stress and possible fore knowledge of the questions. On the other hand, it could be reliable because the outcome is a true reflection of the students" spontaneous communicative competence in the English language. Another reason why this technique was used by the researcher was that students attach serious importance to this written essay which depicted their area of interest. The topic was to give reasons for double track system of education under the Free Senior High School System.

3.8   Data Analysis

Qualitative data analysis consists of data reduction, data display, and conclusion drawing/verification, according to three concurrent flows of activity.   The study categorized the responses from students and teachers. Textual, Identification and categorization were used to generate the frequencies and percentages of responses. The analysis of transcripts and field notes was based on an inductive approach geared to identifying patterns in the data by means of thematic codes. Inductive analysis refers to 'patterns, themes, and categories of analysis which come from the data; they emerged out of the data rather than being imposed on them prior to data collection land analysis' Patton, (1980), p. 306 The data was grouped and analyzed based on the pattern of responses

3.9   Ethical Consideration

The students were promised of their confidentiality. Students were strictly advised not to write their names or any form of identification on the answer sheet. The twenty teachers including seventeen Teachers of English who served as respondent were equally promised confidentiality.

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CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.1   Introduction

In this chapter, the findings from the study are presented and discussed in relation to the three research questions that were formulated to guide the study. The data gathered during interviews with the teachers and students are used to complement and substantiate the survey findings. A total of 20 teachers responded to the interview questions and 100 students responded to the written essay at a return rate of 100% respectively.

4.2   Demographic characteristics of the teachers

Table 10: Demographic Information of Teachers

Variable	Frequency	Percentage
Gender		
Male	7	35.0
Female	13	65.0
Academic Qualification		
Diploma	3	15.0
Bachelor's Degree	11	55.0
Master's Degree	6	30.0
Teaching Experience		
< 3years	2	10
3 – 5 years	4	20
6 – 8 years	5	25
9 years and more	9	45

Field Survey 2020

Table 1 presents the demographic information of the teachers who participated in the study. The analysis provided in Table 1 indicates that the respondents vary in their demographic characteristics, such as gender, level of qualification and the number of years they have been in the teaching field as teachers. A total of 20 teachers responded to the interview. The analysis provided in Table 1 is based on the responses the teachers provided. As observable from Table 1, 13 female teachers, representing 58%, participated in the study, whereas 7, representing 65% of the teacher respondents were males. This shows that the majority of the teacher respondents were females. The number of females who took part in the study outnumber the males, and this is not surprising as most of the teachers in the language department of the school are females. This can be attributed to the general perception that females are good at languages.

The results from Table 1 further show the academic qualification of the teacher respondents of the study. The result of the analysis indicates that most of the teachers who took part in the study have first degrees or higher degrees. This is the current case of most teachers who teach in the senior high schools in the country, Ghanaian teachers need to have qualifications not lower than first degree. However, there are special courses which are handled by teachers with degrees lower than first degree. The results in Table 1 show that 11 of the teachers, representing 55% of the total teacher respondents have first degree. On the other hand, 6 (30) of the teachers responded that they had master's degrees. The result shows that only 3 of the study respondents had degrees lower than first degree. This means that the academic qualification of the teachers who teach in the school are highly qualified to undertake the teaching of the courses they handle. Research has shown that the academic and professional qualifications of a teacher contributes greatly towards the

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performance the students he or she teaches. This means a teacher's quality with regard teaching of students is influenced by his or her level of education (Rebore, 1982). The professional qualification of the teachers is very crucial in education. As asserted by Farrant (1980), p.31, it is the professional skill of the teacher which "establishes a productive classroom atmosphere from the start of a lesson through good organization and carefully planned teaching structures". The competence a teacher of English acquires usually translate into high quality of lesson delivery with the desire potential of influencing the learning outcome of the students. The professional skills of a teacher are demonstrated in the manner in which the teacher gives prompt feedback to students, how he contextually questions the students during and after lesson delivery, the manner in which the teacher deals with challenges that confront his students in the course of the teaching and learning process, as well as the teacher's management conducive classroom atmosphere for effective absorption of knowledge by the students. With this benefits associated with highly qualified teachers, head teachers are likely to ensure teachers who teach English language are very qualified, professionally. It is therefore not surprising that in the results of Table 1 most of the respondents have at least first degree.

Another attribute of the teacher respondents captured in Table 1 is the years of experience of the teachers. Concerning the level of experience the teachers who took part in the study have, the result in Table 1 shows that 9 (36%) teachers had been teaching for at least nine (9) years, while 5 (25%) teachers had teaching experience ranging from 6 years to 8 years. 4 teachers, representing 20% of the total teacher respondents indicated that they had that fall within the range of 3 - 5 years. 2 (10%) teachers, according to the result in Table had < 3 years teaching experience. It is not surprising that majority of the teachers

had taught 9 years and more. The findings showed in Table one concerning the experiences of the teachers is not surprising. It is the case that most of these teachers attended teacher training colleges, now colleges of education which made them to teach at the basic levels of education before they were posted to the senior high schools after they had taken further studies in their respective areas of teaching. It is also the case that most heads of schools prefer to engage the services of teachers who have substantial level of experience in teaching their respective subjects. These heads of senior high schools probably subscribe to the ideology that for a school to be in good standing academically, it must have adequate qualified English teaching personnel. This argument is supported by the literature whereby Nwadu (2005) for instance intimates that for schools to maintain good standard of academic performance, they need to engage the services of teachers who are highly trained and have obtained appreciable level of teaching experience. The importance of the teacher in the educational system cannot be overemphasized. No matter how good a curriculum may seem, it is the human touch provided by the teacher which ensures that good and lasting results of the teaching activity are produced. This confirms the observation of Atakpa and Ankomah (1998, p.19) that effective teaching and learning are highly dependent on the competence of the teacher, even though the material resources which help the teacher in discharging his professional duties in the classroom, in the form of imparting knowledge are also very important. This shows that the presence of the teacher in the classroom contribute greatly in ensuring the desired success of the teaching–learning process. Concerning the contributing factors of the teacher in ensuring the desired outcome of teaching and learning, studies conducted in Ghana have confirmed that the inability of students in to adequately learn English could be attributed to the current teaching methods

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teachers use in the classrooms (Kraft, 2003). According to Dzameshie (1996),p.173 "the teaching of English in Ghanaian classrooms is more analytical and grammar-based rather than meaning oriented", and this a something related to the teacher. Adding his voice to the crucial influence the teacher has on the academic performance of the learners, Olugbodi (2006, p.89) indicates that teachers are producers of knowledge, through the teaching of their students in the learning of a second language. However, this researcher intimates that to be able to help their students to achieve mastery in the speaking and use of the English language they are being taught, teachers need to know the diverse challenges their learners have and how such problems adversely affect the intellectual, social, emotional and cultural lives of their students. Concerning this, teachers must be able to make students they teach balanced through their teaching processes and assist the students to set high goals regarding competence in the language they are learning. For the teacher to be able to positively impact his or her students with a reflection on the students' academic performance, the teacher should be a good model and should let the learners really use the language to achieve communicative competence. A teacher will be able to demonstrate these characteristics when he or she has adequate qualification and some level of experience (Olugbodi, 2006). With the current role of English language in stakeholders in the educational sector, from school management level through the district directorate of education to the national level attempt to put measures in place to ensure the effectiveness and efficiency of teachers who teach English language. Following proposal of Opare (1999) that the provision of the needed human resource goes a long way to enhance academic performance of students, language teachers are taken through continual in-service training to build their capacity and experience in teaching of English language. It is not surprising that in January, 2020, all core subject teachers who teach final year students were made to attend a compulsory four day workshop. This strategy of Ghana Education Service in

ensuring that teachers attain high level of competence and experience in the teaching of their subjects conform to the findings of Ankomah (2002), p.34 that regular in- service training of teachers helps boost the quality of lesson delivery and teaching performance.

