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THE USE OF PIDGIN ENGLISH AMONG STUDENTS OF TECHNICAL VOCATIONAL INSTITUTES: THE CASE OF FOUR INSTITUTES

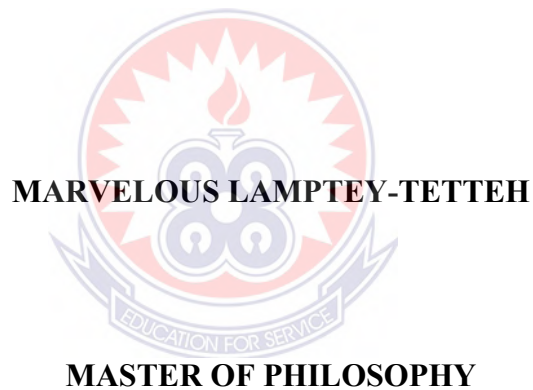**MARVELOUS LAMPTEY-TETTEH**

MASTER OF PHILOSOPHY

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THE USE OF PIDGIN ENGLISH AMONG STUDENTS OF TECHNICAL VOCATIONAL INSTITUTES: THE CASE OF FOUR INSTITUTES

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A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, submitted to the School of Graduate Studies, in partial fulfillment of the requirements for the award of the degree of Master of Philosophy (Teaching English as a Second Language – TESL) in the University of Education, Winneba

DECEMBER, 2023

DECLARATION

CANDIDATE'S DECLARATION

I, Marvelous Lamptey-Tetteh, 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 elsewhere.

SIGNATURE: …………………………………..

DATE: ………………………………….

SUPERVISOR'S DECLARATION

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

Principal Supervisor: Prof. Rebecca Akpanglo-Nartey (Ph.D.)

SIGNATURE: …………………………..

DATE: ………………………………

DEDICATION

This work is dedicated to my wife, children, family and all my friends. Also, to everyone who contributed in diverse ways to make this work a success.

ACKNOWLEDGEMENTS

My sincerest gratitude to my wife, Victoria Korkor Agbedam, as well as my children, Shidaape Miguel Lamptey-Tetteh and Naa Lamiley Efeehame Lamptey-Tetteh.
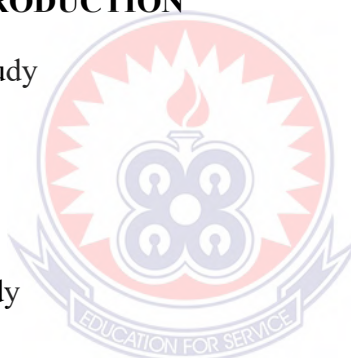
I would also like to express my appreciation and love to my supervisor, Professor Rebecca Akpanglo-Nartey. You were a rock and a source of inspiration to me during the course of this journey. Your guidance, constructive criticism and encouragement have brought me this far.

Further appreciation to all the faculty members of the Department of Applied Linguistics, especially Professor Charlotte Fofo Lomotey and Dr. Owusu Sefa (Head of Department for Applied Linguistics), Dr. Rogers Asempasa, Dr. Joana Portia Sekyi and Mr. Emmanuel L. Oblie for their tremendous contributions to making this work the best.
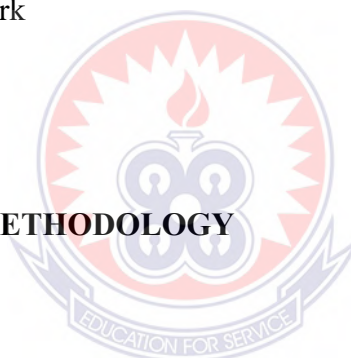
Lastly, I wish to thank each and every one of my course mates who contributed in diverse ways to see me through this aspect of my academic journey. I say "ayekoo" to you all.

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GLOSSARY/ABBREVIATIONS

COTVET	-	Commission for Technical and Vocational Education and Training
NABPTEX	-	National Board for Professional and Technicians Examination
NPE	-	Nigerian Pidgin English
PE	-	Pidgin English
TVET	-	Technical, Vocational Education and Training
TVIs	-	Technical and Vocational Training Institutes
SE	-	Standard English
SHS	-	Senior High School
WAEC	-	West Africa Examination Council
WASSCE	-	West Africa Senior Secondary School Certificate Examination

ABSTRACT

This work explored the impact of excessive use of Pidgin English on the Standard English among students of four Technical and Vocational Institutes in the Volta Region of Ghana. Two theories, that is, Thorndike's identical element and the Baby talk on which a conceptual Framework was formed by the researcher. The mixed approach was adopted for the study with the Convergent Parallel Design utilized as the research design. Drawing on purposive and quota sampling techniques, the study used a sample size of 2446 was used out of a population of 6115. The study used a questionnaire and interview guide as their primary instruments for data collection after all ethical considerations were observed and adhered to. Findings from the study showed that, the excessive use of Pidgin English among students has negatively impacted the fluency of speaking Standard English and essay writing of the students from the four selected TVIs. Secondly, peer influence and lack of control ban were the attributive factors for speaking Pidgin English in the schools. Lastly, the study found relative to strategies to curb or minimize this phenomenon must include the active involvement of all key stakeholders such as school management, teachers, and parents. Deducing from the findings, if serious gains would be made in curbing or minimizing this social canker of Pidgin English in Ghanaian schools, an all hands on deck approach must be developed and implemented. This is especially important, considering the current global dispensation the world is living in and the increasing dominance of English language proficiency in all aspects of human lives.
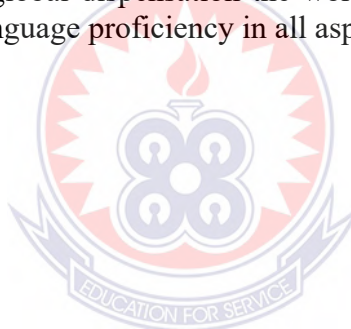
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In many parts of the world, the excessive use of Pidgin English as the medium of communication has become a national concern among educators, policy makers and other stakeholders in the educational sector. According to Forson (2006), this concern revolves around the potential negative impact Pidgin English has on students' speaking, reading and writing skills. Holm (1980, cited in Onyejelem & Onyejelem, 2020) defines Pidgin English as a reduced language used by groups with no common language and need to communicate for trade or social purposes. Also, Todd (1974, cited in Onyejelem & Onyejelem, 2020) describes Pidgin English as a language that arises from the need to fulfill certain restricted communication needs among people who have no common language.

The English language is a global language and serves as the medium of communication and instruction for teaching and learning in the educational sector. It is therefore imperative for learners or students across all levels of education to have some appreciable level of mastery and competence relative to speaking and writing what is commonly referred to as Standard English. Basic proficiency in speaking, reading and writing is necessary for students in technical and vocational institutions. This position supported by Israel et al. (2023) posit that speaking, reading and writing are intrinsic language skills necessary for every student including those in technical and vocational institutes.

The availability of these intrinsic skills allows students to develop the "ability to function effectively and efficiently in the various roles they would play" in the near

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future. Therefore, achieving an appreciable level of competence in the four basic skills, namely listening, speaking, reading and writing, is essential for effective use of the English language (Israel et al, 2023). According to Da Pidgin Coup (1999), detailed planning ahead of time is required in all aspects of writing, including essays. This involves keeping the prospective reader in mind and maintaining a coherent line of thought from sentence to sentence. Unfortunately, students who excessively use Pidgin English tend to write English Pidgin in their essays, forgetting essential elements, such as grammar, tenses and punctuation, necessary for producing good essays or stories.

In many parts of the world such as Ghana, Nigeria and Jamaica, where Pidgin English is widely spoken, it has been directly linked to the falling standards of English language within the educational settings. The excessive use of Pidgin English affects students' ability to write their essays well in the Standard English (Hamza, 2018). Crowley (1999) defined Standard English (SE) as the basic and accepted type of English that includes grammar, spelling and vocabulary. Interestingly, Da Pidgin Coup (1999), in an attempt to justify that Pidgin English is not responsible for poor writing skills in Standard English across the educational sector, accepted that they do not have any argument against the fact that it is necessary student learn to write essay in Standard English "but there is no evidence that Pidgin speakers are less capable of learning to write, or ... The notions that spoken or written Pidgin is inferior "Broken English" and …, are not only unjustified and biased, but also wrong (Da Pidgin Coup, 1999).

There is a relationship between speech and writing. "Speech is the child's first entry into writing" (Da Pidgin Coup, 1999). This means that before a child can write a word, the child must first learn to pronounce it, identifying the various sounds of the

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letters , and then spell the word before using individual words to form sentences. Therefore, a child who learns Pidgin, as his or her home language will naturally make first entry into writing in Pidgin English as they think and write in the same language they speak. The Da Pidgin Coup (1999) further explains that "this is true especially when beginning writers are first encouraged to spell words and form sentences that they can already produce without effort in speech."

Despite its unique form as a speech, Pidgin English has gradually crept and intruded into the essay composition of most students, especially those in technical vocational institutes (TVIs) due to its excessive use among them. Nordquist (2020) explains pidgin as a "simplified form of speech formed out of one or more existing languages and used as a lingua franca by people who have no other language in common." Nordquist (2020) highlighted that pidgin is pronounced "/PIDG-in/" and is also called "pidgin language or an auxiliary language." He added that English pidgins include Nigerian Pidgin English, Chinese Pidgin English, Hawaiian Pidgin English, Queensland Kanaka English, and Bislama (one of the official languages of the Pacific Island nation of Vanuatu).

When discussing and evaluating the prevalence and use of Pidgin English as a language among individuals, including students, it is important to consider Pidgin English speech from two perspectives: countable and uncountable nouns. Uncountable noun speech refers to the ability to express sounds or words, to speak, or to communicate through dialogue. As a countable noun, speech refers to a session of speaking, usually given publicly by one person, but this style of speaking is not the focus of this study. For the purposes of this study, we will examine Pidgin language from the perspective of an uncountable noun, as most Pidgin English spoken in schools is informal dialogue among students and between students and teachers.

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There are numerous factors that contribute to the extensive use of Pidgin English in the educational sectors, as previously mentioned in existing literature, including preference, attitude, home background, teachers' competence, advertisements, and the inefficiency of English teachers (Abdullahi-Idiagbon 2010; Akande & Salami, 2010; Amao, 2012; Onjewu & Okpe, 2015; Onyejelem & Onyedikachi, 2020). These factors are known to interfere with various aspects of Standard English. Despite students awareness that Pidgin English is not Standard English (SE) and could have negative effects on their SE and that using it might negatively impact their SE, it is still prevalent in educational institutions currently (Mireku-Gyimah, 2018).

Students, due to their preference for simplicity, tend to adopt the simplified syntax and word order of Pidgin English. As Bickerton (1980) notes, pidgin is a language characterized by simplified syntax and word order, although not all simplified languages are pidgins (Baba et al., 2015). Pidgin is a "marginal language" that arises from the need to bridge communication gaps and meet the communication needs of people who do not share a common language (Todd, 1974). From these definitions, it is clear that Pidgin English is a variety of language that arises from "contact and purpose" of trading, plantation and colonization, which is evident in the case of merchants who later became our colonial masters. Therefore, Pidgin is a form of speech (Baba et al., 2015).

One must not lose sight of the importance of writing as one of the essential means of communication both professionally and personally. This is more so, within the present global environment characterized by keen competition for skills and competence in the job market. If Pidgin English is an unacceptable means of communication in formal job and formal social settings, Israel et al. (2023) stated that,

> *"Language, as an important tool for communication and socialization, is a basic necessity in all aspects of human life. As members of a social group, people's ability to function effectively and efficiently in the various roles they play depends basically on their language skills. For one to be able to use language effectively, one needs to achieve an appreciable level of competence in the four basic language skills. These are listening, speaking, reading and writing. Thus, a language user's proficiency level is determined by his/her level of competence in these skills" is very true".*

Again, it must be emphasized that writing, as a basic language skill, plays a vital and efficient role in all aspects of human life and should not be overlooked. As Khader (2022) asserts, "without good communication skills, one cannot function effectively, whether as a housewife or businessman, office secretary or club secretary, employee or employer, information hunter or bargain hunter, colleague or friend".

According to the Ghana Education Service (1996) through its wing of the Curriculum Research Unit, the English language is the only official administrative and instructive medium of expression in Ghanaian schools. Louhiala-Salminen and Kankaanranta (2012) also asserted that the English language is the language of international communication and relation. It is imperative for students in the Ghanaian educational system to demonstrate a proficiency in comprehension and use of the English language in order to succeed. English language is a major subject of study in Ghanaian schools and it is expected of all Ghanaians, especially students at all levels of education, to learn and use the language proficiently (Oppong-Sekyere et al., 2013).

Standard English language refers to the specific variety of English that is accepted in certain English-speaking nations as the accepted national norm, and its varieties are not welcomed as formal in use (Amuzu and Asinyor, 2016). This appears to be true

because Pidgin English is mostly viewed as an "incorrect" form of the English that we learn and use in school and other informal social gatherings. Although English serves as the lexifier, in Ghana, it is thought that the indigenous Kwa languages, Ga and Akan, serve as the majority of the Ghanaian student Pidgin's (GSP's) substrate languages (Osei-Tutu, 2016). As such, most parents and instructors have negative opinions about Pidgin English and may even specify punishment for its usage. Given that Pidgin English is not a core subject and a requirement for tertiary education, many parents and teachers have a negative attitude towards it. They believe that speaking Pidgin could "contaminate" the SE they are teaching students and cause them to perform poorly or even fail in their final exams. Summarily, opinions on Pidgin English, regardless of variety, have typically been unfavourable.

Onyejelem and Onyedikachi (2020) identified several factors that contribute significantly to the incursion of Pidgin English in educational institutions. Peer pressure is most frequently experienced, as students tend to imitate others and be influenced by their friends. Other factors include advertising, media programmes in Pidgin English, and students' carelessness with the English language. The abnormality of excessive use of Pidgin English may find its way into student writings, and this thesis seeks to explore this issue. Furthermore, Onyejelem and Onyedikachi (2020) noted that the influence of peers and students' home environments strengthen the negative effects of Pidgin English on educational outcomes.

The family is the primary socialization agent for a child, and the process of socialization begins at home and continues at school. As a results, a student's performance in the English language is greatly influenced by their family background. Omolewa (2002) suggests that a student's academic achievement may be related to their social circle and family environment. It is important to note that there are other

structures involved in a child's education outside of school, such as the home. When the cultures at home and school are similar, children use what they have learned at home and in school to build structures that enhance their language skills. However, when there is a cultural difference, the process is impeded.

English at the Senior High School and Technical Vocational Institutes (hereafter referred to as SHS/TVI respectively) is divided into five main aspects: Composition, Grammar, Reading Comprehension and Summary, Literature, and Listening and Speaking (Oral English). However, Oral English and Literature are not taught in TVI as seriously as they are in SHS. All five aspects are critical and vital in the teaching and learning of the language. This study focuses on the writing aspect of English, which is particularly important because of the official language status of English in Ghana.

Contrarily, despite the stigma and its potential impact on writing skills, secondary and tertiary students, particularly those at technical vocational institutes continue to use Pidgin English in both. Unfortunately, the writing and speaking abilities of TVI students have been given less consideration due to the conception that skills are not necessary for their career paths. Additionally, it is speculated that the intrusion of Pidgin English is because until recently when these students began taking the Commission for Technical and Vocational Education and Training (CTVET) Certificate II for core subjects as their final examination. As a result, students and teachers alike have paid little attention to proper English usage and contemporary standards.

The linguistic diversity among students is another reason why teachers resort to using Pidgin English as a simplified medium of communication. Despite Adu-Boahen's

(2020) claim that using Pidgin English as a teaching mechanism in Ghanaian schools is foolish due to its stigma, some teachers in technical vocational institutes in the Volta Region use it to explain concepts to students during instructional hours. The teachers explained that students struggle to understand Standard English due to their multilingual background, which is why they use Pidgin English. The researcher observed Pidgin English being used by both teachers and students during instructional hours when concepts were being explained.

This discovery is concerning to the researcher and other English teachers in the institutes as the phenomenon has entered the classroom and student essays, contradicting Khader's (2022) assertion that effective communication skills are essential in all areas of life. To investigate further, the researcher observed the students in the classroom to observe the extent and type of Pidgin English being used. The researcher noted several examples of Pidgin English commonly used in the region, including *Challey **sa**; Mi too I dey here **kpɔ**; Kpeysey; Guy **ya xɔm** local; A no care u go fit **gbe**; This padi bi **dzantra** paa;   Maki **pa** level **nam or challey pa level nam**; Ino **gbɛnzɛ** me; Chilley **sevo*** and others.

With the above statement, Siegel (2008) says that even if:

> *it seems logical to avoid Pidgin at all costs, especially in the schools. But is this really logical? Instead, why not start with Pidgin (the known) and gradually move to standard English (the unknown), letting students use Pidgin in the classroom until they feel comfortable with Standard English? Why not treat pidgin as a bridge to the standard, instead of an obstacle? Couldn't this be a better way to teach our children?*

He even supported his conclusion after researching on the topic, "Pidgin in the classroom" that:

> *these practices may be well-intentioned and have the support of parents and the community. But a detailed examination of the reasons behind these practices shows that they are not justified and that because of them, students are missing out on several potential benefits that would be gained from using their own vernacular in the educational process.*

According to Balogun (2013), Ghanaian Pidgin has a fully formed grammar, rich lexicon-semantics, and a complex syntax that has grown through interaction and adaptation much like any other language. In the same spirit, West African nations look at issues like the use, influence, function, perception, and attitudes of students toward Pidgin English, particularly in higher education (Akande & Salami, 2010; Amao, 2012). Again, it has been observed that the use of Pidgin English by students is the major cause of students' poor performance. Pidgin English usage by pupils is a major contributing factor to the declining levels of English academic success. However, Amoakohene (2017) contends that sufficient data is needed to support the generalization and understanding of the problem. It is important to note that Amoakohene (2017) is reaffirming the proposition of Da Pidgin Coup.

The excessive use of Pidgin English in technical and vocational training schools in Ghana is a worrying trend, with stakeholders expressing concerns about its impact on students' English competence. Da Pidgin Coup's classroom observations have also raised concerns among English teachers in the technical vocational institutes in the Volta Region. To address this issue, a study was conducted to determine the impact of Pidgin English on students' essays and identify strategies to reduce its usage. The main purpose of the study was to investigate how the use of Pidgin English affects the speech and writing proficiency of students in technical vocational institutes.

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1.2. The linguistic background of the selected institutes

Differences in the language spoken by students are a necessary element of human communication that can influence the use of Pidgin English, and as such, it can be mentioned as one of the causes of its excessive use in students" essays. In fact, it is the only feature that distinguishes humans from other animals. The capacity of humans to interact in code sound elevates us to the level of higher animals Every human being is endowed with the ability to communicate. He takes for granted his ability to articulate and comprehend a constructive combination of sounds (Hot Mass Communication Project Topics, 2022). It is true that if the students from the selected institutes are from diverse linguistic backgrounds and think this might prevent them from communicating effectively and efficiently to "feel a sense of belonging" and to "create the necessary bond" (Mireku-Gyimah, 2013), they may resolve to use Pidgin English.

However, considering the challenge language policy frame design for the Ghana education service, Yevudey and Agodzo (2019) and Yevudey(2015) postulated that the use of English causes issues in TVET than in other higher education. This is because the typical student choosing this might not have the same level of language proficiency as the student choosing a higher education option. It is anticipated that students attending higher levels/routes will have higher English proficiency than learners who pursue TVET education. Thus, depending solely on English in the growing TVET sector would result in a higher dropout rate, frustrated teachers and students, and a waste of scarce resources. The use of Ghanaian languages by teachers and pupils in addition to English can temporarily alleviate these issues.

To determine the impact of Pidgin English on students' essays and identify strategies to reduce its usage in technical vocational institutes in the Volta Region, it is important to consider the various languages spoken by students as the home language can also influence their writing skills. The languages spoken by students at E. P. Technical Vocational Institute are Ewe, Twi, Ga-Dangme, Hausa, Adele, Delo, Chamba, Siwu, Konkomba, Chokosi, Nawuri, and Basari. In Anlo Technical Institute also known as ANTECH, there are three main languages the students of the institute speak: Ewe, Ga-Dangme and Twi. Comboni Technical Vocational Institute has the languages widely spoken by the students including Ewegbe, Ga, Ga-dangme, Twi, Hausa and Konkomba. Students of Kpando TVI speak Ewe, Twi, Ga-Dangme, Hausa, Adele, Delo, Chamba, Siwu, Konkomba, Chokosi, Nawuri, and Basari (Source: The Institutes' Admission Broachers). However, Ewe is the indigenous language of the region and it is dominantly spoken by the students. (Da Pidgin Coup, 1999). This buttresses the fact that the multiplicity of language and the home language of students can influence the use of Pidgin English hence its intrusion in their writing.

1.3. Problem statement

Core-based disciplines such as the English language are increasingly required by subject specifications for technical and vocational institutes to produce graduates with good communication skills (Stewart & Knowles, 1999). It was introduced to assist students in developing good speaking and writing skills so that they may compete with their counterparts from senior high schools at universities and as entrepreneurs in the job market, as these skills are required (Otu, 2015). Despite these expectations, the literature points to countless deviations in several aspects of the Standard English of these students. The Commission for Technical and Vocational Education and Training (COTVET) reported on candidates' performance in the 2021 English Language of all

TVIs. Per the report issued, the chief examiner expressed worry about the declining level of performance in English and mentioned students' usage of Pidgin English as a factor contributing to their low performance. The findings of the report align with that of Mireku-Gyimah (2014), who noted that using Pidgin English has the potential to negatively affect students' Standard English. Similarly, Forson (2006) and Huber (2019) point out that the use of Pidgin English has a negative impact on Standard English.

Although some studies (e.g. Amuzu & Asinyor, 2016; Omari, 2010) did not find any correlation between students' use of Pidgin English and their performance in Standard English, the mixed findings from the studies mentioned in the previous paragraph have made instructors discourage the use of Pidgin English in the classroom due to their concern that it may negatively affect their students' performance. That notwithstanding, some students Pidgin outside of the classroom especially when they are not being heard by their teaching staff. Huber (2014) states that several Ghanaian education professionals describe the prevalence of the use of Pidgin English in both Ghana and Nigeria as a canker. Bitie (2010) reports that warning signs about speaking Pidgin English have been posted on campuses across schools in Ghana because people seem to be worried about the impact it would have on Standard English.

Dzameshie (2010) interacted with various students about their reasons for not using Student Pidgin English (SPE). The majority of them mentioned that it might damage their English, character and personality. Some also stated that Pidgin English is impure, abnormal and uncivilized and should not be promoted. Dako (2013) also noted that a woman who speaks Pidgin English may still cause others to have questions about her morals even if it appears that attitudes about the language are changing. On the other hand, Dzameshie (2010) revealed that most students,

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particularly males, who admire SPE, use pidgin because it is more expressive than Standard English. They added that it gives them a sense of belonging, that it is, a way of being accepted by their peers and the community and finally, that it is enjoyable. Again, Dzameshie (2010) inferred from the responses of his male research respondents that they have a positive attitude toward Pidgin English because the code is connected to tough men and they do not entertain any concerns that the code will harm their academic performance in English.

Siegel (2008), however, viewed the use of Pidgin English in the classroom as a "bridge" rather than an "obstacle", as it comes with a lot of benefits. One of the most mentioned benefits is Pidgin English can serve as a familiar language to introduce students to the "unknown" (Standard English). To better understand and appreciate the interaction between Pidgin and English languages Pidgin and English and their impact on classroom discourse, further studies are required (Da Pidgin Coup, 1999).

Unfortunately, the researcher observed the use of Pidgin English during instructional hours by both teachers and students in explaining concepts. As an English Language teacher in the institute, the research discovered this incident when the principal of the institute sent him to fetch the Auto Mechanic head of department. This discovery worried the researcher and other English teachers in the institutes as the phenomenon has found itself in the classroom and essays of some of the students. Out of curiosity, the researcher spent time in the class to observe how long they may use Pidgin English and what words they may use. The researcher noticed that the lexis the students were using was full of Eʋe language lexis. Here are some examples of the Pidgin English used in the class as observed by the researcher; *Challey* **sa***; Mi too I dey here* **kpɔ***; Kpeysey; Guy* **ya xɔm** *local; A no care u go fit* **gbe;** *This padi bi* **dzantra** *paa; Ma ki* **pa** *level* **nam or challey pa level nam;** *Ino* **gbɛnzɛ** *me; Chilley*

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sevo and so on. Given the above suggestion from Da Pidgin Coup, Siegel's view, the discovery from the classroom observation and the worry in the heart of the English Teachers in the technical vocational institutes in the Volta Region, this study tried to ascertain the impact and causes of intrusion of Pidgin English has on the students' essays as well as find out the strategies to resolve students' usage of Pidgin English in the technical vocational institutes in the Volta Region of Ghana.