4.3   RQ.1 Students' use of the local language on campus

One of the key argument of the proponents of the Input or Motherese theory is that language is learned when the learner hears the language being use around him. Input is very crucial in the language learning context. In this regard, even language acquisition and learning scholars who subscribe to the school of thought which considers language as a behaviour also make reference to the need for the learner of a second language to receive quality and quantity of input. The essence of input in the language learning context is further stressed by Chomsky in his Mentalist theory of language acquisition and learning when he opined that the learner of a language needs Primary Linguistic Data (PLD) which play the role of triggering the Language Acquisition Device (Chomsky, 2009). In his Monitor Hypothesis, Krashen intimates that learners of second languages need access to input that is neither lower than the level of the learner nor too higher than the learner's current level. The observations of these researchers on the role of input in ensuring that learners of language achieve mastery in the target language confirm the property of language which makes its learning to be effective when it takes place in the culture where it is used (cf. Yule, 2010). Owing to this, the study enquire from the teachers on the use of English language by the students on campus. It is assumed that when the students use English frequently, that would serve as adequate input for them, as that would complement what they receive from their teachers during classroom interactions. The responses of the teachers are captured in Table 2 below.

Table 2: Students' use of local language on campus

Table 2: Students' use of local language on campus

	Frequency.	Percentage
Yes	17	85
No	3	15
Total	20	100

Field survey, 2020

The result in Table 2 indicates that out of the 20 teachers who responded to the questionnaire, 17 representing 85% responded that the students frequently speak the native language (Twi) more than English when they are on campus. Only three (3) of the teachers representing 15% indicated that students use English more in communicating among themselves on campus. The reason why the majority of the students are noted for the use of the native language, Twi, in interaction among themselves on campus is that the school is situated in the heart of Kumasi where Asante Twi is the dominant language, and people tend to use it without recourse to setting. A teacher respondent explained that "most of the students we have in this school are from Kumasi, and the use of their mother tongue is something they do unconsciously. Even in the classroom, some of them speak Twi". Another teacher also concurs to this observation by stating that "I have personally tried, especially when I was posted to this school and started teaching to curtail the situation of students' persistent use of the local language in the classroom, but I realized that there was very little I could do". "It is sometimes irritating when a student attempts to answer your question in Twi, especially, in the classroom. But what do you do? You realized that when you attempt to insist that the student expresses him or herself in English, the student gives

up on providing the response to your question" another teacher also explains. "I think speaking of Twi on campus by the students, especially among themselves has become a norm in this school. Twi is not considered by the students as prescribed language and that makes the students comfortable in speaking it without any form of remorse"

The results of this study is consistent with the findings of Abdullahi (2003) and Adedokun (2011) who observed that communication in the mother tongue dominates English language among secondary school students. On addressing the problem of students not using the target language on campus, a teacher proposed that the issue needs to be addressed holistically, with the involvement of every stakeholder. It was noted that two key environments contribute to the success or otherwise of the learners in attaining mastery in the speaking of English language. The respondent mentioned the school academic environment and the external environment, the society outside the walls of the school. However, the school has control over only the situation in the internal school environment. This requires of the school authorities, including the teachers to take up every possible initiative in ensuring that students use the prescribe language on campus. "*I don't think it will help us if we should give up and allow our students to continue using Twi on campus; when their performance in the English language is poor, we the teachers will be blamed and not necessarily the students. There were some schools that the teachers whose subjects students performed poorly in the WASSCE were invited to the District Educational office for explanations.*" The concern of the teacher buttresses the observation of Morrow (1997) in ensuring appreciable performance of language students in the target language their instructors need to put measures which would ensure students constantly engage in interactions and collaborative activities that would promote the use of the target language.

A teacher respondent was of the view that "*the school should ensure teaching of the various subjects in the school is done in such a way that it would require the learners to be engaged in task-oriented dialogues with peers using English language. Group discussion among peers using English language should be encouraged"*. The teacher's suggestion is consistent with the argument of Cazden (1985) and Moll (1994) that teachers of second languages need to encourage positive interaction patterns and collaboration among students and between students and teachers. These researchers observed that language learning becomes more effective when the teacher adopts a learner-centered approach in lesson delivery. In this regard, cooperative learning is encouraged, students work in smaller groups to help one another learn through discussion and debates. This would also promote the confidence of the students in using the target language.

4.4   Teachers' use of language in the classroom

The study also sought to find out which language teachers in the school use in the classrooms. In the context of second language learning, the language teacher is crucial in the performance of the students of language. The repertoire of the teacher is considered the closest to the native speakers of English. It is therefore expected that the teacher uses English language throughout the lesson so that the students can learn pronunciation and new vocabulary from. Table 3 below captures the responses of the teachers concerning the use of language in the classroom.

Table 11: Mixing Twi language with English language when teaching

Variable	Frequency	Percentage
How frequently do you mix Twi with English		
Most at times	5	25
Sometimes	12	60
Always	3	15
Do you mix Twi with English		
Yes	14	70
No	6	30

Field survey, 2020

Table 3 shows that 12 (60%) of the teachers who participated in the study indicated that they sometimes mix Twi with English when they are teaching, while 5 (25%) responded that they blend Twi with English most at times. Table 3 further shows that 5 (25%) of the teachers always mix Twi with English when teaching a subject. According to the teachers who responded that they mix Twi and English when teaching, the use of both languages facilitates students understanding. The assertion of the teachers indicates that it becomes difficult at times in explaining concepts to the students in English, and this requires of them to use the mother tongue of the students to enhance the understanding of what is being taught. "Sometimes it becomes easier to use the mother tongue in explaining things when teaching than the English language. So I use the mother tongue occasionally when I need to explain things to my students."

When asked whether they use English together with Twi in the classroom, the responses in Table 3 reveals that not all the teachers mix Twi language with English when teaching a subject in the classroom. The majority of teachers, 14 (70%) agreed that they mix Twi

language with English language when teaching, while 6 (30%) indicated that they do not mix Twi with English when teaching in the classroom. One of the teachers responded that "using both languages in the classroom help me to be effective and efficient in teaching; concepts which are difficult for me to explain using English become easier with Twi". Another teacher explained that "some of the books we read have things which are not found in our culture so I need to use a similar thing in our language to relate it for the students to understand". The responses of the teachers confirm the fact that the use of native languages makes communication easier for both teachers and students as affirmed by the Overview of Generic Teacher Competency Framework (2005).

4.5   The language teachers use with their students in school

The study sought to find out which language teachers use with their students, and the frequency with which they use the language. Table 4 below presents the results of the teachers' responses concerning their frequency of use of English and Twi with their students in the school.
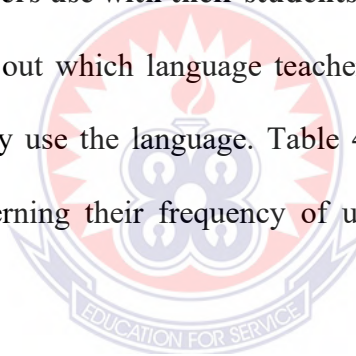
Table 12: RQ.1 Frequent speaking of language with students in the school

Variable	Frequency	Percentage
How frequently do you speak English with students in the school?		
Most at times	8	40
Sometimes	5	25
Always	7	35
How frequently do you speak Twi with student's		
Most at times	2	10
Sometimes	15	75
Always	3	15

Field survey, 2020

Table 4 shows that the majority of the teachers, 8, representing 40% responded that they most at times speak English with their students. 7 of the teacher respondents, representing 35% responded that they always speak English with their students. 5 of the teachers representing 25% of the total teacher respondents indicated that they sometimes speak English with their students. This result captured in Table 4 is expected due to the fact that most of the teachers prefer English to Twi as a spoken language in the classroom.

With regard to teachers who speak Twi with their students, the majority of the respondents, 15 (75%) out of the total 20 teachers indicated that they sometimes speak Twi with their students. This is followed by 3 respondents who self-reported that they speak Twi always with their students. 2 teachers, representing 10% reported that they most at times speak Twi with their students. The responses of the teachers show that they occasionally use the mother tongue of the students in interacting with the students. In the classroom setting, as some of the teachers have already asserted in the previous discussion, the mother tongues

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is employed when the teacher finds it difficult using English to explain a concept to the students. However, most of the teachers are also native speakers of Twi, and would prefer to speak Twi at informal places. For instance, a teacher explained that "I do speak Twi with students when I meet them of campus and want to discuss something that is non-academic. Some times when I want a student to run an errand for me, I create a personal atmosphere by speaking Twi. This makes the student to feel at ease and also expresses himself or herself."