It is a known fact that Pidgin English, often referred to as Ghanaian Pidgin by linguists, is prevalent in Ghana and has been studied for its impact on Standard English (Agbo, 2008). However, despite critical engagement with pidgin from diverse perspectives, much is desired to be known. It was illuminating to examine how the intrusion of pidgin influences Standard English usage by students in the technical and vocational institutes in Ghana. This study aims to address this gap by exploring this subject matter within some selected TVIs in the Volta Region. A notable gap in research is the extent of harm caused by the use of Pidgin in students' essay writing, which has not received any particular attention in the technical vocational institutes in the Volta Region of Ghana. Therefore, this study assessed how the use of Pidgin English has impacted the essay writing skills of students in technical and vocational institutes in the Volta Region of Ghana.

1.4. Purpose of the study

The purpose of this study was to ascertain the impact of Pidgin English usage on students' essays and the strategies to resolve students' usage of Pidgin English in the technical vocational institutions in the Volta Region of Ghana.

1.5. Objectives of the study

The following objectives were formulated for the study. These are;

1. To find out how the use of Pidgin English impacts the Standard English essay of students of technical vocational institutes in the Volta Region.

2. To examine the causes of intrusion of Pidgin English in essays of students in technical vocational institutes in the Volta Region.

3. To find out the strategies to resolve the intrusion of Pidgin English in students' essays in the technical vocational institutes in the Volta Region.

1.6. Research questions

The following research questions were developed to guide the study;

1. How does Pidgin English impact students of technical vocational institutes' Standard English essay in the Volta Region?

2. What are the causes of the intrusion of Pidgin English in the students of technical vocational institutes essays in the Volta Region?

3. What are the strategies to resolve the intrusion of Pidgin English in students' essays in the technical vocational institutes in the Volta Region?

1.7. Significance of the study

The social phenomenon involving the increasing prevalence of the use of Pidgin English and how it is gradually intruding into the essay writing and English composition of technical and vocational education students is a cause for concern. It is for these and other reasons that this study is significant to various actors within the educational sector of Ghana. For policy makers and implementers, the findings from this study would serve as a useful guide to decision-makers in education as well as

language planners in the educational sector to trace the trend and come up with a policy framework.

This policy framework would aim to improve the usage of Standard English while discouraging the use of Pidgin English in TVIs. Furthermore, this study has significant implications for academia, as it may provide a basis for future research exploring innovative methods of teaching Standard English engagingly and interactively. This approach could potentially reduce the prevalence of Pidgin English usage among TVI students, promoting Standard English as the primary medium of communication and instruction. Additionally, the findings of this study would expand the existing body of knowledge on the effects of Ghanaian pidgin, offering students a means of examining the extent of its impact on their Standard English usage, and identifying means of mitigating this impact. Teachers could also use these findings to evaluate their teaching methods and interactions with students, identifying potential risks posed by Pidgin English to students' writing and speech skills.

1.8. Delimitation of the study

This study was delimited to assess the impacts of Ghanaian Pidgin English on students' essays in four selected technical vocational institutes in the Volta Region of Ghana. The study was also delimited to the causes of the intrusion of Pidgin English in students' essays and strategies to reduce the intrusion.

1.9. Limitations of the study

This study has some limitations. First, it would be ideal to re-evaluate the results after some time to determine whether the strategies adopted have been effective in reducing the use of pidgin English in schools However, due to the time frame given for this study, this was not possible. Secondly, the responses from the students may be

subjective, as they may want to please the researcher with their answers. In some cases, students may even provide false information. Also, some of the facts cannot be substantiated because they emanate from students.

Third, a significant limitation of this study was that it was conducted using sampled students who use Pidgin English as spoken and used by some selected students of the four selected TVIs in the Volta Region. The inference from this is that the results of the study cannot be applied to other technical and vocational institutions in Ghana. This was worth noting because, as stated earlier, there is a high degree of variability in the lexicon of the student pidgin spoken in the various TVI in the country although the syntactic base is virtually the same.

The fourth limitation had to do with the principals in charge of the academic affairs of three out of the four selected institutes. They were unwilling to grant permission for the researcher to conduct his research. The researcher had to call the supervisor and the head of the Department of Applied Linguistics of the University of Education, Winneba for double confirmation before the researcher was allowed at Anlo Technical Institute to research on the third day. This attitude greatly hindered the smooth early completion of the work.

1.10. Definition of operational terms

Pidgin English: It is a simpler form of communication and the grammar and phonology are usually as simple as possible consisting of uncomplicated grammatical structures such as the reduction of syllabus codas, and the reduction of consonant clusters.

Standard English (SE): It is somewhat a direct and deliberate invention by society to create a class and standard for a language. SE is the variety that forms the basis of print in newspapers and books, which is used in the mass media and schools.

Standardization: This refers to the process where a language has been codified in some way.

Grammar: This refers to the rules or laws governing a language.

English for Specific Purpose (ESP): This is the study that looks at the specific English vocabulary to study in a specific course.

Grammaticalization: This is the process of language change by which words representing objects and actions become grammatical makers.

Relexification: This is a mechanism of language change by which one language changes much or all of its lexicon, including basic vocabulary, with the lexicon of another language, without drastically changing the relexified language's grammar.
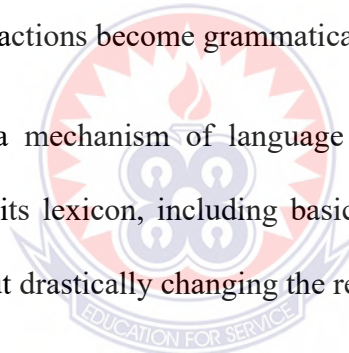
1.11. Organization of the study

This study was organized into five chapters. Chapter One dealt with the introduction to the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study as well as the delimitation, limitation, definition of operational terms, and organization of the study.

Chapter Two provided the theoretical framework and the review of literature based on sub-thematic areas. Sources of related literature such as journals, documents, published and unpublished books, theses of students, and newspapers are consulted and reviewed to provide relevant information and a guide to the topic under study.

Chapter Three covered the methodology of the research. This includes the introduction, research design, population, sample size, sampling techniques, sources of data, data collection methods and data analysis procedures.

Chapter Four presented and discussed the presentation and analysis of data collected from the field of study involving both teachers and students serving as the unit of analysis for this study.

Lastly, Chapter Five focused on giving a summary of the findings of the study, concluding the study and providing recommendations for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is in three main parts: conceptual review, theoretical review and a review of the related literature under the following themes; the impact of Pidgin English on students' Standard English essays, the causes of intrusion of Pidgin English in students' essays and strategies to resolve the causes of the intrusion of Pidgin English in students' essays as well as the summary of the chapter.

2.1 Conceptual review

As mentioned earlier, Da Pidgin Coup, in an attempt to justify that Pidgin English is not responsible for poor writing skills in Standard English, accepted that they do not have any argument against the fact that students must learn to write essays in Standard English. In their position paper, Da Pidgin Coup called for more research to examine the interaction between pidgin and Standard English in classroom discourse and academic success.

English is the official language of Ghana (Anyidoho, 2018). It is used in all national official activities, including activities in the legislature, courts (although interpreters are also utilized), the civil service, and the police service. Even though t regional and district level tasks are performed in the Ghanaian languages, the records are preserved in English (Fosu, 2016). In Ghana, there is a diglossia relationship between English and the native languages, with the former predominating in official and formal settings, and in contexts connected to contemporary society, such as the news media (Anyidoho, 2018; Fosu, 2016).

Pidgin English cannot be seen as code-mixing and code-switching since it is a variety of Standard English and the two are lexically related. Nevertheless, the similarities between English and the native tongues are substantial. Code-mixing and code-switching are common occurrences in urban situations on the discourse level (Dako & Quarcoo, 2017; Mowarin, 2014). The choice of language can vary depending on a variety of intra- and inter-individual circumstances, even in formal settings. For instance, when language loyalty is at risk, a more rural environment may favour a Ghanaian language over English, or there may be a clash between the two (Afrifa et al., 2019; Dako & Quarcoo, 2017; Fosu, 2016).

In an attempt to describe the language divide between Ghana's official English language and the other local languages spoken and written in various subregions across the country, scholars have found an "intermediary" language (Ansah & Agyeman, 2015; Boasiako & Asare, 2015). This language was initially called "broken English" due to its pronunciations that mimicked the original English language in a "broken" or inaccurate form. In addition to *Broken English*, scholars also acknowledge the existence of Pidgin English, which is said to be distinct from the varieties of *Broken English* (Boasiako & Asare, 2015; Yevudey & Agbozo, 2019). As a result, scholars speculate that Pidgin English is a form of English-based language that was once occasionally used in Africa by Europeans and their servants (Yevudey & Agbozo, 2019).

A critical analysis of the practice of excluding Creoles and dialects from the classroom was conducted by Siegel in 2006. The study discussed four categories of reasons for opposing the use of vernacular in the classroom. These categories aimed to produce relevant results for current issues surrounding the use of varieties of language. They include beliefs about vernacular varieties, misconceptions regarding

educational programs that utilize vernacular varieties, fears about the negative effects of using vernacular in the classroom, and doubts about the worth and viability of alternative practices. The study evaluated instructional, accommodating, and awareness initiatives for teaching English to speakers of non-standard dialects, analyzed studies on the use of dialects, and discussed the advantages of using vernacular dialects in instruction. The study found that using vernacular English varieties like pidgin or creole as a variety of English has many advantages for students. Siegel (2008) demonstrated that the various justifications for prohibiting pidgin in the classroom are not really justified if we consider the facts.

The study has identified that using vernacular English varieties like Pidgin or Creole as a variety of English has many advantages for students. Creoles, like Pidgin, are legal, rule-governed languages. When Creole is used in the educational process, it is not taught but rather used to aid students in their educational development. Using Creoles in education does not hinder students' ability to learn standards by causing more interference, thus, it does not disadvantage them.

2.1.2 Pidgin language

Scholars have defined "Pidgin" using two different standards: social and structural factors. The social criteria suggest that when speakers of different languages get together, a language is required for communication, and the structural standard refers to a simplified structure of a language. When people who speak different languages attempt to converse verbally, pidgin develops (Boasiako & Asare, 2015). This describes pidgin in a social context.

About the structural definition, pidgin has a smaller language structure than the language or languages it might emerge from, making its phonology, morphology,

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syntax, and semantics simpler. Hymes (2020) explains that pidgin is usually not learned as a first language by its speakers, but rather as a stop-gap language resorted to for purposes of easy communication. Also, its vocabulary and make-up take a vastly reduced form to its source language(s). Based on the explanations, there appears to be no mention of native speakers of Pidgin. However, when Pidgin has a native speaker, it changes into another form of a common language referred to as Creole (Ansah & Agyeman, 2015).

Pidgin languages, according to Prince and Onyejelem (2020), are specialized and simplified languages used by people without a common language for trading or other comparable purposes. Pidgins are distinguished from the language or languages based on their reduced grammar and significantly smaller vocabulary. Prince and Onyejelem (2020) further state that pidgin is a restricted speech that develops after prolonged interaction among groups of people who do not share a language. It may develop when they need a way to communicate verbally.

According to Fajobi and Taiwo (2022), pidgin emerged from the convergence of original language by speakers who do not share the same first language but must exchange some form of communication. In early phases of communication, the focus is frequently on transactions where a full exchange of ideas is unnecessary and a restricted vocabulary, nearly entirely derived from one language, is adequate. In comparison to the framework of languages that were in contact, the lexical pattern of Pidgin is less flexible and complex (Fajobi & Taiwo, 2022).

In addition to the social and structural factors, the lack of native speakers (non-native) of pidgin has also been used to characterize it. Mowarin (2014) identified two unique features of Pidgin. First, it is hard for anyone who speaks pidgin to be a natural

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speaker of it. Second, compared to the language it is derived from, the structure and vocabulary of pidgins have been drastically reduced (Mowarin, 2014). This study defines pidgin using the example of Pidgin English structure. Pidgin English is any of several reduced languages that are distinct from English and are spoken throughout the world by speakers of several languages but are not native speakers of any of them (Mowarin, 2014). By using the non-native speaker criterion, it is not the first language of anyone but rather, a contact language. While Osei-Tutu (2021) integrated the three characteristics of social, structure and non-native speakers, generally, the Pidgin language is a simplified language with a vocabulary that is primarily borrowed from another language yet has unique grammar. Pidgins emerge whenever speakers of one language conduct business with speakers of another without having any linguistic competence in the language of the other.

2.1.3 Forms of Pidgin English in Ghana

Contrary to the previous historical viewpoint, it has been noted that there are currently two primary forms of Pidgin English spoken in Ghana: "the educated variant" and "the illiterate type". The two kinds are referred to as institutionalized pidgin and non-institutionalized pidgin, respectively (Hampel, 2020; Osei-Tutu, 2016).

2.1.3.1 Educated variant

The term "educated variant", which is regarded as the acrolectal representation of Ghanaian Pidgin (Rupp, 2013), derives from the fact that students in second-cycle schools and universities primarily utilize it. Therefore, it is employed by those who are thought to be capable of speaking Standard English. As a result, they use Pidgin English for reasons other than necessity. The educated varieties are called Ghanaian Student Pidgin, School Pidgin English, and Student Pidgin based on their qualities (Osei-Tutu, 2016; Rupp, 2013).

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Pidgin has spread from the classrooms into the families, where it is now frequently used instead of the indigenous language (Osei-Tutu & Weill, 2020). However, there are unspoken guidelines for using Pidgin at home. Pidgin might not work if there is a big age gap between brothers, which implies a social rank difference. Pidgin is not used when addressing parents or older relatives out of respect (Osei-Tutu, 2021). Moreover, it is usually not spoken to girls, except for a few isolated instances where some school boys court girls using pidgin, indicating the language could be a form of showing intimacy to the opposite sex (Osei-Tutu, 2021).

Regarding the origin of pidgin, schoolboys picked it up to fit in with a particular elite group. This, however, suggests that, instead of focusing on the necessity for an efficient method of communication, sociological reasons are often used to explain the emergence of Pidgin English in secondary schools (Amuzu & Asinyor, 2016). Beyond this, pidgin serves as a social register rather than a lingua franca in schools and colleges, as it does with the "uneducated variant" (Time & Pryce, 2021). Pidgin has permeated universities, where it has become the primary informal register for male students. Female students rarely speak pidgin, although independent women might be heard speaking it. Moreover, it is often considered disrespectful to address a lady in Pidgin. So, when a female student is present, the discourse is typically conducted in English or any other Ghanaian language (Time & Pryce, 2021).

Although the Pidgin dialects used in various colleges have their own lexical quirks, like the dialects used in various secondary schools, they are structurally comparable. This structural similarity is maintained by the continuous influx of school leavers from all over the country (Bakker, 2019). Pidgin, in universities, serves the same functions as a peer-group binder and intimacy record as it does in schools. Therefore, it can be considered an extension of the secondary school variety (Bakker, 2019).

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Additionally, pidgin is perpetuated in the classroom from one generation of students to the next. As a result, many individuals who enrol in postsecondary education are proficient in the variety (Amuzu & Asinyor, 2016).

Pidgin has spread from schools and universities into non-academic areas and it is regularly heard among male peers in casual settings. Again, pidgin began to be more widely used in educational institutions around the early 2000s, therefore, educated urban males between the ages of 40 and 45 are now likely to switch to pidgin in some informal settings (Amuzu & Asinyor, 2016; Time & Pryce, 2021).

2.1.3.2 Uneducated variant

The older form of Pidgin English in Ghana is the uneducated variety. According to Osei-Tutu (2016), the uneducated variety has also been referred to as "Town Pidgin" and "Motorpark Pidgin". As a result, the uneducated variation is linked with lower class people, such as illiterates and labourers—primarily males—who find it difficult to converse in Standard English (SE) when doing so with people who do not speak their native tongue. These speakers are viewed as illiterates and are often depicted as being at the bottom of the social hierarchy, as portrayed in fiction (Emodi, 2022).

The uneducated variety appears to be predominantly used in certain low-status neighbourhoods. These neighbourhoods are distinguished by language diversity, overcrowding, and a high unemployment rate. The primary purpose of the uneducated form of Ghanaian Pidgin is to reduce communication gaps in the linguistically diverse neighbourhoods and workplaces of coastal agglomerations. Uneducated Pidgin is interpreted as a variation of pidgin that is transmitted and used in non-educational circumstances, not that its speakers necessarily had no or little formal education, as has already been noted (Amuzu & Asinyor, 2016; Hampel, 2020). This explains why

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drivers at taxi and lorry stations, watchmen, untrained labourers, and others are what Ghanaians most frequently associate it with.

This type of Pidgin is typically used in multilingual contexts where the speakers have low educational levels. In other words, it is used in contexts where the value of a real Ghanaian lingua franca like Twi (or Hausa) is absent while also precluding the use of Ghanaian English as a language of interethnic correspondence (Pylypey, 2019). This non-institutionalized pidgin can often be heard at bus terminals, trans-shipment locations where "truck boys" or "loading boys" load or unload goods and other travel luggage, or workers' bars (Amuzu & Asinyor, 2016; Ozón et al., 2017).

2.1.4 Origination of Pidgin English and Ghanaian Pidgin English as a variety

Presently, Pidgin English appears to be a marginalized language created to bridge the communication gap between speakers from two different language backgrounds. Although Ghanaian Pidgin English (GhPE) is not officially recognized, the opposite is held in Nigeria, where sections of the Nigerian population view Pidgin as a lingua franca. This position is held because, Nigeria Pidgin is regarded as a source of societal unity and tolerance (Egbokhare, 2001).

The arguments against GhPE as an official language are based on the absence of orthography which negates its creation and spread. For them, it is just another variant or corrupted form of English language instead of an original language thereby blocking its subsequent widespread optimization. The average Ghanaian considers the Nigerian version of pidgin as "broken" English. According to Essien (2003), the popularity of Pidgin English has led to calls for a policy statement for Ghana that would translate it into an official second language (L2). Pidgin English has been widely spoken and understood since its adoption and is seen as an efficient channel of

communication for speakers or users. This point is supported by Huber (2017) who asserted that an estimated fifth of Ghana's over 25 million population expresses themselves using pidgin English.

It is worth emphasizing that GhPE forms part of a larger West African Pidgin continuum that accounts for different varieties from countries such as Sierra Leone (the Creole Krio), Ghana, Nigeria, Bioko and Cameroon. According to Huber (1999), the similarities are largely because all these countries are from one ancestry; that is, Krio. In the case of Ghana, Pidgin English combines aspects of Standard English language and other indigenous Ghanaian languages that can be understood by both speaker and listener. Dako (2012) revealed that it is this uniqueness that distinguishes GhPE from its West African counterparts like Nigeria, Liberia and Cameroon.

In tracing the history of Ghanaian Pidgin English, two schools of thought are mentioned. The first school of thought accounts that it emerged after contact with the first Europeans to the Gold Coast as a medium for communication. According to Boadi (1971) and Zabus (1991, as cited in Wiredu, 2013), it was regarded a "bastardized" and "uncivilized" variety of the Standard English. The second school of thought also holds that Pidgin English was introduced into the country by migrant workers from Liberia and Sierra Leone as well as, soldiers, police officers, traders and domestic servants from Nigeria (Dako, 2002). It became known as "Kru brofo"; "Abongo brofo" (Dako 2013), to wit: "English that is not really English". According to Baitie (2010), GhPE is an example of bad English or broken English since its departed from basic Standard English.

In the early years of education, the indigenous language is replaced with a more convenient means of communication. According to Owu-Ewie (2006, p. 76), "before

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formal education was introduced into Ghana in the name of white love, the instructional medium was mainly through the various local dialects, but with the advent of formalised education, the English language assumed the role of the main instructional medium due to the perceived inadequacies of the local dialects as instructional mediums". In order to contribute to the preceding statement, we have to understand that the content of the traditional education that was conducted in the indigenous language was purely vocational and the inception of formal education with English as the medium of instruction is to facilitate the closing of the communication gap between English speakers. Also, the indigenous language being inadequate as a teaching tool explains that, at the time, the instructors needed a language that could conveniently help them explain their concepts to their learners as the case seems to be in the technical vocational institutes in Ghana.

2.2 Theoretical review

This subsection reviews the theories that underpin this research. Thus, this research was guided by two theories: behaviorist and baby-talk theories. These two theories are carefully examined and discussed below.

2.2.1 Behaviorist theory: Thorndike's identical elements

As stated by Omrod (1990), Edward Thorndike propounded the transfer theory that highlights specific transfers in language use. The theory holds that transfer may occur when the original and transfer tasks share similar elements. After developing this theory, it has led to increased focus by behaviorists on the dynamics of stimuli and response characteristics. For example, when the stimuli and responses in any two situations are similar, maximum positive transfer occurs. Alternatively, when stimuli

differ and responses are similar, some positive transfers occur; when stimuli differ and responses differ, some negative transfers occur.

2.2.1.1 Factors affecting transfer

Several variables contribute to the occurrence of transfer. For instance, when an activity is well understood through continuous learning and practice, it increases the probability of its application in new environments. Additionally, the speed at which a particular subject topic is covered influences transfer. If a topic is covered quickly, it becomes less likely to be transferred (Cormier, 1987; Ellis, 1999; Gick & Holyoak, 1987). This finding has clear implications for teaching and learning because learners, after showing deep understanding of the concepts they have learnt, can apply them in similar encounters. More directly, the more similar any two scenarios are; the more hopeful that what is learnt may be applied to the other. This is what behaviorists hold to be similarity of stimuli important for any transfer to happen.

Proponents of cognitivism offer a different perspective, suggesting that transfer depends on retrieving important information at the right time, and that any similarities between the original and new situations are important (Gick & Holyoak, 1987). In all of this, the constant factor remains that; the closeness of resemblance in any two scenarios can or may influence transfer. In a nutshell, transfer refers to the application of what an individual has learnt or experienced in any one situation against exhibiting it in another situation or scenario.

Two divergent perspectives have emerged from this. Cognitivists argue that transfer depends on retrieving important information or the relevance of the information, while behaviorists maintain that transfer occurs when there is some form of stimuli. In the context of this study, the question arises as to what is the net impact of pidgin

English as a stimulus in English construction and whether there are any consequences of this interference in the English language?

2.2.1.2 The Baby–talk theory

Isa et al. (2015) revealed that Charles Leland regarded Pidgin English acquisition similar to the way a baby put words together without considering any grammatical rules. This comes to light due to the similarities it shares with babies' efforts to acquire their first language. As a result, he propounded the theory called "Baby Talk theory". Both Pidgin speakers and babies tend to favor standard articulation. A critical examination revealed that they both used a large content word and a significant few functional word in such a way that speech morphological changes are neither completely excluded nor scarce. Scholars expound on the origins and evolution of pidgin based on this similarity. The Baby-Talk theory examined the China coast Pidgin English as having many similarities with child speech. As previously discussed, the following are all of the characteristics that a child in the language acquisition stage exhibits, as well as adults who speak pidgin:

a) A high proportion of content words with a correspondingly low proportion of functional words

b) There is little morphological marking

c) Word classes are more versatile than in adult language (costless conversion)

d) Pronoun contrasts were greatly reduced

e) Reduced the number of inflections

Bloomfield (1933) argues that the characteristics of pidgins are the result of incompetence in English mastery caused by imperfect learning methods. In support of the Baby-Talk theory, the Nautical Paragon theory identified the possible influence of nautical jargon on pidgins as a result of voyages of discovery in the developing world.

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Many different nationalities were frequently represented on the ships' crews. For instance, the 15th-century Portuguese Pidgin was probably a relic of the medieval lingua franca, which was also known as 'Sabir' from the Portuguese word, 'know'. Sabir was the primary means of communication between Crusaders and traders in the Mediterranean region.

The relevance of the discussed theories to this study is undeniable. The Baby-Talk theory assists the researcher in understanding that Pidgin English is formed by a group of people, particularly youth, combining words to form their own language, which facilitates communication in their essays. Pidgin English can thus be formed, adopted, or learned, but not inherited. Furthermore, the Behaviorist theory assists the researcher in understanding that pidgin can be adopted by converting Standard English or local languages into Pidgin to facilitate communication among a specific group of people. This allows the researcher to understand that Pidgin English is a subset of Standard English or a local language that has a wide range of effects on students. As a result, these theories assist the researcher in developing the objectives of this study.

2.3   Impact of Pidgin English

This section reviews already existing studies on the impact of Pidgin English on the three research questions such as the impact on Standard English, the causes of the Pidgin English intrusion and the strategies to resolve the intrusion in students' essays. This is done under subheadings.

2.3.1 Impact of Pidgin English on Essay Writing

Under this subsection, there are two main themes: impact on writing and impact on speech. The study reviewed literature based on the impact of written grammar, punctuation and capitalization and spelling as the main aspects of writing.

2.3.1.1 Impact on writing

It has been observed that students use the Pidgin English structure to write Standard English. Ankra (2018) conducted a study on the effect of Pidgin English on the teaching of the English language in some senior high schools in Ejurah District of Ghana. The study used ten (10) teachers and 196 students as the sample size. Based on Ankrah's conclusion, Pidgin has more negative impact than positive. Beginner students struggle to learn and recognize the many grammatical forms of English, hence, they adopt pidgin structures when speaking Standard English (Ankra, 2018). The study identified further pidgin interference problems that were made when Standard English was written, including transliteration, pidgin-induced spelling errors, omission errors, incorrect pronoun usage, and incorrect word usage. Ankrah (2018) reiterated that "students may literally translate some words from pidgin directly to English, which looks odd to native speakers of English". However, this only affected words.

Furthermore, Amuzu and Asinyor (2016) discovered errors in the English writing of Ghanaian students. The paper examines the circumstances in Ghana and possibly Cameroon where English is taught and used as a second and official language alongside various dialects of an English-related pidgin. The speaking of the pidgin is often blamed for errors that English learners, especially those in secondary and tertiary institutions, make in their speech and writing. The research specifically

focuses on the rationale for associating the School Pidgin English (SPE) that some schooled Ghanaians communicate to the faults that they make in their written English.

2.3.1.2 Impact on written grammar

In Standard English, speaking and writing are used to assess performance, especially in grammar. This is why, except for Standard English, no other language is tolerated in Ghanaian schools (Adika, 2012). Adu-Boahen (2010) explored how Pidgin English affects Standard English performance. He concluded that Pidgin English negatively impacts the performance of students in the English language paper. Other scholars (such as Crystal, 1971; Decamp, 1971; Hymes, 1971) have found that Pidgin English has a reduction effect on the grammatical structures of students. This is the case because the code under evaluation has fully developed linguistically (Baiden, 2013; Forson, 2006; Osei-Tutu, 2006; Wiredu, 2013).

In the sparse literature that has been written about one reduced linguistic system used in Saudi Arabia and other countries along the western coast of the Arab Gulf, Bakir (2010) conducted thorough research on a description of one of the crucial components of sentence structure. This system has been dubbed Gulf Pidgin Arabic (GPA). The first step in the paper is to locate this condensed language form in its sociolinguistic context. The morphological features of the verbs utilized in this system are then described. The topic also covers when, how, and if the verbal system's grammatical categories—such as tense, aspect, mood, and modality—are signalled, as well as those that denote agreement, such as gender, person, and number. The paper also discusses the verbal system's relationship to the status of the copulative element, predication marker and sentence negation. The most striking aspect of the verbal system in this language variety has been discovered, and it is the speakers' widespread use of one form of the verb. The tense, aspect, mood, voice, and agreement of the

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subject's gender, number, or person are not altered in any way on this form. Additionally, no object pronominal clitics would attach it (Bakir, 2010). However, when pidgin words were also linguistically transformed to fit patterns, their origin could be difficult to determine.

2.3.1.3 Impact on punctuation and capitalization

Punctuations are marks used to indicate pauses, changes in rhythm, and intonation in phrases. Punctuations have rules that must be followed while using them (Ibhawaegbele, 2006). In order to aid the reader's comprehension of what is being written, punctuations are employed to convey the same signals—such as pause, voice pitch, or stress—that are utilized in speech in the declension of a word (or group of words) (Dukiya, 1991). Edokpayi (2006) explains that in spoken and written discourse, speakers and writers regularly pause, break off sentences, or sometimes stop entirely. Punctuation marks are employed to indicate these structures.

The traditional use of capital letters or higher case in a statement is known as capitalization. Aluya's (2016) work demonstrated how specific words, phrases, or even clauses are highlighted by the unconventional use of capitalization or higher case letters. It has been noted that punctuation is typically unaffected while communicating via text because the focus is on relaying first-hand information and there is no consideration for proper punctuation, capitalization, or subject-verb agreement anywhere (Titanji, Patience, & Ndode, 2017).

Titanii et al. (2017) surveyed 500-level students to explore their writing forms. The results revealed the types of messages the children write and showed how distinct they are from the formal contracted form known as the English language. There is concern that the informal nature of text communication, the usage of Pidgin English

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forms, and the excessive use of shortcuts will continue to have a negative impact on students' proper use of grammar, spelling, and punctuation as a result of technology's influence and the use of text messages (SMS). Aluya's (2016) study also showed that the following graphic symbols-capitalization, italicization, and punctuation-are creatively and abundantly used to convey social meaning. These symbols include exclamation points, question marks, ellipses, and commas (Aluya, 2016).

2.3.2 Impact on spelling

The excessive use of Pidgin English does not only influence pronunciation patterns and sentence structure but also spelling of the students. This assertion though considered valid, Unachukwu et al.'s (2020) study on the influence of Nigerian Pidgin English on Eha-Amufu Secondary School Students' usage of Standard English opposed it. The study found that Nigerian Pidgin English expressions were prevalent in the students' written essays, indicating its negative impact on Standard English in terms of spelling and contextual usage. The researchers employed the affective filter hypothesis from Stephen Krashen's 2003 Second Language Acquisition (SLA) theory, along with questionnaires and essay writing as research instruments, to determine the extent of Nigerian Pidgin English's influence on the use of Standard English by the students. However, the small sample size of 200 students and interested teachers from four chosen schools was the limitation associated with the research.

Contrarily, Baiden (2013) noted that speakers of Pidgin English deploy a variety of word formation strategies to meet their communication needs which is why it affects their spelling and use of words. The way that words are spoken by learners of a target language greatly affects how those words are written or spelt (Hassan, 2014). So far, some studies, especially Ankra (2018), study revealed that the majority of teachers

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(90%) agreed with the statement that pupils' Pidgin backgrounds affect how well they spell.

2.3.2.1 Impact on Speech

The impact on speech is reviewed holistically from the perspectives of pronunciation, spoken grammar and syntax, and vocabulary expression. These aspects have a significant influence on writing, and there cannot be speech without them.

2.3.2.2 Impact on pronunciation

The excessive use of Pidgin English brings about pronunciation variation in Standard English. According to Ankrah (2018), the impact of phonetics on writing is significant. When exposed to pidgin, English language learners find it challenging to produce some sounds, especially when those sounds do not occur in pidgin. As stated by Hassan (2014), the pronunciation of words in a target language has a significant impact on how the words are written or spelt. Similarly, Chowing (1983) discovered that words were either spoken with /I/ substituted for /n/ or pronounced with /I/ frequently substituted for /n/, but other alterations occurred as well. To eliminate the prenasalisation of voiced stops, vowels were added to the same finding, or a consonant in the Pidgin word was omitted. Again, Chowing discovered that a prenasalisation might be inserted while speaking or writing pidgin.

2.3.2.3 Impact on spoken grammar and syntax

Smart's (1990) study of Gulf Pidgin Arabic (GPA) demonstrates that it has undergone a process of simplification, which is a common characteristic of pidgin languages. Alghamdi's (2014) study aimed to describe key features of GPA's morphology, syntax, and lexicon, and assess the consistency of its speakers in their use of inflections, sentence structures, and navigation markers. The statistical analysis

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revealed that morphological inflection is infrequently used in GPA to convey grammatical cases, numbers, and genders. Verbs in GPA are not inflected for person or number, nor are there verb tenses; instead, male imperative and imperfect verb tenses are used. Adverbs are used to denote tenses, aspects, and modalities of verbs. The negation marker 'mafi' is commonly used in negative GPA. Syntactic structures such as subordination and embedded sentences are not present, and the subject-verb-object (SVO) sentence structure is preferred. The GPA lexicon is composed of minor vocabularies, and a majority of words have multiple meanings or functions.

2.3.2.4 Impact on vocabulary and expression

Pidgin English is a major phenomenon given that students choose more convenient expressions and the formation of new vocabularies. Unachukwu et al. (2020) discovered that students who found it more convenient to express themselves in NPE than in Standard English when speaking with their peers, used NPE to develop a sort of identity. As a result of its dynamic socio-cultural relevance and rising communication needs, the language is currently going through a process of social expansion, steadily growing its vocabulary and broadening the range of applications of the meanings of its lexical elements (Mensah, 2011). From the theoretical perspective of lexical semantics, which is concerned with the identification and representation of the meaning of lexical items (Baldwin 2007), Mensah (2011) explored word formation strategies in NP as a means of enhancing its vocabulary and expanding its internal resourcefulness and functionality. The study pointed out that while languages like Portuguese, French, Nigerian English, Igbo, Hausa, and Yoruba are among others its substrate lexical impacts, English is the superstrate source of borrowing for NP.

At this stage of the review, it is worth commenting on how students' use of Pidgin adversely affects their usage of Standard English, especially in writing. Omari (2010) sought to determine the effect of frequent speaking of pidgin by students and their competence in Standard English especially in the CTVET or NABPTEX, where most students perform poorly in examinations, particularly in English language papers. Findings from the study established no correlation between the two variables under investigation. However, there is a need for further investigation to assess the impact of Pidgin English on students' essay writing in secondary schools in Ghana and why they continue to perform poorly in Standard English essay writing.

Akande and Salami (2010) also conducted a study on the use and attitude towards NPE among Nigeria University students that the frequency of use of NPE by UNIBEN students is much higher than that of UNILAG students. This pointed out that NPE had more ability to survive and grow among UNIBE students than among UNILAG. They further speculated that the prevalent use of the NPE may have a bearing from a mere contact language to a native language for many people. Judging from the study, it is evident that this work was carried out in a higher institution not even in Ghana. Hence, the focus of this research is on the use of Pidgin English among some selected technical and vocational institutes students in Ghana to ascertain what the situation would be like in terms of the cause and intrusion in essays.

Furthermore, Ekanjuma-IIongo (2016) confirmed that CPE is one of the commonly used languages of wider communication, which is considered a language for national unity and serves as a mother-tongue to many Cameroonians. It is based on this fact that she suggested in her conclusion that it could be used as one of the main languages, as a medium of instruction in the early years of school, as a trans-border

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language, and adopted for Cameroon literature. This subsequently means Cameroon writers could use CPE to reach out to a wider audience. There is no doubt that in the future, same story may contribute to the use of Pidgin English in Ghana's technical and vocational institutes.

What the review has revealed is that it is pedagogically essential to explore Pidgin from the Ghanaian context. Most importantly, it has become apparent that even though other scholars have critically engaged pidgin from diverse perspectives, much is desired to be known. It will therefore be illuminating to examine how the intrusion of pidgin impacts essays in Standard English usage by students in the technical and vocational institutes in Ghana. This study will therefore fill this knowledge gap by exploring this subject matter within some selected TVIs in the Volta Region.

2.3.3 The causes of intrusion of Pidgin English in essays

Limited Standard English vocabulary causes students to use Pidgin English to avoid being laughed at. Anytime they do not have enough vocabulary to express their ideas, they use Pidgin English. It must be accepted that reading increases one's vocabulary and improves writing without any unnecessary intrusion. Decamp (1971, p. 51) posits that students resort to using Pidgin English in their essays due to factors such as a limited pool of English vocabulary, a dearth of grammatical devices, gender, among others. Similarly, authors such as Osei-Tutu (2016) showed that students who resort to Pidgin English use creative strategies like coinages, grammaticalization, and relexification to create new words. Although Osei-Tutu's (2016) perspective may hold, it can be argued also that, among students of TVIs in Ghana and elsewhere, do not read enough, accounting for their deficiency in the Standard English language. This explains the resort to the above means to create their own simple words.

The availability of an accepted form of Standard English means that students can generate words with the aid of a lexifier. This position is buttressed by Forson (1996) who argued that coinage is common among homogenous groups as they use it to highlight their unique experiences thereby creating some of solidarity and bonding among members. This serves as a form of group identity helping to distinguish themselves from others while serving as an avenue for fun. According to Eckert (2000), this unique trait of SP qualifies it to be called "Youth centric language" having the power of "identity construction". Kiessling and Mous (2004) opined that the spread of Pidgin English among students in Ghana can be traced to its cosmopolitan youth admitted to prestigious senior high schools in the southern part of the country. These youths creatively distinguish themselves from the old generation and resort to Pidgin English.

Interference may be a cause of the use and its subsequent intrusion due to students' poor background in the basic Standard English. Interference as a term refers to the cross-over of two dissimilar languages. Onike (2009) demonstrated that the influence of interference is a result of psycho-linguistics, which is evident in everyday language learning. Errors that occur in language writing can be traced to interference. Errors in language writing are partly attributable to interference. According to proponents of interference, it is a common challenge in the process of learning a second language which can affect the performance of the learner during the process of acquisition. Therefore, the frequent use of Pidgin English among Ghanaian students can be traced to interference and the poor standard of English.

A study by Dzameshie (2001) revealed how students displayed a positive reception towards Pidgin English and its variety and flexibility. The study found that male students are particularly receptive to Pidgin English and prefer it because they

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perceive it as more eloquent compared to Standard English. Additionally, it gives them a sense of belonging and acceptance. However, it is important to note that this positive perception of Pidgin English does not necessarily translate to improved academic performance in English. In fact, the use of Pidgin English can negatively impact students' writing skills, including spelling, grammar, and vocabulary expression, as previously discussed.

As Pipkin (2004), citing Dako (2000), suggested, one cause of Pidgin English's easy intrusion into students' essays is their frequent use of it in an attempt to avoid performance pressure to speak good English. Standard English is therefore perceived to have less room for error (Rupp, 2013), whereas Pidgin English is said to be simpler in terms of sentence formation and rudiments. Consequently, the frequent use of Pidgin English leads to the intrusion of Pidgin into students' essays. According to Da Pidgin Coup (1990, p. 12) "if you speak pidgin, you think pidgin, you write pidgin." This is explained when Onyejelem and Onyedikachi (2020, p. 48) commented on the example, "Come here quick, quick" instead of "Come here quickly". They claim that if a student uses this construction more often, there is a high chance that the student will end up both speaking and writing in Pidgin English, since "quick" is used more often than "quickly". Da Pidgin Coup (1990, p.12) also supports this by stating that "if you speak pidgin, you think pidgin, you write pidgin". This highlights the unconscious intrusion of Pidgin English into students' writing.

The findings and discussions of Onyejelem and Onyedikachi (2020) indicate that there is a massive contribution to the intrusion from several factors. Among them are peer pressure, the media programs in Pidgin English, advertisements and the carelessness of students towards the English Language and the inefficiency of

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teachers. There is no doubt that, as the case may be, this anomaly may be channelled into the students' essays and that is what the researcher attempts to explore.

Lack of knowledge of how language works may be one of the causes of Pidgin use and its intrusion. Lomotey (2018) carried out a study to demonstrate fluidity and variation in the way Ghanaians assign lexical stress. She used auditory and acoustic techniques to analyze a discussion that was recorded between 200 university students. This study established the distribution of lexical stress in any outer or increasing circle of English variety to date. She concludes that intelligibility is a two-way process. Additionally, English speakers from various regions may occasionally sound identical to one another while at other times sounding quite distinct. In order to enjoy communicating with one another, listeners will also need to become familiar with one another's pronunciation patterns and some pronunciation traits. The lack of adequate knowledge in this, as revealed by Lomotey's study, can lead to discrimination and stereotyping, hence the promotion of Pidgin English use and intrusion.

Another contributory agent for the intrusion of Pidgin English is inter-ethnic contact. In Ghana, there are several ethnic groups with different dialects and this multi-linguistic environment makes communication very difficult especially if the interlocutors cannot relate well with one another in any of the medium in usage. Anytime this linguistic challenge occurs, the two interactants find a convenient way to convey their message. That is the formation of a language that can best be understood by them. Owing to this fact, it has been emphasized that when two people come in contact, the necessity for communication would compel the development of a language of communication; a kind of inter-language that will be a mixture of the two languages in contact (Huber, 1999). This stresses the fact that Ghanaian Pidgin is also

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a variety which is very strong among the educated people and the less educated people as well (Huber, 1999). It also buttresses the point that Pidgin is a variety of languages used for inter-ethnic contexts.

Again, Akande and Salami (2010) state that urban university town features are the greatest causes impacting students' use of and attitudes to pidgin. Their argument corresponds with the fact that these students' education is likely to determine the connections that are usually made up in multilingual and multicultural contexts. Many of these speakers of Pidgin English have acquired other languages. Moreso, we must not forget that as it is with NPE, GPE is also used mostly in the main town and cities, in Ghanaian churches where worship songs(gospels) are composed and sung in Pidgin (Frimpong, 2012), in schools and market places, in television adverts, drama/plays, and radio jingles.

According to Huber (1999), teachers have tried, though unsuccessful, to discourage and warn students against expressing themselves in Pidgin English knowing the net effect on their English competence. In spite of this attempt, students continue to use it on the blind side of school authorities. Even more dangerously, some teachers are beginning to use it as a medium of instruction in the classroom especially, within the TVIs. These revelations call for measures to curb this phenomenon. Baitie (2010) highlighted the effort done by a university in Ghana which has taken a strong stance on speaking pidgin English. This has led them to put up a signboard with the inscription "PIDGIN IS TAKING A HEAVY TOLL ON YOUR ENGLISH, SHUN IT". Siegel (2008), in research conducted on "Pidgin in classroom", mentions that:

> *"it seems logical to avoid Pidgin at all costs, especially in the schools. But is this really logical? Instead, why not start with Pidgin (the known) and gradually move to standard English (the unknown), letting students use*

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> *Pidgin in the classroom until they feel comfortable with Standard English? Why not treat Pidgin as a bridge to the standard, instead of an obstacle? Couldn't this be a better way to teach our children?*

Additionally, the contradictory argument for the use of Pidgin English causes the intrusion of Pidgin English into students' essays. An argument was raised against the assumption of the Hawai'i State Board of Education Chairman, Mitsugi Nakashima, that the poor performance of students in his country must be blamed on the use of Pidgin English by Da Pidgin Coup (a group of language and writing experts) in 1999. In their argument against the implicative statement that *"I see writing as an encoding process and coding what one thinks, and if your thinking is not in Standard English, it's hard for you to write in Standard English",* the group argued that his statement is a fallacy.

They explained in a position paper that a student's or a writer's ability to explicitly write an essay or a story involves two factors, that is *"writing experience and reading experience." Therefore "there is no evidence that Pidgin speakers are less capable of learning to write, or that Pidgin cannot be used to facilitate learning"* De Pidgin Coup (1999).

Meanwhile, the same group tells us in their position paper that speech is the first entry to a child's writing. If it is so, is there not enough evidence that students' spelling experience achieved through their speech in pidgin can impart their essays? Therefore, to eliminate confusion among teachers and other users of Pidgin English, research like this must be conducted to get enough data for a conclusive decision.

2.3.4 Strategies to resolve the use of Pidgin English

This section of the thesis reviews empirical studies on the strategies to resolve the intrusion of Pidgin English into essay writing. Ankrah (2018) conducted a study and discovered that teachers do not specify where and how Pidgin intrusion creates errors. Hence, he recommended that teachers provide students with correction so that they can engage in self-correction. His research found that the influence of pidgin is more detrimental than beneficial. Students at the novice level struggle to identify and grasp the many structures of English, so they utilize the pidgin structure when writing in English. This is because it is their first encounter with English and they are confronted with something unfamiliar. He stated that the study's implications for English teaching are that English teachers should be knowledgeable about and have proper training in English teaching methodologies. Based on his findings, he suggested that English (L2) teachers should, whenever feasible, have a working understanding of pidgin and English attention to particular features/structures in the English language during teaching. Furthermore, teachers agreed that students should use cognitive strategies such as repetition with illustrations to solve the problem of pidgin interference and that teachers should indicate the location and nature of the pidgin interference errors before providing students with the opportunity for self-correction. Furthermore, it was agreed that teachers should be fluent (oral and written) in English so that pupils can look up to them as role models.

Again, Unachukwu et al. (2020) embarked on a similar study and found that there is a relative influence on Eha-Amufu students' use of NPE from their home, and since parents do not appear to take it up with the students at home, the effect is now felt in the school. They then urge that, in order to stop the intrusion, parents be made aware of the harmful impacts of NPE on students' academic achievement. It is vital to note

that none of the students would want to be perceived as using NPE in examinations or writing projects during their studies. A closer examination of their essay writing, on the other hand, reveals the genuine nature of those who fake topics of this importance. As a result, they concluded that using an outright ban or prohibition of NPE in these secondary schools will not stop its use, but a deliberate and conscious effort at instilling in the minds of these students the knowledge of NPE's adverse effect on their academic progress and the danger of its persistent use will go a long way in mitigating the negative effect of using Pidgin in secondary schools in Eha-Amufu.

Obisike, Nwala and Mbong (2019) examined the influence of Pidgin English on the effective learning of the English language among junior secondary school students in Port Harcourt. The purpose of this study was to explore mother tongue interference. The study used a quantitative research approach using random sampling. The study's sample size was 120 students. The researcher used a questionnaire instrument to collect data. The major findings showed that the students had "Transfer of Rules" errors in phonology /θ/ and /z/. Respondents also struggled with the right use of the morpheme "er" in word generation. From the findings, appropriate and consistent practice is essential to counteract unfavourable mother tongue transfer. Since the study was confined to quantitative research, the findings were limited.

Similarly, Koźbiał (2015) researched phonological error mapping in English-Polish contrastive analysis. The research investigated the phenomena of phonological error mapping from Polish (the participants' mother tongue, L1) to English (the participants' target language, L2). Phonological error mapping is the transmission of specific phonological principles (e.g., vowel length differences or word/sentence stress allocation) from L1 to L2. This transfer can occur when a student lacks an adequate

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understanding of L2 and attempts to fill the gap with L1 rules. It can also occur when L1 and L2 share similarities and a learner can readily reassign information from L1 to L2. However, this article demonstrated that transfer did not occur in numerous circumstances when it was predicted. Similarly, there were also instances where individuals showed a proclivity to employ transfer despite their understanding of L2.

The negative effects of Ghanaian Pidgin English usage on their use of Standard English can be greatly reduced by making a deliberate and conscious effort to educate technical and vocational institute students about the negative impact of GhPE usage on their academic performance and the danger of its persistent use (Unachukwu et al., 2020).

2.4 Conceptual Framework

The study, guided by Thorndike's theory and the Baby-Talk theory, developed a conceptual framework to highlight relationship between the research objectives and variables therein.
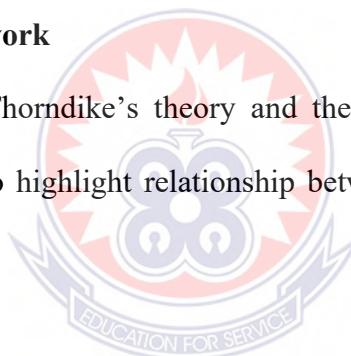
The conceptual framework is shown in Figure 4

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┌─────────────────────────────┐          ┌──────────────────────────────────┐
│                             │          │ Essay Writing of Students        │
│  Speaking Pidgin English    │ ───────▶ │                                  │
│                             │          │  ➢ Spelling mistakes due to      │
│                             │          │     speaking of Pidgin           │
└─────────────────────────────┘          │     English                      │
              ▲                           │  ➢ Use of Pidgin English in      │
              │                           │     standard essay               │
              │                           └──────────────────────────────────┘
┌─────────────────────────────────────────┐
│ Causes of Speaking Pidgin English       │
│                                         │
│  ➢ Peer influence                       │
│  ➢ Speaking of Pidgin English by some   │
│     teachers                            │
│  ➢ The use of Pidgin English in formal  │
│     documents                           │
│  ➢ The ease of speaking Pidgin English  │
│  ➢ Non-prohibition of speaking of       │
│     Pidgin English in school            │
│  ➢ The speaking of Pidgin English by    │
│     parents/ guardians                  │
└─────────────────────────────────────────┘
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Source: Adapted from Thorndike's Theory and the Baby-talk Theory

The conceptual framework shows that speaking Pidgin English is not automatic but influenced by many factors, including peer influence, speaking of Pidgin English by some Teachers, the use of Pidgin English in formal documents, the ease of speaking Pidgin English, non-prohibition of speaking Pidgin English in school and speaking Pidgin English by parents/ guardians. Speaking Pidgin English as per Thorndike's Theory and the Baby-talk Theory has effects on essay writing. Such effects include the wrong spelling of common Standard English words and the appearance of Pidgin English words in the essay writing.

2.5 Conclusion

In summary, it should be noted that the errors manifesting in the target language may not be the same as the intrusion of Pidgin English, in that, a different nonstandard language enters the target English when students speak or write. It is also distinct

from code-mixing and code-switching, which are mostly concerned with speaking. While various aspects of target English have been studied, the causes of Pidgin English intrusion in student writing have not been thoroughly investigated.