Another also maintained that, "in as much as I would want to speak Twi with a student in the classroom when I am teaching, when a student comes to me in the staff common room for a personal discussion, I speak Twi. This makes the student to feel relaxed to express himself for the interaction to flow". The report of these teachers seems to contradict the ban on the use of a local language in some of the schools in Ghana. In fact, in some schools, the walls boldly have the inscription "do not speak vernacular". But practically, some teachers relax this command, both in and out of the classroom. However, as indicated by some of the teachers, the use of Twi in certain situations is meant to achieve a specific effect. The question, however, is that, how does teachers' intermittent use of Twi with their students affect English speaking ability of their students? Lawrence and Lawrence (2013) explains that when second language learners are able to communicate in the second language, it serves as a door through which the past is contemplated, the present is grasped and the future is approached. This means a student's ability to successfully use the target language makes such a student successful because he or she can access the culture of the target language people which helps in the cognitive and affective development of the learner.

This requires of teachers of English in the school to adopt communicative strategies that will enhance the learning of English by their students. In this regard, irrespective of where the teacher finds himself or herself with the student, the choice of language must be the one that will help the students improve upon his or her English speaking ability. Yeboah (2014) intimates that the functions of English in Ghana and its relevance as a global language has placed the onus on English teachers to ensure that their students develop the ability to speak English language. This assertion of Yeboah (2014) informed one of the respondents who asserted that "*I try as much as possible to use English with my students, at least within the school environment, because I see it as a responsibility to make my students speak good English; I therefore speak it with them always, hoping that they will learn from me"*. Appeared to be taking inspiration from scholars such as Nunan (2000) and Sanchez (2004) who identify language teaching to target two main aspects: conversational and grammatical, One of the teacher respondents opined that "*for a language teacher to be effective in teaching his students to use the target language well, the teacher must adopt an approach that will help the students to develop their mastery of the target language to be able to communicate and at the same time make their utterance free from avoidable grammatical errors.*

So while my classroom teachings mainly target grammatical correctness, my interactions with my students bring appropriate contexts for me to use the language. Even though this context appears informal it is the crucial setting where my students develop communicative competence. Owing to this, I try as much as possible to speak English with my students, even when I meet them on the street". The opinion of the teacher is consistent with the assertion of Nunan (2000, p. 10) that a good language teacher must ensure his/her

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interaction with the students provides the opportunity for the students in comprehending, manipulating and interacting in the target language; while at same time helping the learners to focus, principally on meaning rather than form." This means that English teachers' decision making concerning their choice of language to interact with their students must be the one that will not only help the learners to become communicatively competence, but also improve upon the construction of their linguistic structures.

Researchers now acknowledge that learner output also plays a crucial role in the learning of a second language. The relevance of creating opportunities for output, constitutes one of the main reasons for incorporating tasks into a language teaching programs (Ellis, 2005). With the importance of output in the teaching and learning of English, some of the teachers believe that when they use English with their students, irrespective of the context, they force their students to also respond to them in English, which helps them to identify the errors in the speech of the students for spontaneous correction. According to one teacher "sometimes the students feel shy to speak in class because they think their English is poor and they stand being laughed at by their colleagues. However, when I meet such students and we talk, they seem relaxed and express themselves. This provides me with the opportunity to assess their language and make the necessary correction". Following the assertion of Ellis (2005) that an effective language teacher is the one who provides opportunities for students to produce target-language outputs, some of the teachers indicated that they hardly converse with their students in Twi. Thus, as teachers teach their students how to do conversation, they help them learn how to interact verbally, and out of the interaction syntactic structures are developed. This observation concurs with the argument of Ellis (2005),p.219 that conversations in the target

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language between the teacher and the students "help to make input comprehensible, provide corrective feedback, and push learners to modify their own output in uptake." A female teacher concluded by saying that an effective and ideal language teacher, which I aspire to become, creates the right kind of interaction because, when the learners interact among themselves acquisition-rich discourse is more likely to be ensured which will eventually speed up the learning process of the target language".

4.6 Encouragement of students to use English on campus

The teachers were also asked if they persuade or influence their students to speak English in the school. The analysis of the responses is captured in Table 5 below: .

Table 13: Ensuring good usage of English language by student's

Variable	Frequency	Percentage
Do you encourage students to use English language correctly		
Most at times	1	5
Sometimes	4	20
Always	15	75
Do you ensure that students use appropriate vocabulary when speaking English		
Most at times	2	10
Sometimes	6	30
Always	12	60

Field survey, 2020

The result presented in Table 5 shows that all the 20 teachers ensure good use of English language by students when they are on campus. 15 of the teachers representing 75% of the total number intimate that they always encourage their students to use English

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language correctly. 4 (20%) of the total number of teachers self-reported that they sometimes encourage the students to use English language correctly. One of the respondents asserts that he/she most at time undertake the act of encouraging the students to learn and use English correctly.

With reference to ensuring that students use the appropriate vocabulary when speaking English, 60% of the teachers self-reported that they do it always. 6 teachers, representing 30% of the total number of the teacher respondents reported that they sometimes ensure that their students use the appropriate vocabulary when interacting with them. 2 teachers, representing 10% responded that they most at times do ensure that their students use the correct vocabulary when interacting. The results in the table above show that teachers are concerned with kind of English their students speak. Their sense of responsibility in ensuring that their students speak good English makes them attentive to the speech of their students, as they hope to identify errors for correction. Boahemaa (2014) in her study for instance suggest that teachers of English should feel a strong sense of responsibility towards the students they teach. They should not be only concerned with the success of their students in both internal and external examination, but these teachers should maintain a good relationship with their students, as positive teacher-student relationship improves students' academic performance.

A study conducted by Alexandra (2013) confirmed that if teachers of second languages will be able to educate their students holistically, their relationship with their students should be geared toward the learner. Since the teachers life affects the learners in diverse ways, their conversation and any other activities involving the students should be learner-centred. When the teacher is conversing with the students he/ she must ensure that

the vocabulary used is the one that will help the students in learning the language. As the teachers have stated concerning their insistence on students using the appropriate vocabulary, they themselves must also use vocabulary that will improve the students' vocabulary. This is usually the case because what is taught in the classroom is not necessarily learned by the students so the language teachers need to be able stir their students' interest for learning of the target language outside the classroom. To adequately do this, language teachers need to understand that language learning involves skill development, not only knowledge transmission so teachers should focus on ways to develop students' ability to use language effectively in real-life contexts rather than their ability to simply "reproduce" it. One of the teacher respondents explained that "*when teachers make their conversations with their students to be centred on vocabulary which will help the students to learn, the learning process of the second language becomes more effective because it helps the learners in developing the awareness of themselves as learners and enables them to figure out what their best learning strategies are. So I try to make every interaction with a student an opportunity for the student to learn something: a new vocabulary, the right pronunciation of a word or a concord rule".*

This indicates that teachers of the school regularly and effectively provide opportunities for students to construct sentences in the language, correct students' errors when students are using the language, ensure that students use correct spellings in writing, and use appropriate vocabulary. The discussion so far agrees with the observation of Rao (2004) and Varvel (2007) that a competent language teacher is the one with many teaching skills and experience, and possesses the professional qualification which help him to successfully teach and ensure their students use appropriate vocabulary which reflects their

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level of mastery in the second language they are learning. Figure 1 below shows the responses of the teachers.
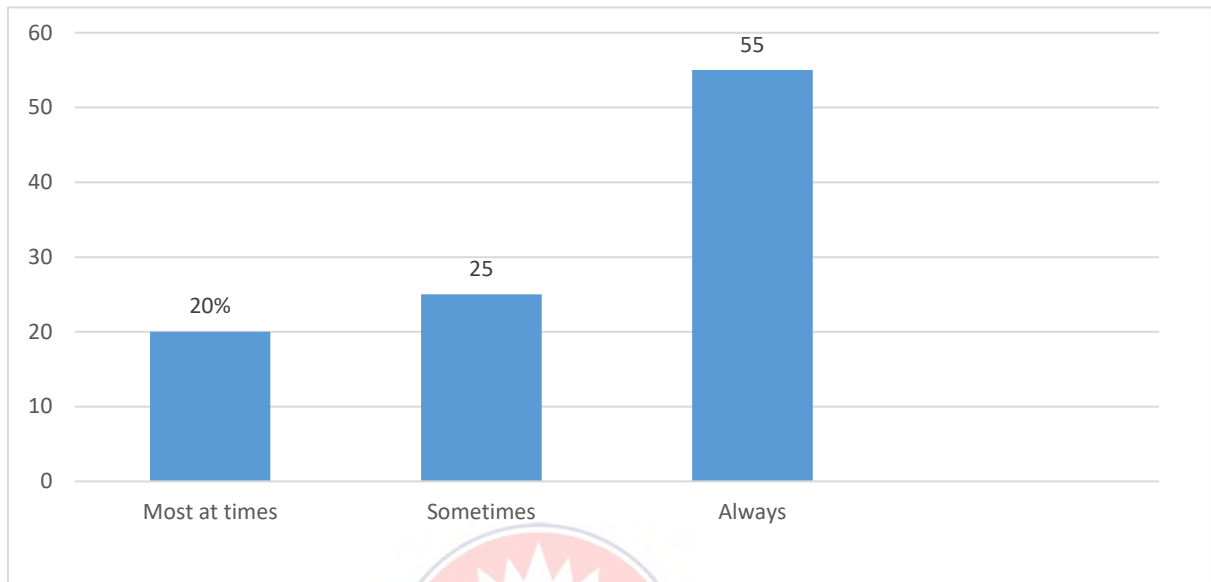