As a result, this study investigates the use of Pidgin English among technical and vocational institute students. The study focuses on the intrusion of Pidgin English in student writing, given the lack of empirical studies throughout the sub-region. Two theories (Behaviorist Theory: Thorndike's Identical Elements and Baby-Talk theory) are used to explain how Pidgin English can be acquired in the same way as a baby acquires a new language. It is also clear that some of the students who are from private schools and can speak the target English fluently are also influenced by their colleagues and teachers who use Pidgin around them. Sometimes, the mental rigour that the students have to go through makes them try to write Pidgin English instead of the target English. Finally, the literature review suggests that diverse linguistic backgrounds and excessive communication in Pidgin English may contribute to its intrusion into students' writing.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the following key themes under the study's methodology. It explores key themes such as research approach, research design, study population, sampling technique, sampling size, data collection instrument, reliability and validity of instruments, administration of instrument, data analysis procedures, and ethical consideration. The methodology of any research entails the various steps taken by the researcher to achieve the ultimate objective of the research.

3.2 Research approach

In this study, the researcher chose the mixed method is an approach which combines the quantitative and qualitative approaches. The mixed method approach was primarily chosen because it ensures triangulation in data collection and analysis (Jacobs & Sorensen, 2010). Triangulation is where data is collected from many sources and or data analyzed using different methods. Researchers ensure triangulation because it reduces biases in research that arise from resorting to the single method theory as well as enhancing the credibility and validity it affords through the presentation of a thorough picture of the research gap/problem (Jacobs & Sorensen, 2010). Thus, through the mixed research approach, this study was able to gather data from both sides and broaden the scope of the analysis. The selection and collection of qualitative and quantitative data allowed for separate analyses to be performed which enhanced the credibility of the study outcome. The quantitative approach offered the opportunity to describe the causes and effects of the use of Pidgin English. The qualitative approach helped to provide a meaningful explanation of the identified effects and causes from the point of view of teachers and students.

3.3 Research design

The research design of a study speaks to the broad strategy for achieving the formulated research questions or testing the hypothesis of the study (Mohan, 2000). This means that the design of a research entails the structure and outline of the various components assembled together for the research. For this study, the convergent parallel design was used. With the convergent parallel design, the researcher gathers and analyses both qualitative and quantitative data by way of comparison, and subsequent interpretation of the results (Asemahagn et al., 2020).

Any variance recorded by way of commonality in both quantitative and qualitative data are compared, highlighted and discussed in detail. The convergent parallel design allows the researcher to have full control and a deeper understanding of data convergence and integration (Creswell, 2013). According to Alrawashdeh et al. (2021), there are three ways by which data can lend itself to combination: side-by-side comparison, data transformation, and collaborative presentation.

The study resorted to the side-by-side comparison due to the relative adaptability, simplicity and ease of use compared to the others. Interpretation from the convergent parallel design is captured by way of written section under the discussion segment of the study. Findings arising from these are placed within the context of whether they converge or diverge between the two data sources. In order to corroborate or disprove the statistical findings, the researcher first provides the quantitative statistical findings and the qualitative findings and then compares the results (Chang & Chen, 2020; Creswell, 2013; Harlap et al., 2016; Tomasi et al., 2018).

3.4 Population of the study

According to Polit and Hungler (1999), the population of a research refers to the total number of same homogenous groups, persons, and entities who share the same basic characteristics that are of interest to the researcher. This study's population includes all the students and English composition teachers in all four selected technical and vocational institutions in the Volta Region. This means that the total population of the study was 6115, as can be seen in Figure 3.1 below.

Currently, Volta Region has ten technical and vocational institutes, before the inception of the Ghana TVET Service, namely; Kpando Technical Vocational Institute, Have Technical Institute, Anlo Technical Institute, Comboni Technical Vocational Institute-Sogakope, E.P. Technical Vocational Institute-Alavanyo, Amedzofe Technical Institute, Ho Technical Institute, CYO Technical Vocational Institute-Sovie, Avenor Youth Vocational Institute, ST. Daniel Comboni Technical Vocational Institute-Liati, Volta Technical Institute-Ho, Dodzi Technical Vocational Institute-Mepe Degorme, and Tsibu Technical Institute. All technical and vocational institutes in the Volta Region enrolled on the Ghana TVET Service are included in Appendix C.

This study targeted English composition teachers because they are the teachers of the English language and essay writing in particular. The students were the primary unit of analysis for this study; hence, their inclusion. Among the technical and vocational institutes, this study targeted students and English composition teachers at E.P. Technical Vocational Institute- Alavanyo, Kpando Technical Institutes, Comboni Technical Institutes-Sogakope, and Anlo Technical Institute-Anloga. The study targeted these institutes because they were the main public technical and vocational institutes in Volta Region before the declassification of schools under the Ghana

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Education Service (GES). Also, these institutes have more qualified teachers and essential infrastructure to aid in speaking and writing Standard English. The population of students and teachers in each institute is shown in Table 3.1.

Table 3.1. Representation of study population

Institutes	Student population	English Composition Teachers
E.P. Technical Vocational Institute	952	5
Kpando Technical Institutes	1958	10
Comboni Technical Institutes	1451	6
Anlo Technical Institute	1754	9
Total	6115	30

Source: Administration of Each Institution (2022)

3.5 Sampling techniques

According to Saunders et al. (2009), the rationale for employing the sampling technique in any research work is to reduce the volume of data collected and for onward analysis albeit that, findings relating to the elements of the population of certain aspects of scientific research are either deductive or inductive.

For the selection of the sample participants of this study, the researcher combined purposive, quota sampling and simple random sampling. The purposive sampling technique was first used to identify participants from these four technical and vocational institutes since they were in positions to best meet the objectives of the study. In purposive sampling, individuals are purposively selected due to their knowledge, expertise or understanding of a social occurrence (Creswell, 2002). Again, the choice of selection of these four (4) institutes is because they have been flagged by COTVET as very notorious for their excessive use of Pidgin English in their final examination on the English language (COTVET, 2021). This revelation sits

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with one of the main goals of purposive sampling which is, to focus on particular characteristics of a population that are of interest, and best help the researcher to answer the research questions. It also provides the researcher with the justification to make generalizations from the sample that is being studied, whether such generalizations are theoretical, analytical and/or logical in nature.

In addition to purposive sampling, quota sampling was used to divide the sample size into four strata/groups of 381, 783, 580, and 702 with each proportion representing a particular selected school for the study as seen in Table 3.1 above. Saunders (2012) defined quota sampling as a sampling method of gathering representative data from a homogenous element by aiming to ensure that the selected or identified elements share basic similar traits from the larger group belonging to the population defined by the researcher.

Finally, the probability sampling aimed at providing every member of the group with an equal chance to be picked at random and was used to select the students from the four TVIs. Each of the student participants was given a chance to pick from two folded papers marked as 'Yes' or 'No' and placed in a box to pick. Participants who selected 'Yes' became participants in the study. The used this technique because of the need to absolve this research study from perceived biases while ensuring fairness (Sidhu, 2002).

3.6 Sample size

Data collection is critical to conducting research because data determines the outcome of a research work and this outcome usually depends on the data sample size. Wambugu et al. (2015) defined a sample as a representative of a group that takes into account all of the characteristics found in the population. Due to a lack of resources, the entire study population cannot be used to collect data. As a result, selecting a

representative from the targeted population becomes critical. According to Gay and Airasian (2009), a sample of 10% to 50% of a target population is often used in a survey. Therefore, for the benefit of the pragmatic research approach, the study used 40% of the student population (that is, 0.4*6115), representing 2446 students; and 50% of the English Composition Teacher population (that is 0.5*30), representing 15 English composition teachers were used in this study. Therefore, the sample size of the study including students and teachers of the instates was 2461 as shown in Table 3.2.

Table 3.2. Population of Students and English Composition Teachers

	Student		Teachers	
Institutes	Student population	Sample (0.4*Std Pop.)	English Composition Teachers	Sample Size (50*Eng. Comp. Teach.)
E.P. Technical Vocational Institute	952	381	5	2
Kpando Technical Institutes	1958	783	10	5
Comboni Technical Institutes	1451	580	6	3
Anlo Technical Institute	1754	702	9	5
Total	**6115**	**2446**	**30**	**15**

Source: Administration of Each Institution (2022)

3.7 Socio-demographic characteristics

Data on the socio-demographic characteristics of respondents among respondents in the technical and vocational institutes in the Volta Region was to aid in understanding the background of the respondents of the study. The socio-demographic characteristics included in the study comprise the age and sex of the respondents. A summary of the results is displayed in Table 3.3.

Table 3.3. Socio-Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage
Sex	Male	1809	74.0
	Female	637	26.0
Age	13-20 years	2143	87.6
	21-29 years	303	12.4

Source: Field Data (2022)

The results in Table 4.1 show that 1809 (74.0%) of the respondents were males whereas 637 (26.0%) were females. Again, 2143 (87.7%) of the respondents were between 13-20 years of age while 303 (12.3%) were between the ages of 21-29 years.

3.8 Instruments for Data Collection

The main data collection instrument utilized for the study was a questionnaire and an interview guide which was used to collect all the data from participants to the study.

3.8.1 Questionnaire

The questionnaire was the main instrument used in the current study. The questionnaire was typed and printed with statements that aimed at measuring the students' perception of the impact of pidgin on their spoken and written Standard English. The themes explored included impacts on written, impacts on written grammar, impacts on punctuation and capitalization and impacts on spelling were the focus while the impact on speech(spoken), impacts on pronunciation, impacts on spoken grammar and syntax, and impacts on vocabulary and expression. It was used to seek students' responses on factors such as indirect sanction in schools, less complex nature of Pidgin English, limited language proficiency, peer influence scanty time allocation among others as the causes of the Pidgin English intrusion. With regard to objective three, the study further implored questionnaire to explore the

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strategies to resolve the intrusion of Pidgin English in essay writing with focus on the key stakeholders such as school management, teachers, and parents.

This is a type of data collection tool that sets out to ask relevant questions from participants of any study to which they are expected to respond (Krosnick, 2017). It often consists of several questions that the respondent must answer following specific guidelines which require them to read it, make meanings of what is being asked and provide an answer based on what they think or opined. Some questionnaires can be "open-ended" and "closed-ended" (Taherdoost, 2016).

Questionnaires that come with a set of provided answers from a limited pool of mutually exclusive answers are labelled as closed-ended while those that allow participants to provide their own set of answers to a question are called open-ended (Çakır & Cengiz, 2016). For this study, a mixture of both was used to gather the data for the analysis. The questionnaire targeted only the students in selected technical and vocational institutes, and it is grouped into five sections.

The first section contains two questions to retrieve background information from the respondent. The background information of the students that were considered for this study were age and sex. Other background information such as educational level, religion and occupation were not considered since they are not relevant to this current study. The second section focused on the impact of the use of Pidgin English on the essay writing of students.

Section two had five items in the form of five-point Likert scale, comprising of strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). Section three focused on the causes of intrusion of Pidgin English in the essays of students. Section three had seven items that solicited information about the causes of

intrusion of Pidgin English in essay writing. The items were in the form of five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The last section, which is section four considered the solution to resolve the intrusion of Pidgin English in essay writing. Section four had five items with five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). In all, 2446 responses are gathered from the students.

3.8.2 Interview Guide

The other instrument used to collect data was the interview guide. The researcher used an interview guide with statements that aimed at measuring the students' perception of the impact of pidgin on their spoken and written Standard English. The themes that were explored included the impact on writing, impacts on written grammar, impacts on punctuation and capitalization and impacts on spelling were the focus while under impact on speech(spoken), impacts on pronunciation, impacts on spoken grammar and syntax, and impacts on vocabulary and expression. These aspects measured the impacts Pidgin English has on Standard English as an objective. It is used to measure factors such as indirect sanction in schools, less complex nature of Pidgin English, limited language proficiency, peer influence scanty time allocation among others as the causes of the Pidgin English intrusion. Concerning objective three, the study further implored interviews to explore the strategies to resolve the intrusion of Pidgin English in essay writing with a focus on the key stakeholders such as school management, teachers, and parents.

Interviews are a type of assessment tool sometimes known as an oral questionnaire. It entails a procedure where a researcher interacts verbally with respondents to elicit information from them (Kallio et al., 2016). Before interviewing respondents, a researcher would have to produce a list of structured questions relevant to the study,

and such questions are interview guides (Oerther, 2021). Two of these questions were adopted from Onjewu and Okpe (2015), Mireku-Gyimah (2018) and Unachukwu et al.'s (2020) questionnaire items and used as interview questions.

Interview guidelines consist of broad themes that the interviewer relies on to guide him during the process of data collection with the study participants (Rogers et al., 2021). The purpose of developing interview guides is to keep the interview simple and act as a reference which ensures that the interview guide is not going too low a level. It is always advisable to keep the guide to one page (Aoyagi et al., 2017). Making a guide like this is essential to help organize and focus the questions and lines of thought.

In this study, a one-page interview guide was prepared by the researcher to solicit information from English composition teachers at selected technical and vocational institutes. The interview guide was unstructured where no alternative options were provided by the researcher but the participants were freely allowed to express their views on all the questions asked (Vervloet et al., 2018). This method helped to obtain detailed information from the interview participants to unravel the impacts, causes, and strategies to the use of Pidgin English in the technical and vocational institutes.

The interview guide has three main parts. The first part focused on impacts of use of Pidgin English on the essay writing of students. This part had three questions, focusing on the impact of Pidgin English on spelling of words, Standard English for essay writing and flow of thought in essay writing. The second part entailed questions related to the causes of intrusion of Pidgin English in essay writing. The second part has three set of questions. The last part of the interview considered strategies to

resolve the intrusion of Pidgin English in essay writing and this part had only one question.

3.8.3 English composition test

The test is a very useful tool in data collection as it reveals the true competence of students in a particular subject. A test is an educational assessment tool intended to measure test-takers' knowledge, skill, aptitude, physical fitness, or classification in many other topics. In this study, the English composition test was conducted by the researcher with the support of English composition teachers in the selected technical and vocational institutes. In the context of assessing English composition with the intrusion of Pidgin English into Standard English, it is important to consider the impact on language proficiency and communication effectiveness. While the intrusion of Pidgin English into Standard English can present challenges for assessment, we can still establish some specific components and criteria to evaluate compositions in this context.

First, the researcher had to assess the language proficiency which involves evaluating the writer's ability to demonstrate a command of both Standard English and Pidgin English. This includes assessing grammar, vocabulary, spelling, sentence structure, and the writer's overall understanding and control of both language varieties (Attali and Powers, 2008). Second, the researcher paid attention to language structure and grammar. Here, the researcher considered the specific grammatical structures and linguistic features that are characteristic of Pidgin English. This included aspects such as word order, verb conjugation, and the use of tense markers that differ from Standard English.

Third, the composition test included aspects of vocabulary and expression. More importantly, there is an intrusion of cultural relevance and appropriateness. In the context of Pidgin English, assessing composition should also consider cultural relevance and the incorporation of idiomatic expressions, proverbs, and other culturally specific linguistic elements that are integral to effective communication in Pidgin English. Also, it involves recognizing instances where the use of Pidgin English may enhance cultural authenticity or convey specific meanings within certain contexts (Bae, 2007; Bae & Bachman, 2010; Bae & Lee, 11; Bae & Lee, 2012; Bae et al 1999).

3.8.4 Pre-testing

A pre-test involves the testing of the developed research instrument on a small group of participants either from the chosen sample set or a different group. This was done to ensure any challenges with the research instrument were corrected or resolved because any challenges encountered during this stage are more than likely to re-occur during the main work. Thus, a pre-test is necessary to identify all the possible problems before the actual administration of the instrument. The data collection instruments were pretested on one institute.

This study pre-tested all the instruments (questionnaire, interview guide, and composition test) at Have Technical Institute. The questionnaire was pre-tested on 15 students in the institutes and each used a maximum of 15 minutes to fill-in the questionnaire. The interview guide was pre-tested in an institute on 3 English composition teachers and each interview lasted not more than 15 minutes. The composition test was pre-tested on 3 electrical students in the institute and the test lasted for 30 minutes with a 250 maximum word count. The study used the feedback on each instrument to re-shape the respective instrument for the actual data collection.

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3.9 Validity of the instrument

The validity of a research instrument is a measure of how accurate and meaningful as well as how representative the data analysis is (Mugenda & Mugenda, 1998). Likewise, Creswell (2005) mentioned that validity occurs when, the scores of the research instrument make sense, are meaningful, and allow for a good conclusion to be drawn from the study sampled population. In the determination of the research instrument's validity for this study, the researcher presented the questionnaire to the supervisor to find out whether the captured constructs could achieve the intended purpose of the study.

The subjectivity of the agreement among all the various scholars showed that the scale appears to reflect accurately what the instruments purport to measure is referred to as content validity. As a result, through an extensive review of the literature, content validity was established and strengthened in this study. Content validity is achieved when the supervisor finds out whether they cover all the questions. Also, content validity is achieved when the test result of the pilot-test corresponds with the results of the questionnaire after collecting the data for the study. The researcher also ensured the study's face validity by evaluating the instruments' relevance, reasonability, unambiguity, and clarity.

3.10 Reliability of the instrument

Faenkel and Wallen (1993) defined reliability of a research instrument as the measure of consistency churned out by the same instrument on separate occasions. The reliability of a research instrument means that the same products or results are yielded at random times during the collection of data. To prove the reliability of the research instrument, a pilot study was undertaken at Have Technical and Vocational Institute

because they were one of the ten public technical vocational institutes before the division of the Volta Region.

The responses from this pilot study were analyzed using the Cronbach Alpha tool. The use of Cronbach Alpha was because the items were in multiple scores. Cronbach's alpha was used to assess the test's and scale's internal consistency. It is a simple test for estimating the reliability or internal consistency of a composite score (Cronbach, 1951).

In proving the reliability of the instrument, the study used the pre-test data to conduct a reliability test, using Cronbach's Alpha test to provide a measure of the internal consistency of a test or scale. It is expressed numerically between 0 and 1. Alpha above 0.9, denote excellent reliability, Alpha between 0.8 and 0.9 denote good reliability, alpha between 0.7 and 0.8 denote acceptable reliability, alpha between 0.6 and 0.7 denote questionable reliability, between 0.5 and 0.6 denote poor reliability, and, below 0.5 denote unacceptable reliability. Internal consistency describes the extent to which all of the items in a test measure the same concept or construct and is thus related to the test's inter-relatedness.

The reliability coefficient that was obtained from the pilot test was 0.7 and this confirmed that the items were reliable as cited by Pallant (2013). The items that were found to be inappropriate for measuring the construct were modified to improve the quality of the instrument, while some were deleted and replaced with appropriate items that could increase the validity of the instrument. After testing the instrument, the researcher administers the questionnaire in the selected technical vocational institutes in the study area.

3.11 Administration of instruments

The respondents provided primary information via an interview schedule, questionnaire, observations, and content materials. Secondary data were gathered from written materials such as student exercise books and examination answer booklets. The questionnaire and interviews were administered in person during a meeting. During instructional hours, the researcher sat in classrooms to observe and gather firsthand information. Assistant researchers were selected and trained to administer the questionnaire in the respective technical vocational institutes.

The data required for this study is obtained from one set of questionnaires that consisted of four sections. The researcher met with the heads, teachers, and students of selected institutions and explained the items in the questionnaires to their understanding and that the purpose of the questionnaires is just for academic purposes and nothing else. Also, the researcher sought approval from the heads of the institutions to administer the questionnaire and conduct the interview. The researcher also informed them that the objective of the data collection was just for academic purposes and not for victimizing anyone.

The composition test was an effective research instrument that was administered to collect data. The researcher offered the test to the trained teachers and it was given to a sample of students that is representative of the population being studied. The researcher explained that the teachers' instruction should clearly explain that students are to write a short composition on a given topic. The composition test is to be carried out in the English language. The composition topics were on narrative and descriptive topics may yield more Pidgin while persuasive and expository topics may elicit more Standard English. The researcher and the teachers ensured that the topics were relevant to enable the students to write freely. The teachers provided a suitable time

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limit (that is 20-30 minutes). This prevented students from spending too much time editing and allowed analysis of their initial language choices.

3.11.1 Questionnaire

Questionnaires can be administered face-to-face, by phone, online, and by paper and pencil questionnaire administration. In this study, face-to-face questionnaire administration was done. Some of the questions were adopted from Suglo's (2012) and Mireku-Gyimah's (2014) questionnaires. The researcher sought permission from the management of the selected technical and vocational institutes for questionnaire administration to the students in the schools. The permission was granted and the questionnaires were administered to the students during break time so as not to disrupt academic activities in the institutes. The researcher explained the purpose of the study to all the participants and each participant was allocated 30 minutes' maximum to answer the questionnaire.

3.11.2 Interview guide

Interviews have traditionally been a staple of qualitative research. It was adopted as one of the principal data collection instruments for this research. A semi-structured interview was carried out with the teachers. According to DiCicco-Bloom and Crabtree (2006), semi-structured interviews can be regarded as a single source of data as far as qualitative research projects are concerned. For the purpose of the interviews for this study, it featured open-ended questions that served as useful in generating unexpected responses and allowed the teachers to give answers in their own way (Fink, 1995).

For this study, the researcher first secured research approval from the management of the selected technical and vocational institutes before proceeding to the field for the

interview. This provided smooth entry into the technical and vocational institutes. The researcher visited the selected institutes to explain the purpose of the study to the respondents, its significance, their potential roles in the study and the implications of their participation. The researcher made arrangements with the English composition teachers for the interview. The interviews were done during break times or free periods of the teachers. The interviewer read the questions and allowed the participants to respond while the phone recorder was switched on to record the responses. In order to render certain confidentiality and non-interference, only the participants were allowed at the assembly ground. The seclusion of the participants ensured that the recordings obtained were of high quality. The interview recorded for each participant lasted for 30 minutes and gave a total of 2 hours and 30 minutes of data in an institution.

The kind of transcription used for transcribing the recorded responses is referred to as verbatim transcription. Verbatim transcription involves transcribing the respondent's response exactly as it is, including all the spoken words, interruptions, hesitation and other vocal cues. This type of transcription is often used by researchers when they want to analyse the respondents' language use speech patterns, and other verbal behaviours in detail verbatim transcription provides a more accurate representation of the respondents' response and allows for a more thorough analysis. I added timestamps to note when particular topics were discussed. An orthographic style of transcription that uses standard spelling and punctuation was appropriate here. This made the content more readable while still capturing pidgin features like syntax, lexicon, and phonology. After transcription, the interview data was coded manually. A descriptive coding method was utilized to categorize the content into meaningful themes. Codes were developed to label topics such as pidgin features, attitudes about

pidgin, classroom use, and influences on Standard English. For example, excerpts discussing vocabulary, grammar, or pronunciation elements of pidgin were coded as "LANGUAGE FEATURES". Discussions about the formal teaching of Standard English were coded as "STANDARD ENGLISH". The coding process also involved simultaneous or layered coding when certain passages contained multiple themes. Through this descriptive coding process, the interview transcripts were analyzed for common themes and insights into how pidgin usage impacts students' Standard English based on teacher perspectives.

For this qualitative study utilizing teacher interviews, establishing inter-rater reliability during transcription and coding is crucial to validate the analysis. After the transcription and coding for themes process, the researcher did a member check with the teachers to ensure that their perspectives were captured appropriately. In cases where there were discrepancies, the researcher rectified them by playing the recordings again and seeking further clarification from the teachers. This process helped to verify the transcripts contained accurate and consistent representations of the verbal interviews. This minimized errors, bolstered the trustworthiness of identified themes, and reduced potential researcher bias during the qualitative analysis.

3.11.3 English Composition Test

The topic for the composition test was "a fight between two students in the Electrical Department". The study randomly sampled three Form Two and three Form Three students from the Electrical Department in each institute. Thus, in each institute, six (6) students took part in the test. Three Form Two and three Form Three students were chosen at random from the Electrical Department of each institute as part of the study's particular sample design. In order to guarantee that the sample was

representative of the population in terms of academic level and department, stratified random sampling was selected as the sampling strategy. This would enable us to learn more about the use of Pidgin English among students in a particular department at different academic levels, even though a larger sample size would have increased statistical power.

Through a deeper understanding of the frequency and kind of Pidgin English usage in student essays, instructional practices and language policies can be informed by the knowledge gathered from this study. However, the study was only able to examine the essays of six responders from this sample because of practical limitations like time and money. Although more statistical power would have come from a bigger sample size, it is obvious the findings of this study still provide important information about the usage of Pidgin English in students' writings.

Again, the study selected students in the Electrical Department because it is a male-dominated department and the department is noted for frequent Pidgin English speaking. The students were put in a separate classroom for the test, under the supervision of the researcher. Sheets of papers, obtained from the institutes were distributed to students for the test. The students were given 30 minutes for the test and a word count of not more than 250. Prior to this, the researcher inspected some students' composition exercise books. This was to ascertain the correlation between what happens in their composition exercise books and the composition test the researcher conducted on the six students from each of the four selected institutes.

3.12 Analysis

3.12.1 Descriptive Analysis

This aspect of research, that is, data analysis is commonly viewed as the cornerstone of the study. Data analysis deals with how to clean, convert, and model the gathered and make useful meanings from it (Kaliyadan & Kulkarni, 2019). For this study, descriptive analysis was employed in analyzing the data. This involved the use of illustrations and summaries to represent the condensed data after the analysis. One common feature of descriptive analysis is the use of measurement of central tendencies and measures of variability. Measurements such as mean, median, and mode are classified under the former while the standard deviation, variance, minimum and maximum variables, kurtosis, and skewness are elements of the latter (Sharma et al., 2018).

In order to get this done, this study used the software *Statistical Package for the Social Sciences* (SPSS) version 26.0. Researchers use SPSS for their varied study analyses. The researcher can get useful insights from a data set thanks to its user-friendly interface extensive feature set, and high accuracy, and good decision-making. The entire analytics lifecycle is covered, from data administration and preparation to analysis and reporting (Alversia, 2011) while using SPSS. The study cleaned all the data collected with questionnaires, coded them and entered into statistical software. The researcher used descriptive statistics to analyze each research objective, which are the extent of impact Pidgin English spoken on essay writing and causes of intrusion of Pidgin English into essay writing to the strategies to resolve the intrusion. The researcher computed mean scores for each statement and then the overall mean score for each construct. The mean score range of 1.00-1.80 represents strongly

disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree and 4.21-5.00 represents strongly agree.

3.12.2 Thematic Analysis

Data collected qualitatively are viewed as encapsulating the respondents' actions and utterances manifested in coherent textual speeches and recorded and reproduced as transcripts that is comprehensible (Sivesind, 1999). According to Gaydos (2005), in people's everyday lives; individuals attempt to understand the world around us by inventing or creation of self-stories. This study makes use of narratives to provide a comprehensive view of the study topic.

For the collection of data with the teachers during the interview session, analysis was conducted using the thematic content analysis after it was transcribed and analysed. This facilitated the interpretation of the data and the segmentation of it into categories based on themes. This method when used compresses and segments large quantities of data into coherent units for interpretation (Singleton, 1997) and relies on the procedures for developing themes by Marshall and Rossman (1989) which include;

1) Organising data

The transcribed data was subjected to repetitive reading to appreciate and understand the data.

2) Generating categories, themes and patterns:

The second stage of the process involved sorting and interpreting the data to identify emerging themes and repeating ideas or beliefs.

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3) Testing emergent hypotheses:

This involved weighing the credibility of the emerging hypothesis as well as weighing the data for their adequacy, credibility, usefulness and centrality.

4) Searching for alternative explanations:

Cross-checking to identify the types of patterns emerging from the collected data. This is rigorously done until a point where coherent explanation can be made from the data collected.

5) Report the results:

At this stage, the researcher attempts to draw meaningful conclusions based on the shape and interpretation from the huge amounts of raw data collected from the study participants.

Consequently, the ATLAS.ti software was used to undertake the thematic content analysis. The ATLAS.ti allows users to find, code or tag, annotate, and locate characteristics within unstructured data sets. Additionally, it has visualization capabilities (Woods et al., 2016). Researchers from a wide range of disciplines use the software, which handles data in text, graphic, audio, video, and geographic formats (Paulus & Bennett, 2015). It also seeks to offer a non-proprietary, cross-platform interface via XML export to promote academic collaboration (Soratto et al., 2020). Thematic analysis is a technique for assessing qualitative data by reading through a collection of data and searching for patterns in the meaning of the data to identify themes (Brito et al., 2016).

Making sense of the data is an active reflexive process where the researcher's personal experience is crucial. It places a strong emphasis on spotting, deciphering, and

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understanding qualitative data patterns (Smit & Scherman, 2021). This applied to all the 15 data collected from the tutors of these institutions.

3.13 Ethical Consideration

For a research permit, an introductory letter from the University of Education, Winneba was requested via the Head of Department, Applied Linguistics. Each questionnaire set was accompanied by a cover letter requesting permission and explaining the purpose and scope of the study. Before the research began, the Department Heads were consulted.

The consent of respondents was obtained and participation was entirely voluntary. Each sampled institute was assigned a specific day. The respondents' responses were kept anonymous and confidential. The research guidelines of the University of Education, Winneba Graduate School were followed. The researcher's professional responsibility was demonstrated by the accuracy with which the study's findings were analyzed, presented, and reported.

An informed consent form was sent individually to all the respondents who were willing to participate in the research. The researcher explained the study's purpose to the participants which ensured that the participants understood the research project and the risk involved in participating in the research. Furthermore, the researcher also provided information on the voluntary nature of the research which indicated that participants could withdraw from the study at any time if they found the research inconvenient to them.

Additionally, the anticipated risks involved in participating in the study are also specified in the consent form. The participants were also informed of the data collection procedures and how the information they provided for the research would

be stored. Furthermore, the participants were informed about how much of their time would be needed for the study. The information obtained from the participants for this research was kept confidential. The researcher also ensured the self-determination of the participants by allowing participants to respond to the questionnaire at their own discretion and without any form of coercion or force.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with the presentation of findings from the data gathered on the use of Pidgin English among students of technical vocational institutes in the Volta Region. The chapter presents and discusses the impact Pidgin English spoken has on the essays of students of technical vocational institutes in the Volta Region, the causes of intrusion of Pidgin English in essays of students in technical vocational institutes in the Volta Region and strategies to prevent speaking of Pidgin English in technical and vocational institutes in the Volta Region.

4.1. Descriptive Statistics

4.1.1. The Impact of Pidgin English on the Standard English of Students of TVI in the Volta Region

One of the main objectives of the study was to assess the impact of Pidgin English on the Standard English of students of TVI in the Volta Region. The data from the respondents are provided by filling a closed ended questionnaire designed in a Likert scale and transcribed interview data from both the English composition teachers and the students. There are two main categories under which the assessment was done: impact on writing and impact on speech with their respective subcategories. The responses were in the form of a five-point Likert scale where; strongly disagree=1, disagree= 2, neutral=3, agree=4 and strongly agree=5. Based on the responses, mean score and standard deviation were computed to aid the interpretation of the responses. Mean score range of 1.00-1.80 represents strongly disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree and 4.21-5.00 represents strongly agree.

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4.1.1.1 Impact on writing

Under this category, questionnaire and interview guides were administered and analysed based on impact on written grammar, punctuation and capitalization and spelling as the main aspects regarding writing. These aspects measured the impacts Pidgin English has on the Standard English as an objective. It generally showed that the Pidgin usage negatively impacted the writing in the Standard English of the students.

4.1.2 Impact on written grammar

This section of the chapter provides answers to research question one of the studies which is captured in six statements which are assessing responses on impact on written grammar in the Standard English. The responses showed that the Pidgin English usage impacted the written grammar of students in the Standard English. These responses obtained from the questionnaire are presented in Table 4.1.1.1.
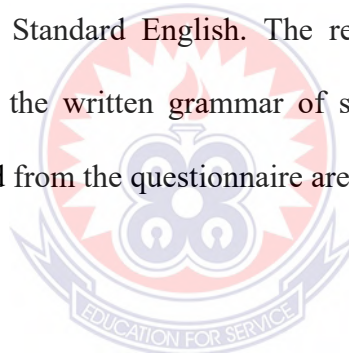
Table 4.1.1.1. Students' responses on impact on written grammar

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Regular use of Pidgin English hinders my ability to make my pronouns agree with their antecedents in writing	2446	151 (6)	277 (11)	353 (14)	978 (40)	706 (29)	3.732	1.177
Regular use of Pidgin English is a hindrance to my ability to use correct tenses in writing	2445	318 (13)	367 (15)	342 (14)	758 (31)	660 (27)	3.722	1.116
Regular use of Pidgin English negatively affects my use of cases in written English	2421	73 (3)	363 (15)	339 (14)	944 (39)	702 (29)	3.663	1.148
Regular use of Pidgin English affects my ability to use articles correctly when writing	2444	122 (5)	367 (15)	269 (11)	1124 (46)	562 (23)	3.765	1.138
Regular use of Pidgin English affects my correct use of conjunctions in written English	2436	97 (4)	341 (14)	268 (11)	1048 (43)	682 (28)	3.776	1.180
Regular use of Pidgin English affects my ability to write sentences with the appropriate structure	2439	171 (7)	244 (10)	219 (9)	1122 (46)	683 (28)	3.806	1.181

The students agreed with the statement in the transcribed interview that using Pidgin English all the time makes it harder for them to use correct tenses when they write. This claim is supported by the result from Table 4.1.1.1, which has a mean value of 3.722, which means that the students agree with the statement. The remaining statements are agreed upon, yielding mean values of 3.663, 3.765, 3.776, and 3.806. Statement six, on the other hand, has the highest mean value with a standard deviation of 1.81, indicating the most validity among all the other responses. It is worth noting that statements 2, 3, and 4 share a similar percentage of fifteen (15%) of respondents who disputed that using Pidgin English had a negative influence on their written grammar in Standard English. These responses emphasize that using Pidgin English

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has no negative impact on their ability to utilize cases, use articles appropriately, or use articles correctly in written English. This is confirmed by the transcribed interview from 3R003: *no but sometimes when I am writing, I know that I am writing for marks, so I pay much attention to what I write in Standard English. I don't take it as normal anyway.*

Additionally, from Table 4.1.1.1, statements 1, 2, and 3, with 14% of the respondents being neutral, signifying that they were not sure if the use of Pidgin English affected negatively their written grammar. There is no cause for alarm since the percentage of respondents who agreed outweighs the percentage of respondents who disagree, because the conclusion is always drawn with the highest percentage in research of this kind.

Qualitatively from a transcribed interview, the respondents 2R7 said: *aaah sir, in pidgin there is nothing like that we don't have any rule to observe whether present or past or pronoun adjective o oo, we don't care about those things sir. For example, if you want to inform your friends that you are living them; you can say or write a dey go; adey come; with don't know if there is someone who can say this is its past or present; we all dey speak like that.*

Pidgin English is a language for young people, and they use it freely, without regard for tenses as in Standard English. It has a negative impact on students' grammatical structure (Crystal, 1971; Decamp, 1971; Hymes, 1971) and their performance (Adu-Boahen, 2010) when writing essays in Standard English. Little did pupils comprehend that the preference for Standard English, particularly in grammar, in terms of judging speaking and writing is very important, which is why no other language is accepted in Ghanaian schools (Adika, 2012).

4.1.1.2 Impact on punctuation and capitalization

Results on impacts on punctuation and capitalization encompasses responses on underuse and overuse of punctuation marks, punctuation mark misplacements, and overuse and underuse of capitalization in writing Standard English. The results in Table 4.1.1.2 showed that these aspects of writing are adversely affected by the use of Pidgin English, as the respondents agreed with all the statements assessing the impact on punctuation and capitalization below.

Table 4.1.1.2. Students' responses on impact on punctuation and capitalization

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Regular use of Pidgin English makes me underuse punctuation marks in writing	2446	73 (3)	367 (15)	342 (14)	1076 (44)	587 (24)	3.704	1.096
Regular use of Pidgin English makes me overuse punctuation marks in writing	2440	98 (4)	464 (19)	415 (17)	634 (26)	830 (34)	3.643	1.237
Regular use of Pidgin English makes me misplace punctuation marks in writing	2436	146 (6)	268 (11)	414 (17)	974 (40)	633 (26)	3.684	1.163
Regular use of Pidgin English makes me overuse capitalisation in writing	2446	220 (9)	416 (17)	318 (13)	758 (31)	734 (30)	3.546	1.339
Regular use of Pidgin English makes me underuse capitalisation in writing	2435	122 (5)	560 (23)	317 (13)	852 (35)	584 (24)	3.490	1.237

Source: Field Data 2022

Capitalization and punctuation are crucial aspects of essay writing as they contribute tremendously to the meaning the essay conveys or carries. A word may be capitalized

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depending on its position in a sentence and the role it plays as far as what it represents and the meaning it carries. A word written in an essay of Standard English may be capitalized in the middle, beginning or at the end. In the same strain, punctuation is also a very important feature in essay composition. To aid the reader's comprehension of what is being written, punctuation is employed to convey the same signals—such as pause, voice pitch, or stress—that are utilized in speech in the declension of a word (or group of words) (Dukiya, 1991). Incorrect use of a punctuation mark alters the meaning of the entire sentence which is why very equal attention is to be given to its correct usage in a sentence.

However, it is interesting to note that the responses from student respondents as shown in Table 4.1.1.2 indicate that students agreed to two statements, that is, "Regular use of Pidgin English makes me underuse punctuation marks in writing" (Mean=3.704) and "Regular use of Pidgin English makes me misplace punctuation marks in writing"(Mean= 3.6) with the highest percentage of 44 and 40 respectively. This implies students do not use the required number of punctuation and worsening issues, misplace the punctuation marks in their writing. This has created the impression that the use of Pidgin English is adversely impacting the students' essays when writing essays in Standard English.

This development is further understood in the responses to an interview conducted on the English Composition teachers in the four institutes and a composition test conducted for some students: T0015 response: *"Yes. I mark that in their essays. Even in their CTVET exams, they still write pidgin. It is obvious they are used to it and write it no matter how careful they think they are. Yes. As they call themselves technical students, they have the belief that someday they will also go out to teach and they don't have to speak Standard English very well in order to deliver well. This*

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makes them speak bad English full of pidgin in the end and worse of all is their punctuation and capitalization are a different issue all together, hmmm."

From the excerpt above it is noted that students truly have challenges in punctuating their essays no matter how careful they may be when writing their essays.

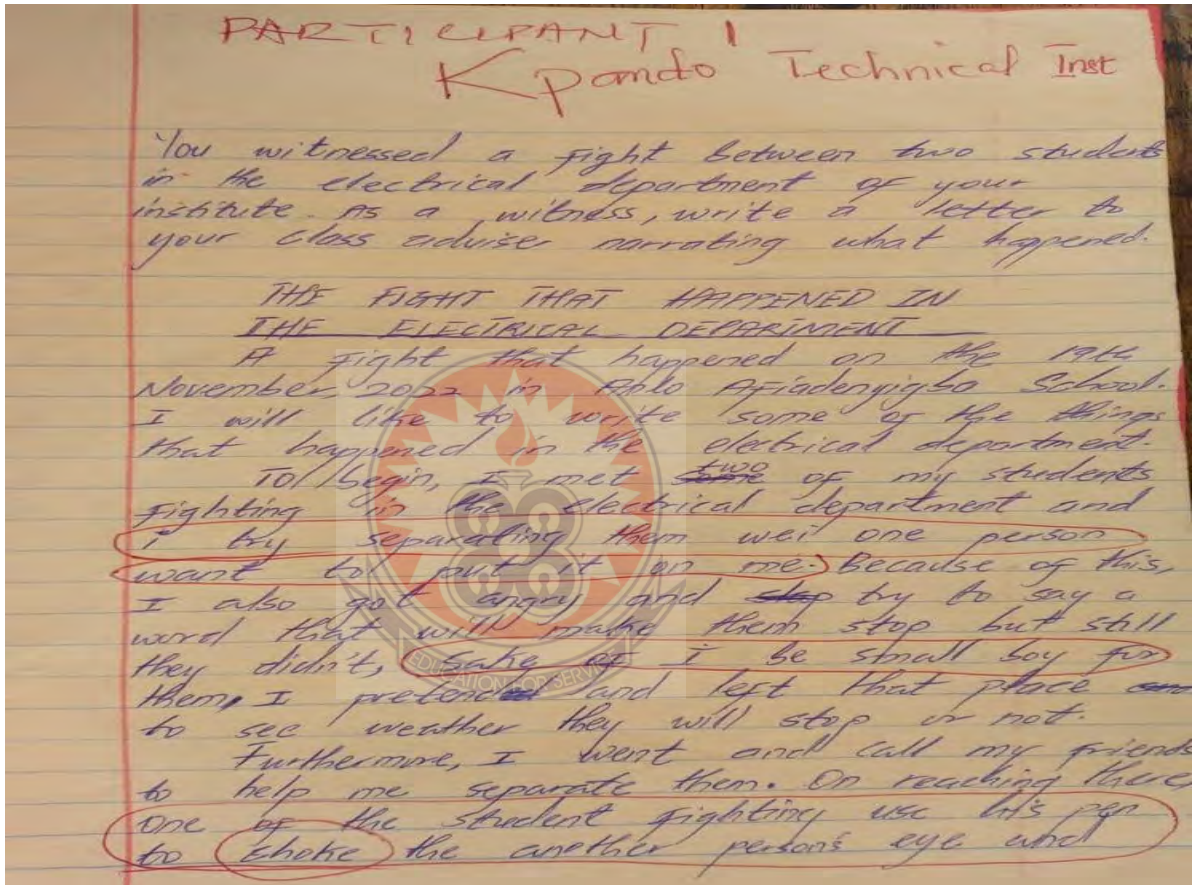**Figure 4.1.1.2.1. Form 3 Student of Kpando Technical Institute**

Figure 4.1.1.2.2 Form 2: Student of Kpando Technical Institute

Figure 4.1.1.2.3: Form 3 Student of Kpando Technical Institute

Similarly, in Kpando Technical Institutes, some Pidgin English appeared in almost all the essays written by the students. For example, in Figure 4.1.1.2.1, we have: *"I try separating them wei one person want to put it on me", "sek of I be small for them".* In 4.1.1.2.2, some of the Pidgin English that appeared include the following: *"no one for cross her way that morning and if you do she go slap you", "she dey talk and truly the girl slap am", the girl too dey talk say, she no go allow a boy defeat em" and "that very moment, the boy dey shouy rejoicing with his niggers talking say he defeat the girl".* In 4.1.1.2.3, some of the Pidgin English appeared include, *"Daniel give Emma blow on his face", "Dey fight each other".*

Dwelling on this sentence in terms of obeying punctuation rules:

"I try separating them wei one person want to put it on me".

Firstly, writing this in Standard English, it reads; As I tried to separate them, one of them in so doing, wanted to apportion the blame to me. But because he was so much into Pidgin English, he ignored the punctuation marks which is the use of commas.

In an attempt to explain her preference for the use of Pidgin English and why they ignore capitalization, 2R009 said:

"Yes, a lot because when you are writing in the pidgin to a friend, he or she doesn't care about you writing capital letter or small later all that he or she needs is what you write and he or she will read and understand you perfectly, so we do bring same habit in to the essays too. Even it affects our Standard English. Even if I want to write how are? I do start with small letter which is wrong but we do it."

The preceding excerpt from a student's interview confirms the response shown in Table 4.1.1.2 from student respondents that 34% of student respondents strongly

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agreed with the statement "Regular use of Pidgin English causes me to overuse punctuation marks in writing." No surprise that this statement drew students to agree with the mean figure of 3.643. This result highlighted students' inability to apply suitable punctuation marks to convey pauses, variations in rhythm, and intonation in phrases they composed. It is thus essential that these pupils understand that punctuation has rules that must be followed while employing it (Ibhawaegbele, 2006).

Contrarily, 13% (M=3.564 and M=3.490) and 17%(M=3.684 and M=3.643) of the respondents corroboratively are not sure that their inability to apply the punctuation marks well is either due to the regular use of Pidgin English makes me underuse or overuse capitalisation in writing and their regular use of Pidgin English makes them either overuse or underuse punctuation marks in writing again, from an interview one respondent, that is, 2R006 said: *"no, I don't use punctuation and capitalization well too, but I don't think it is the pidgin because that one I don't know it at all. In pidgin English, we don't use punctuation marks. Maybe if you use it, it may change the meaning of what you want to write.* This response shows that teachers need to teach punctuation lessons.

Another respondent also said concerning punctuation and capitalization: *2R003: no, no: it doesn't. Where I'm supposed to use the capital, I use them at beginning of the sentence, the middle and the end of a sentence. I only overuse the capitalization when I want to show to my reader that I am shouting.* To this statement, a minimum of 4% of student respondents strongly disagree with the same statement. This also is in relation to another study's analysis which shows that capitalization and punctuation as graphical symbols are creatively and abundantly used to convey social meaning. These symbols include exclamation points, question marks, ellipses, and commas (Aluya, 2016).

 It has therefore sent aloud signal that the rate at which students use Pidgin English is unbearable as it creeps into and adversely impacts (Huber, 1999; Forson, 2006) their essays anytime they write. This confirmed Mireku-Gyimah's (2014) observation that PE use has the likelihood to negatively affect students' SE. Also, Forson (2006) observes that "there is a general feeling in the country that the standard of English proficiency in our universities is falling, and the blame falls squarely on Pidgin use by students" (cited in Wiredu 2013, p. 162).

4.1.1.3 Impact on spelling

Spelling is one of the most serious aspects of writing which must be assessed whether the use of Pidgin English has an impact because spelling is a great challenge to students. The study assessed the impact on spelling with critical consideration to substitution-based spelling errors, wrongful insertion of letters at wrong places in spelling, omission of letters when spelling, use of abbreviations inappropriately in writing, changing the positions of letters while spelling, and choosing the wrong verbs for subjects in writing. The results from Table 4.1.1.3 and the transcribed interviews conducted on both English composition teachers and students showed that the majority agree that the regular use of Pidgin English makes them commit spelling mistakes.

Table 4.1.1.3 Students' responses on the impacts on spelling

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Regular use of Pidgin English makes me commit substitution-based spellings errors	2422	170 (7)	291 (12)	266 (11)	969 (40)	727 (30)	4.255	5.321
Regular use of Pidgin English makes me insert letters at wrong places in spelling	2434	146 (6)	268 (11)	365 (15)	1095 (45)	560 (23)	3.674	1.138
Regular use of Pidgin English makes me commit omit letters when spelling	2446	98 (4)	342 (14)	318 (13)	978 (40)	709 (29)	3.755	1.149
Regular use of Pidgin English makes me change the positions of letters while spelling	2446	122 (5)	294 (12)	391 (16)	1125 (46)	514 (21)	3.650	1.109
Frequent use of Pidgin English makes me use abbreviations inappropriately in writing	2439	122 (5)	366 (15)	293 (12)	976 (40)	683 (28)	3.701	1.192
Frequent use of Pidgin English makes me choose the wrong verbs for my subjects in writing	2446	97 (4)	416 (17)	294 (12)	1125 (46)	514 (21)	3.619	1.131

Table 4.1.1.3 indicates that the excessive use of Pidgin English does not only influence pronunciation patterns and sentence structure but also the spelling of the students as they write their essays. This was proven with corroborating mean values (M=3.674 and M=3.650) which depict the students' agreement with the statements

that their frequent use of Pidgin English does not only make them insert letters in the wrong places in spelling but also makes them choose the wrong verbs for their subjects in writing Standard English. This assertion, though considered valid, Unachukwu et al.'s (2020) study opposes it. The possible reason for this occurrence can probably be explained from the perspective of the differences in the geographical areas where the research took place. That is to say that this research was conducted in Ghana for that matter among the technical vocational institutes' students while that of Unachukwu et al, (2020) was carried out on Eha-Amufu Secondary School students in Nigeria. These are two diverse institutions with different preferences and capabilities as far as the academic standards of the students of the two institutions are concerned.

Again from Table 4.1.1.3 above, "Frequent use of Pidgin English makes me use abbreviations inappropriately in writing" can be construed as an effect on spelling in terms of its influence on essays in Standard English. This statement obtained the mean mark of 3.701 meaning the respondents agree that frequent use of Pidgin English makes them use abbreviations inappropriately in writing. For example, a respondent (2R008) in an interview said, *" it affect our spelling to because in standard English we have to spell out every word but because we are used to the way we write and speak the pidgin, we also fine our own way to write or spell our names for example stone bwoy. But I know you know that that word is spelt 'B-O-Y'. Using pidgin is a problem, we omit, replace wrongly words. Because I for example I commit a lot of spelling errors of different kind, instead of 'them' I spell dem or their own becomes 'dema' and night becomes 'Ni-T' in pidgin. I end up writing this sometime in my essays. There was a day that I decided to check my correction after madam marked our essay; I saw that it was underlined and written against 'pidgin'".* This interview shows that Baiden (2013) is true when he, noted that, speakers of Pidgin English

deploy a variety of word formation strategies to meet their communication needs which is why, it affects their spellings and use of words. The way that words are spoken by learners of a target language greatly affects how those words are written or spelt (Hassan, 2014).

Another related comment from a respondent reveals that: (2R001) said,

"*yes, sometimes too, I find it difficult to spell the words*".