Figure 1: Regular correction of students' errors in English

Many of the teachers who took part in the study confirmed that most of the errors their students commit in their attempt to speak English are due transfer from the mother tongue. "Most of our students do not think in the target language; what they do like many other second language speakers is to translate their thought which is coded in their L1 in their mind into English, and this leads mistakes in their speech as they mostly do direct translation, without given recourse to context, and contextual meaning of words". On the issue of how teachers correct the errors of their students which are due direct translation of their thoughts from the L1 to English, 55% of the teachers responded that their students do direct translation from Twi to English when they are speaking, and they, the teachers always correct the students when they realize that their students are committing errors because they are translating directly from Twi to English. 25% of the teacher respondents agreed that they sometimes correct their students when they commit errors that are caused

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by direct translation from Twi to English. 20% of the total number of teachers agreed that they do the correction of this kind most at times. From the responses, it is realised that the majority of the teacher respondents of the study agreed that they always correct students' errors which are caused by the students' direct translation of sentences and phrases from Twi to English. The responses of the teachers are depicted in Figure 1 above. It is obvious that most teachers always guide the students to speak good English and this is considered part of the teacher's responsibility. One of the teachers explained that "the teacher's responsibility is not restricted to the classroom alone, it goes beyond the walls of the school, and therefore I try to correct my students of their speaking errors everywhere the opportunity brings itself." Another teacher also pointed out that she feels very uncomfortable when her student speak bad English, especially in the presence of other people. "It does not speak well of me as a teacher of the students; sometimes people take the performance of our students in speaking English as a reflection of the kind of English we, the teachers, speak. So, I am always alert when my students are talking hoping to spot errors to correct. In fact this has become part of me that I do it unconsciously". This result of the responses and the assertions of some of the teachers confirm the revelation of Myers and Myers (1995) that a competent teacher should be able to guide students to skillfully speak and write good English.

As indicated by the teachers, the students they teach commit errors which are caused by negative L1 transfers, whereby due to direct translation of sentences in the L1 to L2 these errors occur. The finding of the current study, therefore is consistent with the work of Fema (2003) which revealed that a major cause of the errors Ghanaian learners of English as a second language (L2) commit is the interference of the mother tongue (L1).

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4.7   Areas where the Twi (L1) interferes with students' English

Learning a language in the environment where the language is not used for everyday conversation has been found to complicate the learning success of the learner. It has been observed that the performance of many speakers of English as a second language (L2), portrays accents and deviations that have resulted from the influence of their first language (L1), and this makes their L2 speech forms to be characterized as or perceived as non-native-like (Zimmermann, 2004). It is the case that the negative influence of L1 on the L2 occurs in various domains of language, including concord, the use of prepositions and tense. Figure 2 below presents the errors attributed to the negative interference of Twi as identified in the speech of the students.
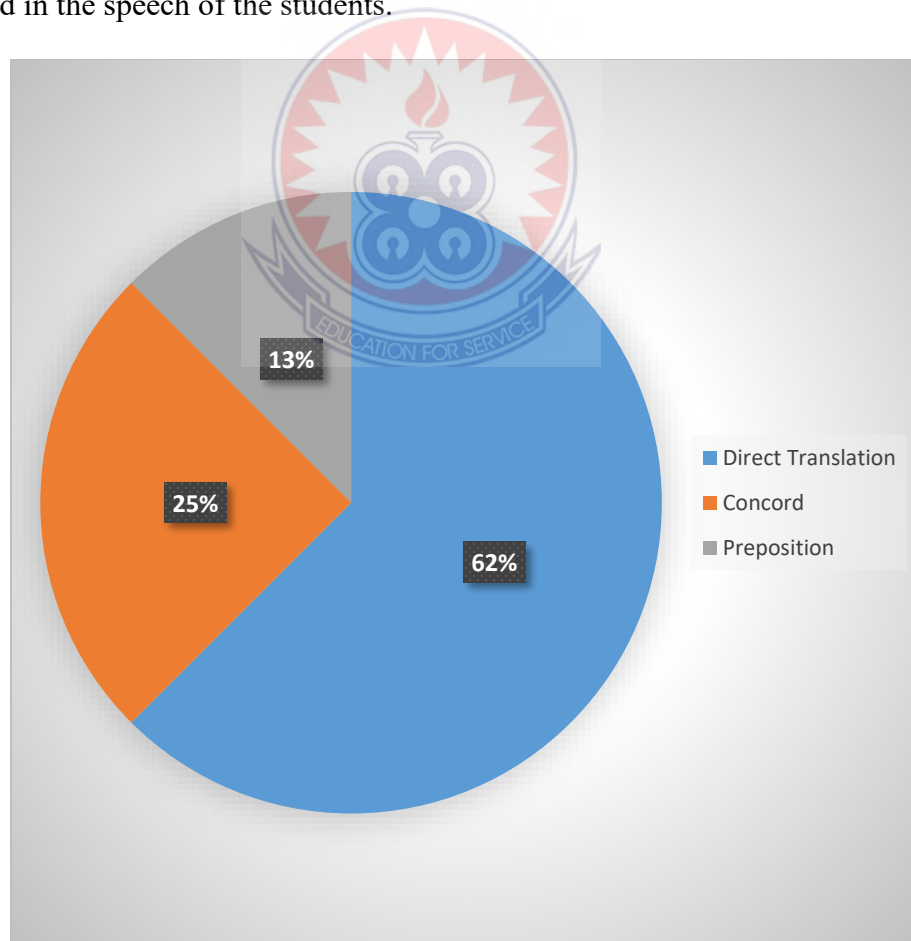

Figure 2: RQ.1   **Areas where L1 influences L2**

Figure 2 shows the areas where Twi (LI) influences SHS students' English (L2). As shown in the pie chart above, the areas which have L1 interference are direct translation from Twi to English, concord and proposition. All these variables are errors that were obtained from the essays of the students. Even though the analysis here is based on the data gathered from the essays the students wrote, it needs to be mentioned that these errors are not different from what the students commit in their verbal production of the L2 utterances. It result of the analysis of the identified errors in the essays show that the majority of the errors, representing 55% of the total identified errors are attributable to direct translation from Twi (L1) to English (L2). The result shows further that 22% of the errors are related concord problems. It has been revealed from the result that 11% of the errors as occurred in the students' essays were related inappropriate use of prepositions. It also occurred that 12% of the students' errors are not traceable to the negative transfer or influence of the native language on the target language.

With regard to the errors which are caused by direct translation from the L1, the result from the study conform to the findings of Norris (1987) that mother tongue interference is one of the principal causes errors in learners L2 speech forms or utterances. As indicated by behaviour paradigm to language acquisition and learning, the learning of a language is a kind of habit formation, and it is the case that when learners strive to learn a new habit, the already learned ones interferes with the new one. In other words, the "first language of the English as a second language learner interferes with the learning process of the second language. The influence occurs when the learners' L2 is not sufficient for him or her to adequately express himself or herself. When this happens, the learner is likely to rely on the L1 to express whatever is needed to be expressed. With the students who

participated in this study, it has been observed that they lack the necessary vocabulary in certain contexts, and this makes them resort to description of the concept or idea they wished to communicate. In the course of the description, the students end up translating how the idea is described in the L1 to the L2. For instance, one of the students described a dish as "very sweet" instead of tasty, palatable, delicious or sumptuous. The description of the dish as "very sweet" by the student is a direct translation from the L1 (*ɛyɛ dɛ*). In Twi, the lexeme *dɛ* 'tastes nice' is used to described every dish or edible thing. This confirms the assertion of one of the teachers that "when the students do not know how to say something in English, one possibility is to translate directly from Twi to English, which mostly results in errors". Concerning this, Mahmoud (2000) pointed out that the mother tongue undoubtedly plays a prominent role in learning and using of another language, especially in foreign language learning situations where learners are infrequently exposed to the target language. This observed problem is not peculiar to Ghanaian students alone, as a study conducted on Arab students revealed that Arab learners of English in such situations also rely heavily on their inter-language transfer strategy to solve the problems they encounter when speaking English (Miqdadi, 1997). This fact supports the finding of a study conducted by Fema (2003) that, the major cause of the errors in English (L2) spoken by Ghanaians can be attributed to the interference of mother tongue (L1) and it was mostly due to the direct transfer from Twi to English.

According to Alfaki (2014),p.44, "grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English." In the result of the analysis of the errors of the students, as captured in the pie chart in Figure 2, another common area of influence

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identified in the essays has to do with concord errors. Leech (2004),p.67 defines concord "as the matching relationship between the subject and verb". it is the case that Twi differs from English in the area of concord. For instance, in Twi, there is no inflection on the verb to mark subject-verb agreement but English shows that. This has been observed to another challenge for the learners of English who speak Twi as their L1. From the result presented in Figure 2, 22% of the total identified errors were errors relating concord. This means that the students have problem or do not understand the application of concord rules in English. A teacher intimated that "it is sometimes embarrassing when your students speak without giving cognizance to basic subject-verb agreement rules". "As a teacher, you would want to correct your students from some basic agreement rules because they speak good of both the student and his teacher", another teacher explained. The assertions of the teachers concerning the negative effects of their students' inability to speak correct English is in consonance with the argument of Yankson (1994),p.79 that concord errors "reflect badly on the speaker's personality, they tell us something about his/her educational background, they portray his interlanguage as a "developing grammar" that borders on illiteracy".

In the study, concord errors did not score the highest frequency, but because such errors reflect badly on the speaker's personality, there is the need to correct the situation. According to one of the teachers, the challenge the students have with regard to concord could be blamed on the influence of the L1. She explained that "apart from pronoun-antecedent agreement which exist also in Twi, subject-Verb agreement is not prevalent in Twi, like how it has a defined pattern in English". The problem of the students concerning concord seems to have been groomed from the junior high school. For instance, in a study which was conducted by Annor (2011), it was shown that junior high school pupils have

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more problems relating to subject – verb, especially proximity concord, and pronoun – antecedent concord. In that study, Annor (2011) attributed the cause of the challenge to the teachers who find it themselves to understand concord rules, and therefore tend to find it very difficult explaining the rules of the categories of concord for their student to understand. She explains that most teachers may not be quite familiar with the explanations behind the application of particular concord rules though they may be proficient in the use of these rules. A teacher respondent suggested that "teachers of English language in the various SHS should practicalise the teaching of concord rules, by making their lessons task-based, rather than the normal approach whereby notes are given with few examples". Agor (2003) notes that the inability of some teachers to adduce correct reasons for their answers may also be an indication of the carry over effect of the not too encouraging performance in English concord among students. With the observable problems of concord among teachers and their students, Akrong (2008) posits therefore that, teachers of English, especially those at the second cycle must do well to understand all the rules of concord so that in their teaching, they can explain the rules of concord with dexterity for the students to internalize the various aspects of the broader concept of concord such as Noun – pronoun, verb – verb, Determiner – noun, etc. She added that if teachers of English can decipher which concord rule may be applicable in a particular context they can help to clarify a concord rule that perhaps was misunderstood or partially learned by their students. Annor (2011) suggests among other things that teachers should be given periodic training on English language especially in terms of concord so that they can understand and appreciate the intricacies of this aspect of English grammar while improving their proficiency as well.

Furthermore, preposition errors have been identified in the essays of the students. A preposition is a word that shows the relation between two nouns in a sentence. The most common errors identified in the written essays were prepositions that indicate place and time. Most of the preposition errors committed by the students were due to wrong selection and sometimes unnecessary addition of prepositions. In the result shown in Figure 2, 11% of the total errors identified in the essays of the students relate to problems with propositions.

The analysis of the errors relating to the prepositions show that some of the students select wrong prepositions at certain contexts. There is also an issue of misordering of the preposition and the objects of the prepositions. It is evident that the large number of English prepositions compared with the number of prepositions in Twi contributed to the learners' difficulty in processing relationships between the grammatical elements and choosing the appropriate English prepositions. One of the teachers who responded to the study indicated that *"English prepositions are many and also one preposition has different meanings at different contexts, and this seems to overwhelm the students when learning them"*. With regard to this, it can be argued that L1 interference caused the errors of students' use of prepositions in English. This is because, in Twi, the prepositions are not many, and their meanings seem a bit straightforward. Nonetheless, it is also possible that the internal make-up of English caused much of the learners' difficulty. Some of the errors the student committed with regard to selection of prepositions are presented below.

1. It took me the whole day to finish the assignment that I don't have a clear idea **WITH**.

2. I tend to be careful **WITH** the ideas I wrote.

3. The team usually comprised **WITH** twenty-two players.

4. I don't entertain problems I am not affected **WITH** them.

5. People are talking **WITH** me because they like me.

From the examples above, it is observed that the error that surfaced many times in most of the essays of the students is the use of **WITH** instead of **by, of, to.** One can also hypothesize that the learner associates talk with speak (both of which are oral language productions) and generalizes that if speak goes with **WITH**, then talk can also be used with **WITH**.

However, there were other instances whereby instead the preposition **WITH**, other prepositions were used by the students. The sentence in (6-8) exemplify the wrong use of other prepositions.

6. I 'm really disappointed **OF** what I have done.

7. I am most likely to associate my dried hair **TO** dried leaves.

8. I'm drawing a tiger but I have nothing to color it **ON**.

In the examples above, the students used different prepositions when WITH is needed or seems more appropriate. In the data, it was identified that there were a number of instances involving incorrect use of the locative prepositions **ON** and **IN**. Even though, the learners appear not able to make distinctions between the two related prepositions, the sense/intention of the learners is, nonetheless, comprehensible in their write-ups. These errors are what Guzman and Arcellana (2004) call "local errors." Local errors do not prevent the message from been understood. Usually these are minor violations of one segment of a sentence still allowing the reader to make an accurate guess about the meaning of the writer. The examples below illustrate some of these errors.

9. The protagonist will come out victorious **ON** the end.

10. Some stories appear funny when acted **IN** stage.

11. Sumptuous food and sweet desserts awaits **IN** the table to be eaten.

12. I sung the song I heard **IN** the radio.

The problems of the students concerning the use of preposition confirms what has been found by other researchers at different places. For instance, Dalgish (1985) asserted that preposition usage is one of the most difficult aspects of English grammar for English as second language learners to master, as they constitute a significant proportion of all English as a second language grammar errors. According to Bitchener et al. (2005) errors relating to wrong usage of prepositions represent the largest category of English as second language learners' errors as they represent about 29% of all the errors by 53 intermediate to advanced English as a second language students they used in their study. Murata and Ishara (2004) also report 18% of all errors in an intensive analysis of one Japanese writer. Preposition errors are not only prominent among error types, they are also quite frequent in the writings of English as a second language learners. Dalgish (1985) analyzed the essays of 350 English as a second language college students representing 15 different native languages and reported that preposition errors were present in 18% of sentences in a sample of text produced by writers who speak different first languages including Korean, Greek, and Spanish.

As observed from the wrong use of the prepositions by the students, because in the L1 the prepositions are straight forward and are not many the learners seem overwhelmed by the situation in English and this creates learning difficulty for them. The areas of influence of the L1 is consistent with contrastive analysis to language learning, that transfer will take

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place from the first to the second language where there were differences between the L1 and L2 (Ellis, 2005). In this case, the learner's knowledge of Twi (L1) interferes with the English (L2). This situation creates learning difficulties which result in errors. The following errors which are traceable to L1 interference were identified in the essay.

4.8   The Influence of Twi on English among students

The teachers in the school were also asked whether the mother tongue of the students has any influence on the English the students speak. The result of the analysis is presented in Table 6 below.

Table 14: Does Twi Influence students English?