To this end, the contrary view of Unachukwu et al. (2020) is because the research considered a small sample size of 200 students and interested teachers from four chosen schools, which was employed to conduct this extremely sensitive research, accounts for the shortcoming in the data gathered. This is because when the English composition teachers were interviewed, it was confirmed:

> T0011 response: *"Yes. Because they speak it discriminately, it affects their essay writing, their spelling is nothing to write home about, it's a problem. When they are learning in class, they try to speak English language but when they are outside the classroom, they speak in Pidgin English even during their practical lesson."*

These findings confirm Hassan's (2014) observation that the way learners of a target language pronounce words has a big influence on how the words are spelt or written. Ankra (2018) posits that phonetics has a significant impact on writing. English language students who are exposed to certain noises, particularly in pidgin, are difficult to produce, especially when those sounds do not exist in the pidgin language. This response provided some explanation that the effect on the spelling is a result of students' speaking Pidgin indiscriminately which emphasized that pidgin is one of the commonly used languages of wider communication, which is considered a language for national unity and serving as a mother tongue to many (Ekanjuma-IIongo, 2016). This is to say that "Speech is the child's first entry into writing" (Da Pidgin

Coup,1999). This is to say, before a child learns to write a word, that child would have to first learn to pronounce the word whether slowly or at a high pitch to identify the various sounds of the letters before spelling the word and then, finally using the individual words to form sentences. Therefore, a child who makes his or her first speech in pidgin or speak it indiscriminately, as his or her home language will automatically be making the first entry into writing Pidgin English as it is normal that whatever language you speak, you think and you write in the same language.

4.1.2 Impact on speech

In a nutshell, impact on speech is wholistically assessed from the perspective of pronunciation, spoken grammar and syntax, and vocabulary expression in that it has a lot to influence with these aspects in writing and there cannot be a speech without these aspects. The findings revealed that the respondents agreed with the impact of the use of Pidgin English on the segmental features and supra-segmental features as well as other aspects as they appear in the speech of their Standard English usage.

4.1.2.1 Impact on pronunciation

Impacts on pronunciation in the speech of students involved dropping vowel and consonant sounds in Standard English, wrongfully substituting vowels and consonant sounds when speaking Standard English, placing stress wrongly when speaking Standard English, intonational patterns in Standard English and simplifying the structure of syllables while using Standard English. On the large students' responses showed that wrongfully substituting vowels and consonant sounds when speaking Standard English (43%), and placing stress wrongly when speaking Standard English (36%). While students' responses corroborate with 34%of the respondents depicting that respondents agree that intonational patterns in Standard English and simplifying the structure of syllables while using Standard English in *Table 4.1*.2.1

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Table 4.1.2.1 Students' responses on impacts on pronunciation

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Pidgin English usage makes me drop vowel and consonant sounds in Standard English	2441	317 (13)	293 (12)	317 (13)	903 (37)	610 (25)	3.479	1.349
Pidgin English usage makes me substitute vowels and consonant sounds in when speaking Standard English	2440	146 (6)	439 (18)	317 (13)	1098 (45)	439 (18)	3.500	1.169
Pidgin English use makes me place stress wrongly when speaking Standard English	2446	269 (11)	342 (14)	318 (13)	929 (38)	587 (24)	3.490	1.310
Pidgin usage negatively affects my intonational patterns in Standard English	2430	194 (8)	413 (16)	437 (18)	899 (37)	510 (21)	3.454	1.233
Pidgin usage makes me simplify the structure of my syllables while using Standard English	2446	122 (5)	391 (16)	440 (18)	905 (37)	587 (24)	3.58	1.180

Source: Field Data 2022

The result in *Table 4.1*.2.1 indicates with mean values of 3.479 and 3.500 that the respondents agreed to the impact of the use of Pidgin English on the segmental features of their Standard English Usage. These are particularly hinged on dropping and substituting vowel and consonant segments in the utterances they make while speaking Standard English. Both responses by the students dwell within agree and strongly agree ranges of the scale thus depicting that the students of technical and vocational institutes' pronunciation of Pidgin English words make them not only drop vowel and consonant sounds but also substitute vowels and consonant sounds

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(Chowning,1983) in Standard English which impacted their speech. 3*R006: yes it affect it. 3R0006: like you, sir I don't know how to put it. aaah, I don't use the correct sound of the letters like /a/,/e/,/o/ etc, so normally I'm not sure about what I speak and write.*

Another transcribed response from 3R007*:*

> *"Yes, it does in several ways, especially in pronouncing the consonant and the vowels. so like as I was talking most of the technical schools in Ghana they do say, let me say those who are in the secondary schools they accuse us those of us who are in the technical school, that we we don't speak good English. And that one if I may say it is a little bit true because they naa they no that we did not do well in our BECE and we na English too no good before we come to the technical school so it affects us a lot. The pidgin some of the words, the way you speak the pidgin if you are writing the way you pronounce the pidgin word you can't correct them here in the standard English.*

This statement implies that once the students write in pidgin when chit-chatting on WhatsApp, there is the possibility that they may transfer the same when writing their essays as is reflected in the following response by a participant (2R001):

"Sometimes in pronouncing certain words, we either drop certain vowels and consonants or change them when we speak Pidgin English"

They realized that the excessive usage of Pidgin English brings about variation in pronunciation and the impact of phonetics on writing is significant (Ankra, 2018). The students find it challenging to produce some sounds, especially when those sounds do not occur in pidgin. These confirm Hassan's (2014) discovery that the pronunciation of words in a target language has a significant impact on how English language learners who are exposed to pidgin, write or spell out the words. In an attempt to probe further if they are aware that the use of Pidgin English negatively impacts their

pronunciation in terms of influencing the pronunciation of their words wrongly in Standard English, one of the respondents 2R008 said,

"*yes, I personally make wrong pronunciations when it comes to word stress; where I am not to stress, that is where I stress always. Hmmmm, the pidgin is worrying us but what can we do?"*

This emphasizes the fact that students are aware that the use of Pidgin English denies them the confidence to speak and write Standard English proficiently.

Also, the respondents agreed to the negative impact of the use of Pidgin English on the suprasegmental aspects of their Standard English. They agreed that the use of Pidgin English negatively impacted the supra-segmental features of their Standard English Usage. These are particularly centered on intonational patterns and simplification of the structure of their syllables in the utterances they make while speaking Standard English.

One of the respondents(3R005) has revealed that *"Yes , because I use Pidgin English sometimes, I find it difficult to pronounce vowel and consonant sound, they give me hell of time. For example, / a/ sounds... Sir that one dier it is true oo, you because of pidgin see, if we want to pronounce /d/ as in don't, you will. As for its effect on intonation and stress, the way I pronounce the pidgin word affects mine pronunciation in terms of intonation in that, where I don't have to raise my voice, I will raise it and where I need not lower it. In fact, intonation worry me paa. My voice is used to the pidgin."*

At this level, Ogayi (2020) explained in his finding that there is a general propensity to impose on English the syllable-timed rhythm of Nigerian languages, which is stress-timed: the tendency to pronounce shortened vowels as full vowels, resulting in an abundance of accented syllables. Udofo (2002) added that there is also a propensity for unidirectional intonation patterns and the falling tune. This phenomenon is attributed to factors such as mother tongue (Udofot, 2002), localization of

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pronunciations as in the substitution of indigenous language phonemes such as the dental fricatives /r, / which do not exist in Nigerian languages and the central vowel **/3:/** with the closest phonemes from the speaker's mother tongue's sound inventory (Ogayi, 2020). Teachers must educate students on the fact that once anyone can speak Standard English with the eligibility (Ahulu, 1995) that is regarded as fluent in Standard English. And that it is not just one or a few people who shift the stress into words, but practically all speakers do. As a result, it might be claimed that this occurrence is more universal than idiosyncratic (Lomotey, 2018).

To this end, Pidgin English makes them place stress wrongly which negatively affects their intonation patterns causing them to simplify the structure of their syllables while using Standard English as a result of the mother tongue differences transcended into their pronunciations as they borrow words often into the Pidgin English. Deducing from the responses of the student respondents from the interview so far one can conclude that students especially those in technical vocational institutes do not use the correct consonants and vowel sounds and are not sure if they use them well when they write or speak. The students aligned this with their inability to read just as their colleagues do in the senior high schools.

These findings support Chowings' (1983) discovery that words were either spoken with /I/ substituted for /n/ or pronounced with /I/ frequently substituted for /n/, but other alterations occurred as well. To eliminate the prenasalisation of voiced stops, vowels were added to the same finding, or a consonant in the Pidgin word was omitted. Chowing discovered that a prenasalisation might be inserted while speaking or writing Pidgin. Here are some pieces of evidence from the responses of the interview conducted on 3R4: "*Sir that one dier it is true oo, you because of pidgin see, if we want to pronounce /d/ as in don't, you will hear us prounce it/r/ in ron't.*"

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As Chowings'(1983) vividly described in the Nigerian word articulation contest, misplacement of sounds affects Ghanaian speakers of English as they also either misplaced the sounds or misstressed the sound and the words respectively. This pronunciation challenge affects the speech of pidgin speakers when they pronounce words, especially involving the /r/ and /d/ sounds as they speak Standard English.

4.1.2.2 Impact on spoken grammar and syntax

Regarding the impacts on spoken grammar and syntax, the statements keenly assessed placing sentence elements such as subjects and verbs in the wrong order, omitting auxiliary verbs, using wrong tenses and aspects, wrongly conjugating verbs and using pronouns wrongly while using Standard English. The results showed generally that respondents agree that students' use of Pidgin English adversely has impacts on the grammar and syntax in Standard English. This is evident in Table 4.1.2.2. below.

Table 4.1.2.2. Students' responses on impacts on grammar and syntax

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Pidgin usage makes me place sentence elements such as subjects and verbs in the wrong order while using Standard English	2446	171 (7)	391 (16)	391 (16)	929 (38)	563 (23)	3.526	1.226
Pidgin usage makes me omit auxiliary verbs while using Standard English	2433	170 (7)	316 (13)	316 (13)	1022 (42)	608 (25)	3.643	1.204
Pidgin usage makes me use wrong tenses and aspects while speaking Standard English	2444	98 (4)	342 (14)	318 (13)	1075 (44)	611 (25)	3.714	1.121
Pidgin usage makes me wrongly conjugate verbs while speaking Standard English	2446	147 (6)	489 (20)	317 (13)	905 (37)	587 (24)	3.500	1.221
Pidgin usage makes me use pronouns wrongly when speaking Standard English	2443	122 (5)	489 (20)	220 (9)	1026 (42)	586 (24)	3.592	1.209

Source: Field Data 2022

As shown in Table 4.1.2.2, the statement "Pidgin usage makes me place sentence elements such as subjects and verbs in the wrong order while using Standard English" obtained a mean mark of 3.526. The response signifies that the student respondents agree that the use of Pidgin English has effects on spoken grammar and syntax. This means that students as a result of using Pidgin English do not follow the right pattern in forming sentences in so doing several adverbs are not employed to denote the tenses, aspects, and modalities of verbs. Again, Simple syntactic structures, such as subordination and embedded sentences, do not exist in sentences rather SVO sentence form is clearly preferred statistically over other sentence structures and patterns (Alghamdi, 2014). All other responses from the students respondents indicate that they agree that the use of Pidgin English has negatively impacted their speech which consequently affected their essay writing. This is reflected in the mean marks recorded, that is, 3.500, to 3.714 as the scale range. It is important to note that 44% of the respondents being the highest percentage agreed that pidgin usage makes them use wrong tenses and aspects while speaking Standard English with 4% being the lowest percentage of the respondent having the greatest mean mark of 3.714. The essay text that was conducted on the respondents in Kpando Technical Institutes confirms Alghandi's claim:

Figure4.1.2.2.1. **Form 2 Student of Anlo Technical Institute**

Figure4.1.2.2.2: **Form 3 Student of Anlo Technical Institute**

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Figure4.1.2.2.3. Form 2 Student of Anlo Technical Institute
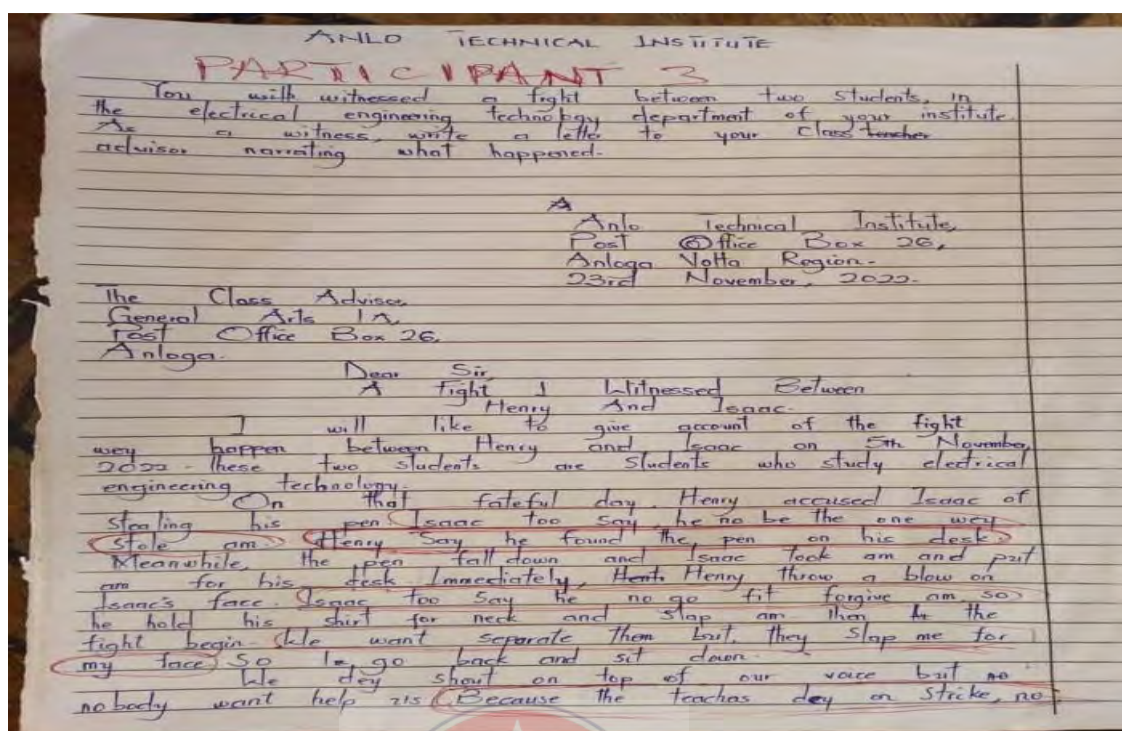
At Anlo Technical Institute, Pidgin English was found in the essays of the students. In Figure4.1.2.2.1for example, *Pidgin English such as "Tabaco carry my money give me", Tala, I go give you tour money heh", I beg weg give me", "If you no give me my money, I swear I go break your head" were seen*. In Figure 4.1.2.2.2, Pidgin English like, *"I dey feel am", "But I talk you say shoddie", "now I cannot my knofe way I kill both of them Haha abi I did well"*. In Figure4.1.2.2.3, Pidgin English like. *"Isaac too say, he no be the one wey stole am", "Isaac too say he no go fit forgive am" "he hold his shirt for neck and slap am", "we want separate them but they slap me for my face", "because the teachers dey on strike"* are seen.

From the text, it is clear that the use of pidgin English influence negatively the essays of the students as they ignore the grammatical rules governing sentence formation. In the *sentence "I dey feel am", "But I talk you say shoddie", "now I cannot my knife way I kill both of them Haha abi I did well"*. Analytically violated the grammatical

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rule of subject verb object (SVO) where the sentence *"I dey feel am"* (PE) means (I am admiring him) in Standard English. *Am* is a primary auxiliary which is supposed to be at the subject position and helping the progressive form of the verb *"admire"* now found itself at the object position. Again, other features such as inflectional morphemes and misplacement of pronouns are drastically violated. This work confirms the findings of Kande (2010) and (Alghamdi, 2014) that certain pronouns and verbs cannot occupy any position in Standard English but because there is no subject form in NPE, *"am"* as a third-person singular pronoun can only occupy the object position. Simple syntactic structures, such as subordination and embedded sentences, do not exist in sentences rather SVO sentence form is clearly preferred statistically over other sentence structures and patterns respectively. In confirmation of the above claim, the responses from the interview of the student respondent indicate that they regardless of the grammatical rules in sentence formation as we can see from the response of 3 R009:

> *"ooo, like pidgin you don't normally pass the correct rule sometime because we don't observe them it does affect us when writing in the standard English. You rather use the pidgin ones because the pidgin ones are like ooo challey, hi boy, wasup girl, we normally use such words, you see. Rather saying how is she, you will not use how is she. You will say how be your boy or how be your girl ;yeah we normally use that word and we write them in our chit-chats on whatsapps because you have learnt the pidgin English and can write, you turn up making mistakes in writing essays by bringing the pidgin you write when you are writing essays."*

When English composition teachers of the selected institutes were interviewed the following were T007 responses: *"Yes. The person cannot write good English."* And another from T007 response: *"Yes. For technical institutes, you cannot have them speak grammatically correct English because no matter how we try correcting them,*

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the pidgin always replaces the concords and other aspects of English. They even try to speak it with us the English teachers as they do with their elective teachers."

To this end, students must be made to understand and use the correct rule in sentence construction in Standard English as it is obvious that because the use of Pidgin English is rampant among them they turn to write it even in their essays without taking notice of the SVO formality in sentence formation. This attitude negatively impacted their essays anytime they did an assignment.

From these responses so far, it is clear that students confirmed that the excessive use of Pidgin English negatively affects their grammar and syntax in terms of wrong tenses and aspects, omitting auxiliary verbs, wrong pronouns and sentence elements such as subjects and verbs in the wrong order while using Standard English.

Unlike Unachukwu et al (2020), who discovered a contradiction in the findings that show the responses on the extent of harm done by NPE to students disagreed with the researcher that pidgin negatively affects their Standard English, it was very clear when a simple essay was given to them to write. This supports Wilson et al's (2013) claim that pidgin is a fundamentally simpler form of communication and that the grammar and phonology are as simple as possible, consisting of uncomplicated grammatical structure, reduction of syllabus codas, and reduction of consonant cluster.

4.1.2.3 Impact on vocabulary and expression

The impact on vocabulary and expression created on students' speech by Pidgin English Usage involved limitation in vocabulary choices, using words with narrower or broader meanings than expected, using words from local languages, using lexically ambiguous words and using informal or colloquial expressions in spoken Standard

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English. From the findings, it is evident that students use local words in spoken Pidgin and consequently transfer this phenomenon into Standard English. Local words like *gbenze, nam, sevo, boboe dza, tra and adzavi etc* were discovered in their speech during the interview section. The quantitative findings of these aspects of vocabulary and expression of the students are shown in *Table* 4.1.2.3 below.

Table 4.1.2.3. Students' responses on impacts on vocabulary and expression

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
Pidgin limits my vocabulary choices when speaking Standard English	2446	171 (7)	391 (16)	220 (9)	1003 (41)	660 (27)	3.643	1.246
Pidgin makes me use words with narrower or broader meaning than expected in spoken Standard English	2446	196 (8)	269 (11)	367 (15)	1150 (47)	465 (19)	3.571	1.167
Pidgin usage makes me use words from local languages while speaking Standard English	2426	121 (5)	364 (15)	218 (9)	995 (41)	728 (30)	3.753	1.199
Pidgin makes me use lexically ambiguous words in spoken Standard English	2436	219 (9)	365 (15)	268 (11)	1023 (42)	560 (23)	3.541	1.261
Pidgin makes me use informal or colloquial expressions in spoken Standard English	2446	98 (4)	391 (16)	391 (16)	685 (28)	881 (36)	3.735	1.215

Source: Field Data 2022

Vocabulary and expression describe the student's ability to deduce and use an expanded lexical which they might have gotten due to their interaction with society through communication and books through reading extensively. It is realized that

students lack reading habits which denies them of acquiring several vocabulary that will facilitate both their speaking and writing skills. As a result, students are not, steadily growing their vocabulary and broadening the range of applications of the meanings of its lexical elements (Mensah, 2011). *Table* 4.1.2.3 shows that the use of Pidgin English among technical vocational institutes affects the vocabulary and expression in their speech as the result indicates that the students agreed to all the statements under this category. However, it is very important to note that two of the statements that are, "Pidgin usage makes me use words from local languages while speaking Standard English" and "Pidgin makes me use informal or colloquial expressions in spoken Standard English" corroborate with a mean figure of 3.753 signifying the students' agreement that the use of Pidgin English has a negative impact on vocabulary and expression. This explains that Pidgin usage among the students of technical vocational institutes limits students' vocabulary choices, makes students use words with narrower or broader meanings than expected, makes students use words from local languages (47%), and makes them use lexically ambiguous words in spoken Standard English. This result is in line with Ankra's (2018) finding that "Students may literally translate some words from Pidgin English directly to Standard English, which looks odd to native speakers of English." This was about the incorrect word use. This typo only affects words. The phenomena cause Ghanaian students to make a lot of mistakes when they write (Amuzu & Asinyor 2016) and so teachers have tried though unsuccessful to discourage and warn students against expressing themselves in Pidgin English knowing the net effect on their English competence (Huber, 1999).

A respondent affirms this viewpoint when she indicates in an interview 2R007:

> "*yes, because, I use pidgin a lot so it has limited my vocabulary choice in Standard English; that is why I sometimes use the local language like padi ya xorn local; meaning the boy or the girl has gotten me cheap [Ghanaian English]. And most of the time too, we use words that has a lot of local language. Pidgin we have a lot of words which are not in the dictionary but are from our own language so we don't know allot of correct English words. We don't read a lot of story books that can also be a factor because as we read, we get a lot of English words. Sometimes, me I get some of the vocab from Jalikijoe when he comes to preach at worship. That man he get vocab pass other teachers that is why it pains me say I no dey teach us sir. Hmmm. So, sir if you don't know a lot of correct words how can you speak the standard English like him? You can't so it is the pidgin word we know so I be in we go speak.*"

This discovery shows that their preference for Pidgin English is simply because they do not know or have a lot of Standard English words. However, they have forgotten that the more they speak Pidgin English the more they will end up writing it in their essays and this will be considered a mistake (Amuzu and Asinyo, 2016) and they may be penalized for it. Another concern is that they wish they could speak Standard English like their English teacher but cannot because they have limited vocabulary and therefore cannot express themselves in Standard English so well.

Another interview with the teacher coded T001 pointed out that students have acute problems with writing good essays and the contributing factor to this problem is their addiction to the use of Pidgin English as already confirmed by the data from both the results from the questionnaires and the test conducted on the respondents. The following are the excerpts from the interview questions one and two conducted on the teachers:

> *T001 response: "Yes. Construction of good sentences become a problem for them since they are used to the speaking of Pidgin English. They can't make a speech without using pidgin. I mean both speaking and writing meanwhile fluency has to do with how well or eligibly one can speak and write without any mistake of any kind. You hear or see them say or write pidgin like 'I no gbenze me' and other annoying terms in pidgin."*

Another respondent, that is, said in relation to the effect on vocabulary and expression;

T0010 Response: *"Yes, simply put, their grammar is completely destroyed not to talk about their spelling dier boboe!. They speak a lot of 'I no go work, I dey falaa.' Their teachers who should know best even speak it with them in their work workshops."*

This is why Mensah (2011) in an attempt to reduce the challenge of vocabulary and expression come with explores word formation strategies in NP as a means of enhancing its vocabulary and expanding its internal resourcefulness and functionality. The study points out that while languages like Portuguese, French, Nigerian English, Igbo, Hausa, and Yoruba among others its substrate lexical impacts, English is the superstrate source of borrowing for NP. The study finds that lexical items' meanings in NP can be determined creatively or expressively and may even be distinct from their original meanings in the source language.

Again, this can be interpreted as students lacking the reading ability to read to enrich their dictionary as it is obvious in the transcribed response from 2R006:*"Sir in this our school I don't blame we the student too much because here we don't do plenty reading. I know if they allow us to do, me like this I know a lot of words to write. Madam teaches us the steps to write essay but we don't read much for words."*

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From what the participants related, we can conclude that students have limited time to read and acquire enough vocabulary for writing. He even informed us that the teacher helped them to know the processes in writing but could not write without the intrusion of Pidgin English because they have more Pidgin English vocabulary in excess than that of Standard English. This revelation confirms DeCamp's (1971, p. 51) position that "Pidgin English is caused by a limited vocabulary..." and also stresses the fact that if speakers of SP use strategies like coinages, Grammaticalization, and Relexification to create new words in SP Osei-Tutu (2016) it is definitely as a result of limited vocabulary.