	Frequency	Percentage
Twi has an influence on students English		
Yes	16	80
No	4	20
Total	20	100

Field survey, 2020

The result captured in Table 6 shows that out of the 20 teachers who took part on the study, 16 representing 80 % agreed that the mother tongue, Twi of the students influences how the students speak English. On the other hand, 4 teachers representing 20% of the total teacher respondents responded no to the question whether Twi influence the way the students of the school speak English. The percentage of teachers who agreed to the fact that mother tongue, Twi (L1) influences the way the students speak English far outweighs the percentage of those who were of the view that Twi does not influence the way the students speak English. This result proves that Twi has a great impact on the kind

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of English students in our school speak. The result in Table 6 confirms the fact language transfer occurs when people are learning a second language. According to Grass and Larry (2001), positive transfer results in correct utterances and facilitates language learning, whereas negative transfer also hinders smooth learning of the target language. According to Al-khresheh (2016), transfer is an important part in language learning at all levels. It is considered as a language learning strategy used by second language (L2) learners in order to facilitate the learning English. On the influence of L1 on L2, studies (eg.,Bowers, 2002; Odlin, 2003; Al-khresheh, 2016; Gilquin & Magali, 2008) have shown that learners start learning English as a second language by transferring some sounds and meanings (semantic transfer) from the L1. Additionally, the learners transfer several rules and structures consisting of word order from the L1 to L2.

The teachers were also asked whether the influence of Twi on the English the students speak is positive or negative. The responses of the teachers are captured in Table 7 and Table 8.

Table 15: RQ.2 The Positive impact of Twi (L1) on English (L2)

Variable	Frequency	Percentage
Helps students to understand concepts	10	50.0
Makes explanation faster and easier	7	35.0
Helps learn additional language	3	15.0
Total	20	100

Field survey, 2020

Table 7 shows the opinions of 20 teachers on the positive impact of L1 on L2. With regard to positive impact, 50% of the teachers responded that Twi (L1) helps students to

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understand concepts, 35% said it makes explanation faster and easier and 15% said it helps the students learn additional language. L1 helping students to understand concepts dominated on the part of the teachers' responses on positive impact of L1 on L2. Researchers opine that the use of mother tongue (L1) in the process of teaching and learning in the early years helps, not only to preserve and value one's culture but also to develop it lexically (Akinbote & Ogunsanwo, 2003). Research has also proven that in classrooms where both the mother tongue and the target language together, the learners tend to have a mental translation of all concepts presented in the mother tongue to English language in order to gain sufficient meaning of the concepts presented. It is also important to attests to the fact that the use of native languages makes communication easier for both teachers and students (Overview of Generic Teacher Competency Framework, (OGTCF), 2005). For instance some of the teachers were of the view that "when it becomes difficult explaining concepts in the target language to the students, they resort to the mother tongue of the students". A female teacher explained that "in order to explain certain grammatical rules in English for my students to understand, I use comparison and contrast between the grammar of the students' native language, which is Twi and that of English language". These assertions of the teachers conform to the observation of Richards and Rodgers (1986) concerning Grammar Translation Method of language teaching whereby translation and comparison of rules and structures between L1 and L2 are common ways of clarifying meanings of word and new grammar patterns in the target language to the learners.

According to one of the teachers, "sometimes when we translate and compare structures in both English and Twi, it helps the student become aware and more familiar with the grammar of the native language". This explains the assertion of Larsen- Freeman

(2010) that in a second language learning classroom where the teacher employs Grammar Translation Method, the students tend to learn both the native language and the Target simultaneously.

In Table 8, the analysis of the responses of the teachers concerning the negative influence of Twi on the English the students speak is presented.

Table 16: RQ.2 The Negative impact of Twi (L1) on English (L2)

Variable	Frequency	Percentage
Students are not able to express their thought correctly in exam	3	15
Grammatical error	5	25.0
Problem of direct translation of words	12	60.0
Total	20	100

Field survey, 2020

According to Table 8, 60% of teachers were of the view that students have problems with direct translation from Twi to English; 25% of teachers said grammatical errors were the problems of the students and 15% responded that the students are unable to express their thought correctly in exam. More than half of the respondents indicated that the major problem of the students is transliteration. This problem was evident in the essays of the students as the following sentences were obtained from sampled essays.

13. I told my friends that I was going to come, so they should wait for me. [I told my friends that I was going and would return, so they should wait for me.]

14. The King promised his people that he would return to the village again. [The king told his people that he would return]

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15. The king's son refused to drink his medicine [The prince refused to take his medication]

It can be observed from the sentence in (13) that the use of the to-infinitive construction *to come* after to the verb *going* makes it look as if *to come* is a physical place the speaker is travelling to. However, *to come* in that context is used by the student to mean *return*. In Twi, speakers use the two motion verbs without any coordinating conjunction and it is considered acceptable. For instance, it is acceptable for one to say in Twi that ***merekɔ asane aba*** 'I am going and will return' without introducing any conjunction between the two verb phrases. However, in English the coordination must be introduced. Hence, when the student does direct translation as shown in (13), it creates structural problems.

In the example (13), the student directly translate the Twi construction ***mɛ sane aba biom*** where ***sane*** 'return' is used together with the ***biom*** 'again'. The employment of direct translation or the construction in Twi to English has resulted in tautology. In (14), the student's use of direct transiation made him use *king's son* instead of *prince.* In Twi, the words *prince* and *princess* seems to be described without a single lexeme for them. So the student transfers that into English and that is why she used the possessive construction, *the king's son* even though there is a lexeme, *prince* which she could have used. But more importantly, the student use of transliteration made her use the *drink* instead of *take* to describe the action ingesting medicine. It is the case that in Twi, the verb ***nom*** 'to drink' is used to describe the event of swallowing medicine, being it a pill, tablet or syrup. The student in the course of direct translation used *drink* to describe the process of taking medication as captured in sentence (15).

The second highest negative influence of Twi on the speaking if English by the students has to do with grammatical error. In the sampled essays of the students, it occurred that the writings of the students portray a lot of grammatical deviations. It needs to be noted that a good deal of writing in the English as a second language classroom is undertaken as an aid to the learning of the language (Hedge, 1988). According to Alfaki (2015), p.41, "writing allows second language learners to see their progress and get feedback from the teacher, and also allows teachers to monitor pupils and diagnose problems they encountered." This implies that writing plays a principal role in language learning processes. Effective writing however, requires a high degree of arrangement in the development of the ideas and thoughts that the writer intends to communicate. To achieve this the writer faced with the task to ensure that a high degree of exactitude and precision of structure in order to avoid ambiguity of the intended meaning he wish to convey. The use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers are therefore highly necessary (Hedge, 1988). However, the examples discussed above (5-15) show that the students have a weakness in writing grammatical and acceptable sentences. Though some of these grammatical deviations are attributable to the influence of the L1, it is a fact the complexity of the target language structures and writing rules also come to compound the plight of the learners.

Observably, subject-verb agreement rules have been violated in the writing of the students. In the sentence, *the name of the servants was Daniel and Dzifa*, we can observe that there are two people been referred to and therefore, the appropriate verb form should

have been *were.* Also, the plural marker should been placed on *name* to make it *names.* In the sentence *I and one of my friend went to town,* the students failed to add the plural morpheme to the word *friend* to make it agree in number so that it appears as *one of my friends.* The same problem is observed in another essay as the sentence *I saw some of my friend in school* was captured in the data. Here, the student could not realize that the indefinite pronoun *some* is plural and therefore, the object must agree with it, and therefore maintained *friend* instead of *friends.*

Another category of grammatical error found in the essays of the students is tense agreement errors. With this kind of error, the students could not focus on tense so that the tense of the initial clause will agree with the one in the embedded clause. Sometime, the pupil may be narrating an event that occurred the previous day, yet the tense used on the verbs were present. For example, in the sentence, *I was very sad because I have no friends,* the pupil should have changed the verb in the second clause to past so that it would agree with the verb in the first clause. The pupils' failure to change the tense of the second verb makes him violate tense concord in the sentence.

Anytime a narration describes an event or action in a time before the speech time, the speaker needs to mark past tense on the verb to reflect the time of the event. However, it is observed in the data that the students don't mark tense correctly. For instance, in the sentences *the headmaster ask me what my name is,* the tenses on the verbs are erroneously marked. Thus, if the student wanted to mean the event of asking was a habitual one, the verb should have been *asks* and if he intended to use it to describe a past event, it should have been *asked.* The embedded clause is also wrong in terms of the tense on the verb. A similar observation can be made about the sentence, *Our form master ask me my name and*

I mention my name to him and he write in the register where the student was narrating an incidence that occurred before the speech time to his friend, yet he uses the present tense. Thus, the verbs *ask, mention* and *write* should have been *asked, mentioned* and *wrote.* Though not all of these grammatical errors are due to negative impact from the L1, there are some which are attributable to the negative influence of the L1 (Adedimeji, 2007). These negative transfer of habits from Twi to English as seen in some of the examples above happen in areas such lexical, syntactical or semantic features (Obanya et al., 2004). This situation creates learning difficulties for the students which consequently result in grammatical errors (Ellis, 2005).

4.9   Improving positive impact of L1 on L2

Table 17: RQ.3 Suggestions for improving Positive impact of Twi (L1) on English (L2)

Variable	Frequency	Percentage
Encourage students to speak Twi	4	20.0
Interpret English correctly into Twi for students	6	30.0
Twi must be taught at the lower level in school	10	50.0
Total	20	100

Field survey, 2020

Table 9 presents the suggestions to improve positive impact of L1 on L2. According to the results in the table, 50% of teachers suggested that Twi (L1) should be taught at the early level in school to positively influence English (L2). The teachers who made this suggestion were of the view that the mother tongue serves as a resource which is going to be used in learning the target language. In this regard, when the students are taught the rules which are grammatical structures in the L1, it will help them relate well with those pertaining to the target language, and thereby simplify the learning of the target language.

30% teachers reported that L2 words must be well interpreted into L1 for the students to understand. According to one teacher, "when the student understands the word, he or she can use it in different contexts". Another teacher also indicated that concepts which are a bit foreign tend to be too abstract for the students to understand, therefore, the teacher needs to use the student's L1 to explain it to him/her so that he/she can understand it well". 4 of the teachers, representing 20% of the total respondents suggested that the students should be encouraged to speak the L1. According to one of them, English is not the language of the students, and teachers should not make their students abandon the L1 in favour of the L2. After all, no matter how well they learn English, they cannot speak it like the British".

It is interesting that half of the teachers who took part in the study suggested Twi (L1) should be taught at the early stages of language teaching and learning.It is attributable to the fact that most people may want to protect their culture and values, which are presented in their mother tongue. The teaching of the L1 will enable a firm grasp and understanding of these cultural norms and values of the society. This proposal of the teachers appears aligned with observation of Asamoah (2002) that training of a child in the process of concept formation can best be achieved in the native language rather than foreign language. This result also agrees with a study by Obanya et al. (2004) that shows the need for introducing and emphasizing the spoken language at the early stages of language teaching and learning. On how to reduce the negative impact of L1 on the learning and speaking of English by the students, the majority of the teachers proposed that students should try to speak English frequently. The result of the responses is summarized in Table 10 below.

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Table 18: RQ.3 Suggestions for reducing negative <u>impact</u> of Twi (L1) on English (L2)

Variable	Frequency	Percentage
Encourage students to read books, novels etc.	8	40.0
Frequent speaking of English by students	12	60.0
Total	20	100

Field survey, 2020

Table 10 displays the suggestions to reduce the negative impact of L1 on L2. According to the table 60% teachers suggested that frequent speaking of English would help to reduce the impact of L1 on L2. One teacher explains that, "practise makes a man perfect, if the students do not speak the language, how they will assess themselves of the progress they have made?" "Remember, it is only when the student speak that we can get to know their errors and correct them", another explained. 40% said students must be encourage to read books, novels etc.to reduce the negative influence of L1 on the L2. Frequent speaking of English dominated on the part of reading of books, novels. This may be true due to the fact that speaking of English always helps you master the language. This is because interaction with friends in English language will open up their weakness and strength in the language. Students should be encouraged to communicate in English language in and outside the classroom. This assertion is in consonance with the findings of (Kolawole & Dele, 2002) that, in the context of second language learning, students who attempt to always use the target language to communicate achieve mastery of the language faster than those who seldom use the target language. Notwithstanding, reading of novels and other books written in the target language increases the interest of the learners in the L2 and helps them improve their competence. It is obvious that for any student to be

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proficient in English language, mastering of skill of listening, speaking, reading and writing is necessary, and it requires hard work and dedication from the students (Onukaogu, 2002).

4.10 Chapter summary

In this chapter, results of the study have been discussed. Data obtained from both questionnaire and interviews have been analyzed both quantitatively and qualitatively. The results, as discussed in the sections in this chapter have shown Twi influences English which the students are learning. The responses discussed revealed that the influence of Twi on English is not always negative. There are some positive transfers from L1 to the L2. On the negative transfer of the mother tongue on the students' performance in English, the result of the study discussed in this chapter has shown that the students mostly do transliteration which leads to several grammatical and semantic problems. Also, the essays analyzed revealed that the learners have concord problems and that is attributable to the influence of the L1 on the L2. Lastly, the analysis has shown that the learners have problems with the use of prepositions. This problem has also been attributed to the numerous prepositions in English and their numerous uses. It was revealed that these prepositions sometimes overwhelm the students and that causes them to commit certain usage errors. These findings are outlined in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study investigated the influence of the mother tongue (L1) on English language (L2) using the students of Kumasi Senior High Technical School as a case study. The study sampled hundred (100) students from five different departments, including General Arts, Home Economics, Business, Technical and Science. Twenty students were randomly selected from each of the departments. The researcher used essays of the students and interview to collect the data for the study. On the essay scripts, 100 essays were sampled from the students from the five different departments. This essays were vetted for the study. The vetting of the essays enabled the researcher to identify and trace the areas where the L1 of the students has influence on English, the L2 as prevailed in the writing of the students. This chapter presents a summary of the findings, the place of L1 interference in teaching and learning of English, pedagogical implications of the study, recommendations for future studies and conclusion to the study.

5.2 Summary of findings

The study has shown that most of the teachers who teach at Kumasi Senior Technical School have at least a first degree; while 11 out of the teacher participants have their first degrees, 6 teachers have done their second degrees. This shows that on the issue of qualification, most of the teachers are qualified to undertake the teaching of the subjects they teach. The high qualification of the teachers also means that their classroom teaching activities would be impacted well (Farrant, 1980; Rebore, 1982). The study also indicated that 15 out of the 20 teachers who took part in the study have at least 6 years teaching

experience. Based on the appreciable number of years of experience these teachers have had, one can only say that their teaching methods and grasp of the concepts they teach the students have been improved over the years. Hence, the students they teach stand to gain tremendously from the teaching experience of the teachers. That is, as indicated by Nwadu (2005) school administrator needs to engage teachers who are highly experienced in the teaching of the courses they teach in order to maintain good standard of academic performance. This confirms the assertions of other researchers that the teacher's influence on the performance of the students is very high and therefore, the qualification and the experience of teachers are crucial to students performance (Dzameshie, 1996; Kraft, 2003; Olugbodi, 2006).

On the use of the native language by the students on campus, the analysis showed that 85% of the teacher participants indicated that their students frequently use Twi for interaction on campus and that affects their ability to master English language communicatively. It occurred that some students even respond to questions in the classroom with the mother tongue. Though the teachers feel this is not helpful, the use of Twi on campus has become a norm among the students. The findings therefore concurred to the findings of Abdullahi (2003) and Adedokun (2011) who observed that students in secondary schools frequently use the L1 during conversation among themselves.

On the use of the mother tongue in the classroom, majority of the teachers indicated that they sometimes use the mother tongue in the classroom, especially when it becomes difficult explaining a concept in English to the students. The teachers were of the view that, their interaction with their students outside the classroom is an informal interaction and therefore resort to the use of the mother tongue. Even though the finding of the study shows

that some teachers speak the native language with their students, all the teachers responded that they encourage their students to speak English and ensure that the students speak English and speak it well. This confirmed the assertion of Boahemaa (2014) that teachers of English feel a strong sense of responsibility towards the students they teach in ensuring that they speak good English.

On what contributes to the numerous errors observable in the speech of their students, some of the teachers indicated that their students do not think in the L2; their thoughts are always in the L1 and then translate them to the L2. Due to the direct translation most of the students do, their English becomes bad, full of errors. The teachers, however, indicated that they always correct their students when they observe such deviations in their language. This responsibility of correcting their students, according to Myers and Myers (1995) is a crucial responsibility of a competent teacher, who guides his students to skillfully speak and write good English.

The teachers explained that the students they teach commit errors which have been conditioned by negative L1 transfers. The finding of the current study, therefore is consistent with the work of Fema (2003) which revealed that a major cause of the errors Ghanaian learners of English as a second language (L2) commit is the interference of the mother tongue (L1).On the areas where the L1 interferes with the L2, as observed in the essays of the students, it occurred that direct translation from Twi to English, concord and proposition are main areas the deviations have been observed in the essays of the students. Thus, 55% of the errors were due to direct translation, 22% were as a result of concord issues and 11% were due to inappropriate use of prepositions.