Figure 4.1.2.3. 1*:* **Form 2 Student of Comboni Technical Vocational Institute**
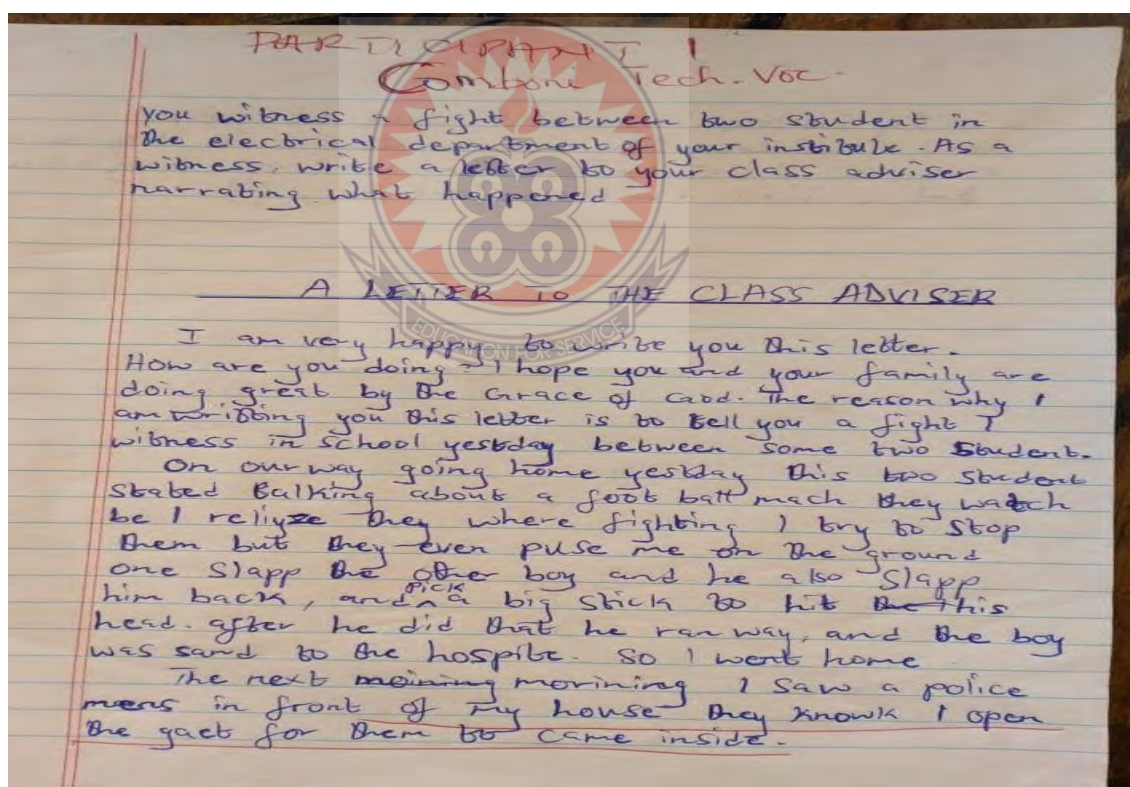
Figure 4.1.2.3. 2 Form 3 Student of Comboni Technical Vocational Institute

Figure 4.1.2.3. 3 Form 3 Student of Comboni Technical Vocational Institute

Figure 4.1.2.3. 4 Form 3 Student of E.P. Technical Vocational Institute

Also, in Comboni Technical Vocational Institutes, the essays written by the students were not without Pidgin English. For example, in Figure 4.1.2.3. 1, some of the Pidgin English include: "As we all know dem dey teach in the school paa", "the teaches like teaching, dem no go rest even one-minute koraa, dem good", "dem try to sneaked into the department as if dey are going to steal, after dem check finna or finished dem rush into the department".

At E.P. Technical Vocational Institutes, Pidgin English appears in the essays written by the students. In Figure 4.1.2.3. 3, the only Pidgin English found was. "after day break when the bell went for silent hour". "me I talk am, if he no wan hear I no gbenze me koraaa"

Clearly, from Figures 4.1.2.3. 1 to 4.1.2.3.3, the use of Pidgin English impacted negatively the essay writing of the students in all four technical vocational institutes.

Pidgin English was combined with Standard English in essay writing as shown above. For emphasis, below are some examples of the Pidgin English used in the region which consequently surfaced in their essays; *Challey **sa**; Mi too I dey here **kpɔ**; Kpeysey; Guy **ya xɔm** local; A no care u go fit **gbe**; This padi bi **dzantra** paa; Maki **pa** level **nam or challey pa level nam;** Ino gbɛnzɛ me; Chilley **sevo*** and so on. Before the composition test, the researcher requested for the students of the selected institutes' class exercise book used for English composition and randomly scanned through five of the exercise books for the Pidgin English intrusion into their essays. It was realized that in every five at least two of the exercise books have Pidgin English written in their essays.

This finding is consistent with Gramley's (2009) assertion that pidgin does make use of vocabulary, phonological patterns, grammatical structures, and communication techniques that can be found in both the native tongues of its speakers and the predominant colonial language. These languages are now referred to as mixed languages as a result of this. What is borrowed, though, is frequently a shortened version. The reduction has an impact on the language's overall usage as well as its standardized syntactic features. Again, Gramley observed that the majority of the vocabulary will likely come from the language used by those with the highest prestige and/or authority, as seen in the kind of vocabulary supplied in the students' pidgin. Because the dominant students in the selected institutes speak the Ewe Language and are greatly populated by Ewe, typical Ewe vocabularies are detected in the kind of Pidgin English used (Gramley, 2009).

4.2. Correlation Analysis

Correlations are the statistical method used to measure the strength of a linear relationship between two variables and compute their association. It is used to determine the level of change in one variable as a result of changes occurring in the other. The correlation becomes multiple when the variables involved are more than 2. In this study, a multiple correlation was conducted to determine the relationship between three variables (Pidgin English, writing, and speech). Details on the correlation between the studied variables are shown in Table 4.2.1.

Table 4.2.1. Multiple Correlation Table

	Pidgin English	Writing	Speech
Pidgin English	1		
Writing	.588**	1	
Speech	.415**	.339**	1

**Correlation is significant at the 0.01 level (2-tailed)
Source; Field data (2023)

From the multiple correlation result, it was established that there is a positive and significant correlation between all three variables. That is, the use of Pidgin English has a positive and significant effect on writing (r=.588**) and speech (r=.415**) at a significant level of 0.01 (two-tailed). At the same time, speech also has a positive and significant correlation with their writing (r=.339**) at the same significant level. However, it was revealed that the correlation between Pidgin English and writing was higher and for that matter stronger than all other correlation values. This was followed by the correlation between Pidgin English and speech.

4.3. Regression Analysis

4.3.1. Effect of Pidgin English on Standard English of Students (Writing and Speech)

The effect of the use of Pidgin English on writing and speech is shown in Table 4.3a, 4.3b, and 4.3c below.

Table 4.3a: Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
Dimension	01	.345[a]	.119	.092	3.75396

a. Predictors: (Constant), Pidgin language
Source; Field data (2023)

According to the model summary, it was found that the impact of the use of Pidgin English has a noteworthy (Sig=.007a) influence on writing and speech. According to the coefficient of determination, the use of Pidgin English explains 11.9% of the variations in writing and speech, while the remaining 88.1% of variations in the dependent variable are attributed to other factors.

Table 4.3b: ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	183.104	3	61.035	4.331	.007[a]
	Residual	1352.856	96	14.092		
	Total	1535.960	99			

a. Predictors: (Constant), Pidgin English
b. Dependent Variable: Standard English of Students (Writing and Speech)
Source; Field data (2021)

Based on the ANOVA table, the F-statistics and the significant/probability values suggest that there is a significant impact of the use of Pidgin English on Standard English. The significance of the alpha value was observed due to its value being less than 0.05.

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Table 4.3c: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	35.194	2.688		13.095	.000
	Pidgin	.162	.163	.109	2.996	.001
	English					

a. Dependent Variable: Standard English of Students
Source; Field data (2023)

Assessing the effect of the use of Pidgin English on Standard English, it was realized that the independent variable has a positive effect on Standard English. With this, the independent variable recorded a significant effect showing a significant score that is less than 0.05 and the use of Pidgin English (Sig=0.001, F=2.996). Hence, the notable score along with the corresponding t-statistics findings indicated the presence of a significant impact among the variables.

4.4. Causes of the Intrusion of Pidgin English in Technical Vocational Institutes

This section of the chapter seeks to provide answers to research question two of the study which is "What are the causes of the intrusion of Pidgin English in the students of Technical Vocational Institute's essays in the Volta Region?'' The responses for the causes of the intrusion of Pidgin English in essays among students gathered through the questionnaire administration to the students are summarized in tables. The responses were in the form of a five-point Likert scale where; strongly disagree=1, disagree= 2, neutral=3, agree=4 and strongly agree=5. Based on the responses, the mean score and standard deviation were computed to aid the interpretation of the responses. The mean score range of 1.00-1.80 represents strongly disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree and 4.21-5.00 represents strongly agree.

Again, the study interviewed twenty-four students (six from each selected institute) coupled with fifteen English composition teachers to be double sure of the causes of the intrusion of Pidgin English since this research topic is centred among them. Some of these questions were adopted from Onjewu and Okpe (2015) and Unachukwu et al. (2020) questionnaire items and used as interview questions. The results from the interview with the 15 English composition teachers in the four selected technical and vocational institutes revealed three main causes of intrusion of Pidgin English in essay writing and this is discussed in conjunction with the research questionnaire as follows:

4.4.1 Indirect sanction in schools

Indirect sanction in schools involved students' responses that centered on whether the students agree, strongly agree, disagree, strongly disagree or are neutral to the following phrases of the statement because Pidgin English is allowed; because students hear teachers use it among themselves; because my teachers speak it with me; teachers use it during instruction and because other school authorities directly or indirectly encourage me to speak it. The findings revealed that the majority of the respondents agree with all these statements in the table below. These depict that indirect sanction in schools promotes the excessive use of Pidgin English in the technical vocational institutes in the Volta Region.

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Table 4.4.1: Students' responses on indirect sanction in schools

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
I use Pidgin English because it is allowed in my school	2400	120 (5)	360 (15)	216 (9)	816 (34)	888 (37)	3.806	1.224
I use Pidgin English because I hear my teachers use it among themselves	2401	120 (5)	360 (15)	216 (9)	936 (39)	768 (32)	3.776	1.206
I use Pidgin English because my teachers speak it with me	2446	122 (5)	440 (18)	147 (6)	1003 (41)	734 (30)	3.722	1.231
I use Pidgin English since my teachers use it during instruction	2440	171 (7)	293 (12)	171 (7)	1000 (41)	830 (34)	3.814	1.244
I use Pidgin English because other school authorities directly or indirectly encourage me to speak it	2446	147 (6)	416 (17)	220 (9)	929 (38)	734 (30)	3.683	3.684

Source: Field Data 2022

The results as indicated in Table 4.4.1. shows that 120 (5%) of the respondents strongly disagreed and 360(15%) respondents disagreed that they use Pidgin English because it is allowed in their school. On the other hand, 216(9%) of the respondents were neutral, 816(34%) agreed and 888 (39%) strongly agreed that they use Pidgin English in the school due to indirect sanction in the schools. The results indicate that majority of the respondents (M= 3.806: Std. Dev. =1.224) agreed that they use Pidgin English in schools due to indirect sanctions in the schools. Their agreement is dependent on the fact that the use of Pidgin English is allowed in the schools, the teachers speak with the students and among themselves and above all other school authorities directly or indirectly encourage the respondents to speak it.

It can be interpreted that the frequent use of Pidgin English by students contributed to the massive intrusion of Pidgin English in their essays.

Another participant (T010) revealed that *"it is obvious that the frequent use of the Pidgin English almost everywhere even in the classroom where it was first frown upon led to the interference of the pidgin in both the speech and the essays of the students in the institutes. This is because one becomes use to and turn to do whatever he or she does rather more frequently. And we see this happening to us adults how much more students under learning. It will involuntarily interfere into their essays."*

Inferring the issues of interference from the above comment, Siegel (2008) again said, that interference, sometimes known as "negative transfer," is the inappropriate use of first language (L1)—in this case, Pidgin—features when speaking or writing in second language (L2)—in this case, conventional English. Numerous accounts indicate that other Creole vernaculars have been kept out of classrooms out of fear of disruption but not in the case of technical vocational institutes in the Volta Region and for that matter Ghana. In the same vein, as evident in the quoted extract, the frequent use of Pidgin negatively affects the essays of the students: "If your thinking is not in Standard English, it's hard for you to write in Standard English. If you speak pidgin, you think pidgin, you write pidgin." This discovery is also consistent with Pipkin (2004), citing Dako (2000), as he suggested, that one cause of Pidgin English's easy intrusion into students is their frequent use of it in an attempt to avoid performance pressure to speak good English.

It is worth mentioning that respondents with the highest mean values of 3.814 and 1000 representing (41%) of the respondents reveal that the teachers of these four selected institutions use the Pidgin English during instructional hours. This result in

an interview was further explained by a respondent (2R004) that he hears teachers use it during instructional hours to explain their concepts to the students: 2R004 said, "*yes I hear teachers speak it to explain to my friends so I think they should be allowed to use it for just that*".

During the interview, one of the elective teachers from the Moto-Vehicle Engineering department owned up and accepted that he uses the pidgin most of the time to arouse the interest of the students. In an audio recording, he said,

> *"Some students cannot express their ideas well with the Standard English and we teachers pretend as though it is not a challenge. As for me, I cannot pretend so I will exhaust all possible means to have my students understand what I teach them rather than preventing them from sharing their view just because speaking Pidgin English is prohibited or it must not be entertained in the classroom. If the students failed, I'm the one they will blame, period. You, so call Standard English people are worrying the system. First this English thing is not rampant in technical institutes, why now? What benefit is it bringing to the system?"*

From the excerpt above, it is obvious that the teacher in question backed the views of Siegel (2008) that pidgin should not be seen as an "obstacle" even though it seems logical that it may cost the students, especially in schools, it may not be the case as this finding revealed it.

Again, one participant(T005) at Anlo Technical Institute explained that some students perceive speaking Pidgin English as normal as they are used in official advertisements like TV advertisements, radio advertisements, billboard advertisements, books, and the Holy Bible. The participant noted that she confronted some of the students for speaking Pidgin English and the students brought out the Holy Bible written in Pidgin English to confirm that speaking Pidgin English is good. She added that a female

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student in an attempt to express her opinion towards pidgin said that Pidgin English is more of a bridge to Standard English than an obstacle. 3R009 said, *"Why can't teachers use it to teach for us to understand, you people said we should not speak Twi or vernacular. Why not pidgin? Is it not English too? We feel free to speak Pidgin English than good English"*. One respondent is recorded to have said these.

The above view is consistent with Siegel (2008):

> *"it seems logical to avoid Pidgin at all costs, especially in the schools. But is this really logical? Instead, why not start with Pidgin (the known) and gradually move to Standard English (the unknown), letting students use Pidgin in the classroom until they feel comfortable with Standard English? Why not treat Pidgin as a bridge to the standard, instead of an obstacle? Couldn't this be a better way to teach our children?*

This, according to the participant, happened during morning devotion in the institute. This comment is related to Jeff Siegel's conclusion and concern that "but a detailed examination of the reasons behind these practices shows that they are not justified and that because of them, students are missing out on several potential benefits that would be gained from using their own vernacular in the educational process." This shows that the students are revealing the essence of their actions toward the Pidgin English usage through their responses.

To this end, the Pidgin English usage by teachers during instructional hours is not regarded as a hindrance to acquiring good speaking and writing skills in Standard English. The students advised that its usage should be encouraged but only at the class level and the instructional hours so that student understanding of these concepts in subsequent times will become easy since the concept would have been introduced to them earlier through the Pidgin English Usage as it serves as a bridge to acquiring the Standard English.

4.4.2 Less complex nature of Pidgin English

This subsection examines whether the less complex nature of Pidgin English causes the intrusion of Pidgin English in the students' essays. Questionnaires and interviews were administered to the respondents to test this phenomenon with an emphasis on its simplified nature of grammar and vocabulary. After all, it is more easily accessible and used more in informal contexts and everyday communication, because it is less intimidating and since it is more expressive than Standard English. All the higher percentages recorded are under agree depicting that the less complex nature of Pidgin English is a cause for the intrusion of Pidgin English in students' essays.

Table 4.4.2: Students' responses on less complex nature of Pidgin English

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
I use Pidgin English because it has simpler grammar and vocabulary than Standard English	2446	171 (7)	367 (15)	294 (12)	954 (39)	660 (27)	3.633	1.238
I use Pidgin English because it is more easily accessible than Standard English	2446	73 (3)	465 (19)	122 (5)	1125 (46)	660 (27)	3.745	1.152
I use Pidgin English because it used more in informal contexts and everyday communication	2445	148 (6)	318 (13)	171 (7)	1100 (45)	709 (29)	3.776	1.189
I use Pidgin English because it is less intimidating than Standard English	2446	49 (2)	489 (20)	342 (14)	954 (39)	612 (25)	3.643	1.133
I use Pidgin English since it is more expressive	2446	220 (9)	318 (13)	342 (14)	832 (34)	734 (30)	3.612	1.305

Sources: Free Data 2022

According to the preceding table, another factor of Pidgin English infiltration is the students' desire for Pidgin English. According to *Table 4.4.2*, respondents' continuous agreement with the use of Pidgin English is due to the less complex nature of Pidgin English. The mean value of 3.633 and 39% of respondents clearly suggest that they agree that Pidgin English usage is simpler in terms of syntax and vocabulary. During the interview, the first student respondent (2R001) expressed a preference for Pidgin English usage because it has clearer grammar and vocabulary than Standard English, resulting in the incorporation of Pidgin English into their assessments; she said, "*Me if they place good English and Pidgin English down, I will prefer Pidgin English because it is simple to speak. You can form sentences easily with it. Yes, I use Pidgin English in the class always. I do not need to stress myself with **so so** grammar rules if I no pronounce the words well too problem.*" This response is in line with Dako (2002) and Pipkins (2004), that students prefer Pidgin English because it is an easier form of communication between speakers. After all, speakers use it to avoid the pressure of speaking grammatically correct Standard English.

Students prefer the use of Pidgin English at a relatively high rate to the use of Standard English in the institutes as the majority of the students "come from backgrounds where Pidgin English dominates (Onjewu & Okpe, 2015). It is so because they do not need to devote their time to learning it. It is a language that does not need any strenuous grammatical sentences to drive home the users' ideas. Like any other language, it is acquired naturally due to its simplified nature. This language even though seen as a corrupt version of Standard English has become the major medium of communication in the homes hence its preference. These facts were confirmed by Abdullahi-Idiagbon (2010) and Ghani, Ataman and Egele (2012, p. 321)

that "students' common language of discourse, interaction and entertainment is always Pidgin English".

As stated earlier, the agreement is consistent and emerged from the already existing discoveries that Pidgin English is more easily accessible than Standard English, is very strong among the educated people and the less educated people as well (Huber, 1999), is more eloquent, is thought to be a "simplified" language with a vocabulary that is primarily borrowed from another language yet has unique grammar (Osei-Tutu, 2021), gives them positive feelings of oneness and acceptability (Dzamesi, 2001) and gives a sense of belonging to its users (Mireku-Gyimah, 2013).

> A respondent affirmed this standpoint when he indicated in the transcribed interview 2R010, *"Ooooh, you the truth be said Standard English is too difficult, we the young ones now, we like simple things. Even this pidgin you people condemn is used everywhere, in adverts,* in our popular music, *even common bible is now written in pidgin, because the words are simple and the grammar is simple to understand. That is why me I don't care now about Standard English ooo. We dey hia wi na convenience. Sir, if I have words in pidgin like,* **a make lemo** *which means in the same pidgin say* **a no ge moni**, *wetin go do me struggle say I dey speak standard English that a no have plenty words for inside huh, sir"*.

It was observed from the recording that the variety of Pidgin English used by the parties in the classroom is quite different and unique from the normal students' Pidgin English (SPE), the Akan-Ga variety of Pidgin English otherwise known all over the country. This phenomenon has drawn the attention of the researcher to remark the variety used further by the two parties, that is, both students and the teacher. The following are some of the lexis and sentences detected in the variety of Pidgin English discovered when the researcher further engaged the students:

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Pidgin English variety in the institute	Pidgin English
Challey **sa**	lef am
Chilley **sevo**	wɔz up
Ino **gbɛnzɛ** me	I no concern me
Maki **pa** level **nam**	maki tɔk mi wɛti dey happin
This padi bi **dzantra** paa	dis padi bi wayward paa
A no care u go fit **gbe**	a no care u go fit snob am
a make **lemo**	a no ge money.

The views of the respondents support Unachukwu et al. (2020) who discovered that students who found it more convenient to express themselves in NPE than in Standard English when speaking with their peers used NPE to develop a sort of identity. Here, the identity the respondent wants to develop for himself is that of easy-going identity and he wants to be known as such. This means that Pidgin English is simpler in grammar and vocabulary which reason it is used to compose and sing some music which is used at Ghanaian churches (Frimpong, 2012) and documents/ books motivated its usage in the essays of Standard English.

Similarly, the second statement "I use Pidgin English because it is more easily accessible than Standard English" and "I use Pidgin English because it is used more in informal contexts and everyday communication" are agreed as one dimension pointing out why less complex nature of Pidgin English is the preference for the Pidgin English over the Standard English since it obtained a mean of 3.745 and 3.77 respectively. However, the standard deviation of 1.152 and 1.189 are relatively large, suggesting a high variability among respondents.

The statement "I use Pidgin English because it is less intimidating than Standard English" has 39% of the respondents are in agree (mean=3.643). The agreement is

dependent on the fact that they feel intimidated any time they are stereotyped due to the way and manner they pronounce Standard English words.

The claim is supported and has as evidence in the interview that another cause of the use of Pidgin English in the institutes as deduced from the excerpt below is stereotyping. A respondent from E.P. Technical Vocational Institute revealed his reasons for using the pidgin as follows:

> *"Me, I speak the pidgin to run away from being laughed at. Me, I was born in the volta region and you know we have pronunciation problem, those of us raised in the coastal area especially. I can speak some good English ooo because my mum speaks it with me but I don't know until I came to a technical school where I met students from difference places especially those from Accra and Kumasi do laugh at me that I speak English like Efo from Volta Region which I don't like. So, I like to speak pidgin to stop them laughing at me. That is all. Now, even my mother complains if it is pidgin, they teach us in my school."*

Factually, Anlo Ewe is a tonal language; most of the words are stressed. This is reflected in the English language spoken always by the Anlo people. Whenever Anlo students speak everybody knows where they are coming from and they most often refer to them as "Efo" or "Davi" because of the way they put stress on the English lexical or their intonation. To avoid that embarrassment, they turn to speaking pidgin to hide their identity since in pidgin, no one pays particular attention to pronunciation. To reiterate a point made by Onyejelem & Onyejelem (2020), pidgin was created to meet the communication needs of people who did not share a common language but needed to interact socially as is the case of this respondent. The respondents' feelings and mindset are shifted from speaking Standard English through stereotyping and this is a social concern. In this sense, the respondent turned to the use of Pidgin English to avoid ridicule. It is important to emphasize that English language teachers must teach

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their students how pronunciation differs between "English speakers" from different regions of different countries and continents, who sometimes sound similar and other times sound distinct from one another (Lomotey, 2018). She correctly points out that for "listeners" to enjoy conversing with one another and stop stereotyping, they must become familiar with one another's pronunciation patterns and certain pronunciation traits.

Also, the statements, "I use Pidgin English because it is used more in informal contexts and everyday communication" and "I use Pidgin English since it is more expressive" which recorded the mean values of 3.643 and 3.612 respectively are all tendencies that describe the less complex nature of Pidgin English. The various standard deviations as depicted in Table 4.2.2 above show slight differences in their validity as 1.133 is normal and 1.305 is significantly high hence variability in respondents' opinions on these statements is minimal.

To this end, the following extract from the interview concludes it all, 3R005 said, *"It is simple than the good English. You don't need grammar to speak. The words are simple. They are not big, big, big Because of that I speak it everywhere and every day. That is why we speak it in the class. Abi we are used to it. It makes us feel that we belong to one big family. I believe that is why I end up writing it in my exercises. Sometimes, I tried to avoid it but our sir will still see some anytime we do class exercise. We watched programs in pidgin English too, so what do you think."*

The participant indicating that Pidgin English is simple and easy is why they speak Pidgin corresponds with that of Onjewu and Okpe (2015) when they asked their participant to list instances where they prefer to speak Pidgin English. Again, it reaffirmed (Mireku-Gyimah 2013; Suglo 2012) the response they derived from their

participants that "most students use the GhaPE (Ghana Pidgin English) in both the secondary and the tertiary level in order to feel belonging". This can influence the occurrence of transfer. In that the more thoroughly the Pidgin is listened to and spoken (learned) the more they mastered it and the more likely it is to be transferred into their essay writings as they unknowingly demonstrate what they perfectly learned in a new situation.

In an interview with one specific respondent in E.P. Technical Vocational Institutes who is noted by everyone in the institutes for speaking Pidgin English everywhere and every time revealed that students show incompetence and limited vocabulary (of which he is not an exception) which is the cause of the intrusion of the pidgin in the Standard English essays; he said,

> " hmmmm, me I don't know good English. I don't have plenty English word. So, when I speak Pidgin want come. But I force myself to come to school because of free SHS. So, Pidgin English is my everything. First, I know say that I dey speak English and I can write before madam has been shouting on me say that why I write Pidgin English for her but I don't know the different. Government says we for no speak our own language too in class. Me, I am waiting to know my work to do. That is all."