Concerning the direct translation from the L1 to the L2, the finding of this study is consistent with the view of behaviorist that in the learning of a new habit, the old habit interferes. According to Norris (1987), this kind of interference becomes prominent when the learner of the second language has not mastered the L2 to the extent that he or she can sufficiently express him/herself in the L2. The study shows that students in Kumasi Seniors High Technical School resort to direct translation. Fema (2003), in her study revealed that, the major cause of the errors in English (L2) spoken by Ghanaians can be attributed to the interference of mother tongue (L1) and it is mostly due to the direct transfer from Twi to English.

With regard to the deviations that pertain to concord, the study revealed that the problem is a nurtured one from the Junior High School level. Annor (2011) for instance, attributed the cause of concord deviations to teachers who find it difficult to understand concord rules themselves, and therefore tend to find it very difficult explaining the rules of the categories of concord for their student to understand. She explains that most teachers may not be quite familiar with the explanations behind the application of particular concord rules though they may be proficient in the use of these rules. The finding also agrees with the findings of Agor (2003) and Akrong (2008).

5.3   L1 interference on L2

The mother tongue of the learners of English has a significant influence on the learning process of the L2. As indicated in the findings, the interference of the L1 could be positive or negative. It is therefore expected of second language learners to maximize the positive transfer of the L1 to the L2 and minimize the negative transfer of the L1 to the L2. It is the case the negative transfer of elements from the L1 to the L2 leads to learner errors. In this

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regard, direct translation from the L1 to the L2, concord errors which are mostly due to the influence from the L1 and misuse of prepositions by the students do not help the learning process of English language by the students. However, it is not all instances that one could prove that transfer from L1 is negative. Though not all of these grammatical errors are due to negative transfer from the L1, there are some which are attributable to the negative influence of the L1 (Adedimeji, 2007). These negative transfer of habits from Twi to English as seen in some of the examples above happen in areas such lexical, syntactical or semantic features (Obanya et al., 2004). This situation creates learning difficulties for the students which consequently result in grammatical errors (Ellis, 2005).

There are positive transfers too, which language teachers need to maximize their effective learning of the L2. Grass and Larry (2001) indicated that positive transfer results in correct utterances and facilitates language learning, whereas negative transfer also hinders smooth learning of the target language. According to Al-khresheh (2016), transfer is an important part in language learning at all levels. It is considered as a language learning strategy used by second language (L2) learners in order to facilitate the learning of English. From the analysis of the current study, some of the teachers were of the view that positive transfer helps their students to understand new concepts.

5.4   Pedagogical Implication of the study

The major findings of the study have important implications for the teaching and learning of English language in Kumasi Senior High Technical School, in particular, and in the Ghanaian English as second language classrooms in general. The first pedagogical implication is the need for teachers to identify the areas where the L1 has negative interference and areas it has positive interference on the L2. The study has shown that the
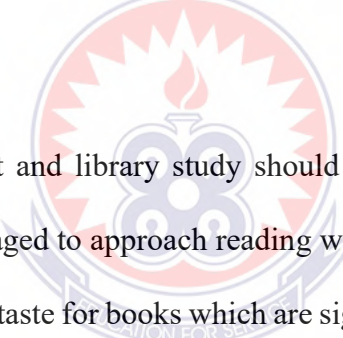
students of Kumasi Senior High Technical School persistently engage in direct translation and this results in L2 errors. It was also revealed that lack of vocabulary and misunderstanding of concepts are the main reasons why the students indulge in direct translations. Teachers of English in the School need to encourage their students to do a lot of reading to make them acquire enough vocabulary. Teaching of vocabulary should also be done by the teachers.

Concerning the concord, the teachers themselves should be conversant with the various rules on concord and their applicability, so that they can effectively teach their students. This will help the teachers to explain the differences between the L1 and L2 with regard to concord. Sometimes leaning of a rule becomes easier when teachers compares it to another rule. In this regard, the teachers can employ the knowledge of the students on their L1 to explain the rule in the L2. This can also be done with the teaching of prepositions. One of the main contributors to high performance in the target language is output. The teachers should ensure that their students use the target language for communication both in the classroom and outside the classroom. As the students develop the habit of using the target language, their teachers would have the opportunity to listen to their speech and correct their errors.

5.5   Recommendations.

From the findings of this study, these recommendations are made in order to improve students' competence in English language in Senior High School. Having discovered that the use of mother tongue in school contributes or influences students' performance in English, English language should be used as a medium of communication within and outside the classroom. Both teachers and students should endeavor to improve their

proficiency level in the language. Students should be made to use English more often since language proficiency comes with constant practice. The school authorities should create an environment that will make it possible for students to use English language every time. Students should be assisted by their teachers to improve upon their writing skills by teaching them the basic concept of revising and editing their work. Revising and editing are basic skills in the writing process, yet many language teachers do not devote much attention to them. The result is that students' essays are often replete with avoidable mistakes which they could have corrected themselves if they carefully took time to read through their own work. Serious effort must be made by teachers of Twi and English language to create awareness of the areas where L1 interferes with L2 when speaking or writing the L2.

Good reading habit and library study should also be developed in the students. Students should be encouraged to approach reading with alertness and critical mind. They should be made to develop taste for books which are significant in the achievement of good result in English language in Senior High School. The Ministry of Education or District /Municipal Assemblies should also assist communities to build libraries for the schools in the rural areas so that students can get access to a lot of books and other reading materials. This will help improve the language of the JHS students before they get to SHS. In places where there are no libraries, the concept of "read a book a week" might be useful. This means that, each student is encouraged to obtained one story book, and after reading it she/he exchanges it for another person's story book. Teachers of English can adopt this style of inculcating reading habit in the students: ten minutes to lesson over, teachers can stop teaching for students to read any story book or literature book in the classroom. The

researcher calls it "classroom library" The advantage of this concept is that each student has the opportunity of reading as many books as there are students in the class. Provision of well-equipped library should be made in the schools and community. Textbooks that are useful in English language should be of great amount in the library to augment students 'efforts.

Majority of the students lack relevant textbook because of their poor socio-economic background. Teachers should do immediate corrections the moment they observe a negative (L1) influence in students' utterances. Students should be made to use English more often since language proficiency comes with constant practice. Therefore, the four (4) basic skills of acquiring competence in every language are listening, speaking, reading and writing should be emphasized and encouraged in our schools. The school authorities should create an environment that will make it possible for students to use the English language every time.

5.6   Recommendation for Future Studies

It is recommended that further studies look at the influence the mother tongue on the various components of language, including pronunciation, spelling and reading. This will bring out a holistic understanding of the influence of the L1 on the L2. It is also recommended that further research could be done on "The Impact of Mother Tongue on Students' Achievement in English Language in Senior Secondary Schools" in Ghana. Moreover, it is suggested that a research is carried out on the impact of negative transfer from the L1 on translation. It has prevailed in the current study that learners commit a lot of avoidable errors because they do direct translation from the L1 to the L2. Such a study

will revealed the role of translation in the learning of the L2 in the English as a second language context.

5.7   Conclusion

Based on the findings of the study, the following conclusions were made:

That L1(Twi) has influenced on the use of English among Senior High School students in KSHTS.

The study has revealed that, students prefer using Twi in communicating among themselves to English language. The reason for this development was that, the students feel embarrassed when they make mistakes in the presence of the opposite sex either in the classroom or outside the classroom. Therefore, to avoid disgrace and shame, students find it safe to speak Twi on campus.

The areas where L1 interferes with L2 were found to be direct translation from Twi to English, concord and preposition. It was also found that teachers always correct their students when their use of direct translation results in errors; and always encourage them to use appropriate vocabulary when speaking English.

The findings from the study lead to a number of conclusions on the influence of L1 on the use of L2 among Kumasi Senior High Technical School students of Patasi-Kumasi. In the first place, the findings brought to the fore that areas of influence of mother tongue (L1) on English (L2) was direct translation from Twi to English, concord and misuse of prepositions. Again, most teachers affirm the influence of Twi on English language by the students. Almost all students speak L1 more than L2 on campus, according to the findings.

This shows that restriction is not placed on the use of the L1 on campus. Even teachers mix Twi language with English language when teaching.

Finally, the researcher has recommended some suggestions which when fully implemented will considerably minimize the negative impact of the L1 on the L2.

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