This confirms Pipkins' (2004) assertion that Student Pidgin began as a form of protest against the current policy of using only English as a medium of instruction at all school levels, at the expense of Ghanaian languages (Owu-Ewie, 2006). Inferring from his reply, it is clear that this student is not competent when it comes to speaking and writing Standard English due to positive transfer in that to the respondent the "original" (Standard English) is identical to the transfer task. This confirms Osgood, (cited in Omrod, 1990) assertion that transfer occurs only when the original and

transfer tasks have identical elements. This is evident in this excerpt from the response:

> *"First, I know say I dey speak English and I can write before madam has been shouting on me say that why I write Pidgin English for her but I don't know the different."*

Also, it is very important to inquire about the following statement by the participant; *"Me, I am waiting to know my work to do"* if he is also with the mindset that he does not need Standard English. Initially, it is said that there was no stress on Standard English for Skill training institutions until there is the realization that they needed it to advance their profession in terms of acquiring higher education and proposal writing for winning contracts from cooperate organizations. Now that the awareness is created, they scrubbed off for what they call "Technical English" which in actual sense is known as English for Specific Purposes (ESP) where students are taught the vocabularies associated with their field of work. If that is the mindset then the statement is just reaffirming Suglo's (2012) explanation that Pidgin is used at workplaces such as construction sites, where little education is required to do the work. He is hoping to use Pidgin English at the construction site since he is a Building and Construction Technology student.

Finally, his statement "So, when I speak Pidgin won't come." confirms DeCamp's (1971, p.51) assertion that the cause of Pidgin English usage is a result of the limited vocabulary speakers of Pidgin English for Standard English.

4.4.3 Limited language proficiency

Limited language proficiency was also examined based on whether they have less proficiency, have not developed adequate fluency and confidence, fear making mistakes or want an easier way to communicate their ideas in Standard English. The

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responses of the students indicated that they all agreed with the statements that measured the limited language proficiency in Standard English. What this means is that students do not have enough lexis in Standard English which makes them develop a fear of using Pidgin English proficiently.

Table 4.4.3. Students' responses on limited language proficiency

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
I use Pidgin English because I feel I have less proficiency in Standard English	2432	146 (6)	340 (14)	268 (11)	900 (37)	778 (32)	3.684	1.248
I use Pidgin English because I have not developed adequate fluency and confidence in using Standard English	2434	49 (2)	560 (23)	243 (10)	925 (38)	657 (27)	3.643	1.238
I use Pidgin English because I fear to make mistakes using Standard English	2425	49 (2)	534 (22)	291 (12)	728 (30)	825 (34)	3.745	1.152
I use Pidgin English because I want an easier way to clearly communicate my ideas	2446	171 (7)	294 (12)	2445 (10)	954 (39)	783 (32)	3.776	1.189

Source: Field Data 2022

Table 4.4.3. shows that all respondents are positive to the statements that their Pidgin English usage is a result of limited language proficiency. This has become a cover-up to prevent others from noticing their fear of making mistakes using Standard English, have not developed adequate fluency and confidence in using Standard English and want an easier way to communicate their ideas in Standard English. To give a break of the phenomena, the statement, "I use Pidgin English because I feel I have less

proficiency in Standard English" obtained a mean value of 3.684 signifying that the respondents agreed to the limited language proficiency which is why they use Pidgin English.

The next statement, "I use Pidgin English because I have not developed adequate fluency and confidence in using Standard English" obtained 3.643 but has a little higher percentage (38%) of respondents than that of the first statement which has 35% of the respondents agreed. This is followed by the statement "I use Pidgin English because I fear to make mistakes using Standard English (mean=3.745)".

However, there is a tie in the percentage of respondents, that is, the last statement, " I use Pidgin English because I want an easier way to clearly communicate my ideas" also has the same 39% of the respondents that agree that their use of Pidgin English is engineered by the quest to communicate their ideas and for the fact that they have not adequately develop fluency and confidence in using Standard English. The generally positive nature of responses toward these statements promotes the excessive use of Pidgin English which now affects their performance in written Standard English (Asinyo and Amuzu, 2016).

These point to the level of pressure the students come across in the process of engaging in the all-important task of written assignment in Standard English. This can be interpreted to mean that although students write their essays in Standard English, they lack confidence in what they write due to the assumption that they are limited in English language proficiency.

4.4.4 Peer influence

Peer pressure influence is the main reason why students at Anlo Technical Institute, Kpando Technical Institute, Comboni Technical Vocational Institute and E.P

Technical Vocational Institute speak Pidgin English. This is supported by the general

agreement from the respondents *in the table below.*

Table 4.4.4. Students' responses on peer influence as a cause of Pidgin English intrusion.

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
I use Pidgin so that I can remain in my social circle and maintain social bonds	2446	49 (2)	514 (21)	269 (11)	954 (39)	660 (27)	3.670	1.161
I use Pidgin English so that I can be popular among my friends	2446	171 (7)	171 (7)	220 (9)	1052 (43)	832 (34)	3.897	1.177
I use Pidgin English because I will avoid standing out or being perceived as different from my peers.	2446	122 (5)	391 (16)	147 (6)	807 (33)	978 (40)	3.835	1.247
I use Pidgin English in I will acquire the norms and practices of my peer group	2446	147 (6)	294 (12)	294 (12)	758 (31)	954 (39)	3.814	1.236
I use Pidgin English because my friends force me to speak it	2444	98 (4)	342 (14)	196 (8)	1051 (43)	758 (31)	3.825	1.155

Source: Field Data 2022

From all indications, Table 4.2.4. confirms that all the respondents agree with the

statement that are probably a factor influencing the students to use Pidgin English.

These factors include remaining in my social circle and maintaining social bonds

(mean = 3.670), being popular among my friends (mean =3.897), being perceived as

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different from my peers (mean = 3.835), acquiring the norms and practices of my peer group (= 3.814) and being forced by friends to speak it (3.825)

As it is evident from Table 4.4.4, peer pressure influence is the main reason why students at Anlo Technical Institute, Kpando Technical Institute, Comboni Technical Vocational Institute and E.P Technical Vocational Institute speak Pidgin English. During the interview, participant (T006) explained that *'Pidgin English has become common among students to the extent that every student wants to learn to speak Pidgin English'.*

One participant (T008) noted that *"Pidgin English is most often spoken among students from so-called good senior high schools, like Prempeh SHS and Opoku Ware in Kumasi and Accra High School and St. Thomas Aquinas Senior High School in Greater Accra Region"*.

For this reason, every student perceives speaking Pidgin English as a sign of attending a great senior high school or school and this makes them learn to speak Pidgin English. This is reaffirmed by Suglo (2012) as cited from Adu-Boahen (2020) that "students are motivated to learn Pidgin chiefly because all their friends speak it and also because it sounds nice and fashionable."

However, it is surprising the response from the interview contradicts what is in the table. From the table, 43% of the respondents agreed with the statement that because friends forced them to speak Pidgin English, the reason they used it. This contradiction occurred in Unachukwu et al (2020) finding reported a higher percentage (84%) denied preferring Nigerian Pidgin English over Standard English usage. These assertions appear to be contradictory because one cannot claim to like something that one does not enjoy using. However, the response from the interview

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has the following responses they are not under any compulsion by friends to use Pidgin English.

> *3R009: no, just that it sounds good to us so when they speak it we also want to speak it. especially when the comedians are using it to make us laugh it sounds good so everybody want to speak it. No want force us to speak it.*
>
> *3R007: yeah that is why I said if you are with your friends, you will feel free, but not with your teachers.*
>
> *3R005: as for that one no as we see each other then we normally call out to each other charley wosop then edey start naaa. We just say hi hi how you dey do we just do that. Noboby force anyone to speak pidgin.*
>
> *3R006: Yes, if we speak and the person can't understand, we try to explain it to them too so they can also get the understanding.*

In an attempt to deduce meaning from the extracts from the interview, students are not by any means forced by their friends to speak Pidgin English rather it out of their free will and the quest to acquire the rules and practices of my peer group, avoid standing out or being viewed as different from my peers, stay in my social circle and preserve social relationships, and be popular among my friends. This is in line with (Dzamesi, 2001, Suglo, 2012, and Mireku-Gyimah, 2013) finding that "most students use the GhaPE (Ghana Pidgin English) in both the secondary and the tertiary level in order to feel belonging" and gives them positive feelings of oneness and acceptability. No wonder Kiessling and Mous (2004) stated that Pidgin English had been caused by urban youth who were found in prestigious secondary schools in Southern Ghana.

4.4.5 The Language Background of the Students

A participant's response to the interview emphasizes that the major cause of the intrusion of Pidgin English into the essays is the students' language background. According to the participant (T009),

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> *"our students are from different linguistic background and are new to the local language. Since they are not comfortable with the Standard English too, they decide to use the Pidgin English hence the intrusion. We are aware of this challenge so sometimes we just ignore it and keep on correcting them until they change. See, most of our students come from Ashaiman, Tema and Aflao where the Pidgin English is almost their mother tongue."*

This reaffirms Da Pidgin Coup (1999) that the home language of the child influences the child's learning at school. With regards to Cummins (2001), "Having a strong foundation in your home language is a powerful tool that can support the "transfer" of concepts from one language to another. Language transfer also helps us learn how languages work and are organized." The stronger your child's mother tongue, the easier it is for him or her to learn or develop other languages. So as Pidgin English is regarded as their mother tongue, there is an easy transfer of Pidgin English to Standard English. Children commence to communicate a thought from one language to the other and they begin to pick their vocabulary and they compare those linguistic items with that of the language they already know. "It is therefore necessary for a child to have a strong mother tongue in order to build age-appropriate cognitive processes" (Bloom, & Keil, 2001).

4.4.6 Students' age

The major cause of speaking Pidgin English is the age of the students. During the interview, a respondent (2R006) noted that "*master, me, I prefer it, like I mean, I like secof mi naa my age. See me if I come school wey dem talk ridee sey we for speak correct English then I be like you dey sak me nunu. I go go hos. Hmmmm, sir, so me I go talk say I speak voluntarii. I no go fit lai to you. All that I wan talk is I grow but I want learn some skill so I come to technical school. So if rai now dem say we for*

speak correct English me I can't. it will worry me. So, I go drop out. The teachers dey help me small small before I read small in class."

The excerpt from the interview confirms a concern Yevudey (2015) and Yevudey and Agbozo (2019) in their work on Ghana's language policy in education that depending on English to enlarge TVET education may cause an increase in "drop-out rate" and may result in wasting the limited resource the nation has as teachers may also get frustrated. The free senior high school and technical and vocational school system has paved the way for some of these students into the educational system. And so, they do not have any good background in Standard English but in either any of the local languages or Pidgin English especially the grown-up ones. Any attempt to ask them or false the Standard English on them may lead to such students' dropping out as indicated by the respondent in the excerpt above.

4.5 Strategies to Resolve the Causes of Intrusion of Pidgin English in Students' Essays

This section focused on addressing research question three, that is, what are some of the strategies to resolve the causes of intrusion of Pidgin English in students' essays in the technical and vocational Institutes in the Volta Region? The responses were in the format of a five-point Likert scale, ranging from strongly disagree to strongly agree. The mean score and standard deviation were computed for the interpretations. The mean score range of 1.00-1.80 represents strongly disagree, 1.81-2.60 represents disagree, 2.61-3.40 represents neutral, 3.41-4.20 represents agree and 4.21-5.00 represents strongly agree.

4.5.1. School management strategies

On the third objective which bothered school management, a majority (52%) of the respondents agree with the statement that school management must organise workshops for teachers on peer teaching of Standard English. What this shows is that students have realized the weaknesses of some teachers who hide under the Pidgin English usage to influence the students badly to speak it as they do.

From Table 4.5.1, 39% of the respondents agree with the statement that the management of my school must ban the speaking of Pidgin English. However, this response contradicts the feedback obtained from the interview results.

> *2R006: "okay, maybe it is a mistake, so the first one the person should be forgiven. But the second one the person can be punished. Everybody knows Pidgin English should not be used in the school but as at now it has stay with us, so the only thing I can say is they should set some rules maybe set some time for us to use it not all the time and daily but give us some time to feel free and use it. When we are in our dormitory that one, we can use it not in classroom when school is in section. Because, no visitor is there to watch us because dormitory, we all use it but when we are in the school, we can speak the Standard English so we can learn the rules so that in our final exams we can write the Standard English".*

Table 4.5.1: Students' responses on school management strategies

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
The management of my school must ban the speaking of Pidgin English	2434	122 (5)	316 (13)	243 (10)	949 (39)	803 (33)	3.814	1.193
The management of my school must punish those who speak Pidgin English	2416	121 (5)	217 (9)	387 (16)	1063 (44)	628 (26)	3.763	1.107
My school's management must encourage teachers to use only standard English while conversing with students	2426	121 (5)	218 (9)	315 (13)	1116 (46)	655 (27)	3.806	1.100
My school's management must insist that teachers avoid using Pidgin English while teaching	2446	98 (4)	269 (11)	147 (6)	1370 (56)	563 (23)	3.827	1.046
My school management must organise workshops for teachers on peer teaching of Standard English	2406	120 (5)	192 (8)	241 (10)	1299 (54)	553 (23)	3.816	1.049

Source: Field Data 2022

From Table 4.3.1, the students only agree to give out punishment to any student who has spoken Pidgin English at inappropriate places. The students want a liberal rule where they can be allowed to use the punishment in their dormitory. 44% of the respondents agree to the statement that "the management of my school must punish those who speak Pidgin English", 46% of the respondents agree the statement that "the management of my school must ban the speaking of Pidgin English", 54% of the respondents agree the statement that "My school management must organise

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workshops for teachers on peer teaching of Standard English", and 56% of the respondents agree to the statement that "My school's management must insist that teachers avoid using Pidgin English while teaching".

3R007: *maybe the students want to form sentence but can't do it well, so they should write it on an exercise book for the person and ask the person to write correct words for some number of times. Maybe three or four pages will do.* Another respondent suggested that **3R005:** *I would say management should make teachers stop speaking it with the students no punishment be attached to it.*

An interesting revelation in the interview the students demonstrated their belief about scanty time allocation. From another respondent (3R002):

> *"Sir, as for me I do not blame the students too much. The fact is that students hear a lot of Pidgin English around them but when it comes to studying the Standard English, the time allocated on the time table for us to study core subjects, especially, the Standard English is scanty."*

This response aligns with Onjewu and Okpe's (2015) recommendation that "school authorities should look into ways of increasing the time allocated for English language teaching in schools to enable a better mastery of it since outside school, students have minimal places and people with whom to speak Standard English."

4.5.2 Teacher strategies

The results from Table 4.3.2 below showed that teachers contributed to the intrusion of Pidgin English in the essays of students in Standard English. The result centered on enforcing school management's ban on the use of Pidgin English which registered (51%) of the respondents among others. What this means is that English language teachers should be fluent in English so that students can look up to them as role models. Learners mimic the language used in class by their professors; what students

use and write in class is a reproduction of what they hear and see in class as recommended (Ankra, 2018). However, the transcribed interview from the same student respondents is of the contradicting view that since teachers use Pidgin English in the classroom to explain to their friends, they should not ban its use in the classroom.

Table 4.5.2: Students' response on teacher strategies

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
My teachers must make a conscientious effort to speak Standard English during instructional hours.	2446	171 (7)	269 (11)	294 (12)	1003 (41)	709 (29)	3.732	1.212
The management of my school must punish those who speak Pidgin English	2441	171 (7)	73 (3)	220 (9)	1074 (44)	903 (37)	4.0103	1.123
My teachers must seek assistance on grammatical challenges that compel them to use Pidgin English	2446	196 (8)	318 (13)	342 (14)	856 (35)	734 (30)	3.650	1.275
My teachers must enforce my school management's ban on the use of Pidgin English	2442	98 (4)	195 (8)	147 (6)	757 (31)	1245 (51)	4.144	1.118

Source: Field Data 2022

When a less favoured phenomenon gradually replaces a strongly preferred one, strategies are required. As a result of the use of Pidgin English in schools, which is a less preferred medium of instruction and mode of assessment in the educational spectrum by parents and some educators as far as communication is concerned, a suitable strategy must be researched to resolve the phenomenon. From the result in Table 4.3.2 above, 44% of respondents agreed and 51% strongly agreed to the

statement that the management of the school must punish those who speak Pidgin English and teachers must enforce the school management's ban on the use of Pidgin English respectively. Here are some responses from the interview advising the teachers on what to do habitually.

> 2R003: "*what I think they should do every day is that they should enforce the speaking of the standard English. if someone is seen or caught speaking the Pidgin English, such person should be punished to deter the rest from doing or speaking it.*"

This particular advice is almost a confusing one because, one, the respondent did not point out the kind of punishment that must much up the offence of speaking a language regardless of the impact it may have on the perceived offender. Secondly, is it possible we adopt a more helpful and strategically relevant method to help these poor learners coax them to acquire Standard English? It is worth pondering to say that if care is not taken as far as considering an appropriate punishment is concerned, the learner may reject the offer as this particular variety of language is perceived and apportioned to the tough men language (Dzamesi, 2001). Moreover, currently in our schools, the mating out punishment anyhow under the excuse in an attempt to correct learners belongs to the past; it is no longer tolerated in the educational system as it is rather scaring future leaders from learning in our school.

In the quest to see if the respondents have some seasoned and helpful punishment to much up with the offence of speaking Pidgin English and whether it is everywhere the pidgin is spoken by the student, the student offender be punished and why must they be punished, here is his suggestion,3R003: *yes, it should be everywhere because practice make one perfect; once they speak it went unchecked, they would become perfect at it and that is where it will be entering their essays as it is the case. So wherever they are caught they should be punished.*

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Another suggestion has it this way.

3R006: I may say they should encourage the teachers to use the Standard English regularly.

This suggestion is a timely one because some of the respondents earlier indicated in the interview that some of the students may go in search of a white colour job which may require them to express themselves in Standard English. If such a student is not helped this way to acquire the confidence to speak Standard English, such a student may not be granted the job.

Yet*,* another interview reveals that:

> *3R007: "teachers who speak the Pidgin English, I don't have problem with them. Because it is not every student in their class who can speak and understand the Standard English so they can allow them to help those who can't understand the Standard English in the classroom."*

From the extract, the students only display the benefits they get from using Pidgin English. For short, the extract corroborates the assertion that Pidgin English is a bridge rather than a distraction (Segiel, 2008). These can be interpreted that if a teacher's pidgin usage is not tantamount to his or her deficiency, it poses a challenge in his knowledge of grammar that must compel him/or her to seek assistance to improve the deficiency in Standard English. This is also consistent with what Balogun (2013, p. 95) discovered. To him, Nigerian Pidgin English is a useful mode of communication for reaching out to a specific audience in an informal situation.

4.5.3 Parent strategies

This section was carried out to assess the role parents are to play as a strategy to curb the Pidgin English intrusion in the students' essays. It was discovered that the majority of the respondents (41%) strongly agree that parents must make our home

environment friendly for use and acquisition of Standard English. What this means is that homes are massively contributing to the excessive use of Pidgin English as students are allowed to interact with the unfriendly nature of the home as far as acquiring Standard English is concerned.

Table 4.5.3. Students' responses on parent strategies

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
My parents must avoid speaking Pidgin English with me at home	2446	147 (6)	171 (7)	196 (8)	954 (39)	978 (40)	3.969	1.150
My parents must encourage me to refrain from speaking Pidgin English	2446	196 (8)	171 (7)	147 (6)	905 (37)	1027 (42)	3.969	1.150
My parents must make our home environment friendly for use and acquisition of Standard English	2430	389 (16)	219 (9)	122 (5)	632 (26)	1069 (44)	3.1	
My parents must discourage me from associating with friends who use Pidgin English	2421	97 (4)	339 (14)	291 (12)	896 (37)	799 (33)		

Source: Field Data 2022

Table 4.5.3 indicates that 1033.876 (44%) respondents strongly agree with the idea that parents make their home environment friendly for the use and acquisition of Standard English as a strategy parents must adopt. This strategy is one of the timeliest strategies. If carried out will improve the students' proficiency in Standard English. The world is now technologically friendly and there are a lot of audio-visual learning aids such as Peter Rodge's pronunciation drilling audio-visual or chart designed for learners of all levels of education are accessible all over the internet handles. Parents

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can download these learning gadgets for drilling. The response from the transcribed interview affirms this statement 3R001, "*parent should buy books and other learning materials that will help us also to speak good English."*

This advice will keep students from getting involved in negative activities and will inform parents on how to guide their children away from distractions such as frequent use of Pidgin English and unnecessary fashion consciousness (Amofah-Serwaa & Dadzie, 2015). According to their findings, parents should visit their children's online friends to analyze what they publish and get from their peers to some extent confirming the statement. My parents should dissuade me from hanging out with friends who speak Pidgin English, as 37% of respondents agreed.

The mean value of 3.969 of the two statements agrees that parents should strategically and consciously speak Standard English and encourage their wards to refrain from speaking Pidgin English. 3R001: *It is said show me your friend let me tell your character, so parents should prevent their children to follow students who speak the pidgin.* This to some extent buttresses that parents have a great assignment to prevent other students or friends whose background they do not know, from keeping company with their wards.

Again, the mean (3.969) of 39% of respondents agreeing that their parents must avoid speaking Pidgin English with them at home is an indication that Pidgin usage at home and media programmes causes the intrusion of Pidgin in their essays. This finding is somehow in line with Unachukwu et al.'s (2020) finding that there is a mutual impact on Eha-Amufu pupils' use of NPE from their home, and while parents do not appear to bring it up with the students at home, the effect is now felt in the school.

The transcribed audio shows that the use of Pidgin English in the home and during media programmes are some of the causes of Pidgin intrusion in students' essays. Another student respondent in an interview revealed:

> *"in our house and our community we like to speak Pidgin English every day. It is simple than the good English. You don't need grammar to speak. The words are simple. They are not big, big, big Because of that I speak it everywhere and every day. That is why we speak it in the class. Abi we are used to it. It makes us feel that we belong to one big family. I believe that is why I end up writing it in my exercises. Sometimes, I tried to avoid it but our sir will still see some anytime we do class exercise. We watched programs in pidgin English too, so what do you think."*

Interestingly enough, the excerpt from the recording has a lot of cases worthy of analyzing, the first case is the learner's preference for Pidgin English over Standard English. There are a lot of reasons for their preference one of which is the fact that it is a common language among the siblings in the community. This presupposes that they are aware of the existence of pidgin in a variety of English Languages. However, this discovery is contrary to the findings of Huber (1999) that Pidgin English is normally brought from "the schools to the homes where it is spoken among siblings with secondary education of a considerably close age difference, thereby exposing younger siblings to Pidgin." This influences the occurrence of transfer. In that the more thoroughly the Pidgin is listened to and spoken(learned) the more they mastered it and the more likely it is to be transferred into their essay writings as they unknowingly demonstrate what they perfectly learned in a new situation.

Secondly, the participant indicating that home is where they speak the pidgin corresponds with that of Onjewu and Okpe (2015) when they asked their participant to list instances where they prefer to speak the Pidgin English. Again, it reaffirmed (Mireku-Gyimah 2013; Suglo 2012) the response they derived from their participants

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that "most students use the GhPE (Ghana Pidgin English) in both the secondary and the tertiary level in order to feel belonging".

4.5.4 Student strategies

This section takes into consideration general information on the strategies students as the direct benefactors in this challenge could adopt to resolve the intrusion of Pidgin English in their essays. Two statements were administered to the respondents based on their ability to make a conscious effort to acquire Standard English and to stop associating with friends who speak Pidgin English. The responses are positive indicating that students themselves must put in their maximum effort to acquire Standard English deprived of any pressure from other agents.

Table 4.5.4: Students' responses on student strategies

Statement	N	Frequency (Percentage)					Mean	SD
		SD	D	N	A	SA		
I must make conscious efforts to speak Standard English all the time	2441	146 (6)	171 (7)	195 (8)	952 (39)	976 (40)	3.732	1.150
I must stop associating with friends who speak Pidgin English	2443	195 (8)	171 (7)	147 (6)	904 (37)	1026 (42)	3.969	1.150

Source: Field Data 2022

In terms of students' strategies, the students indicated they must stop associating with friends who speak Pidgin English having 42% strongly agreeing. They explained in the interviews that they had the motivation for it through these friends and nothing can thwart them from speaking the Pidgin English with them now that the feeling is to belong to their group. *3R005: "myself and other friends of mine must desist from associating with those friends we speak the pidgin in the school but in the house, they can do so since it is a language. Sir, once you are around them every day, there is the*

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possibility that you will by all means speak it and you too cannot say you will not speak."

These show that the respondents almost know that the use of Pidgin English has a negative impact on their speaking and writing in Standard English. It must be noted that, in most instances, the poor performance of these students in essay writing must not be blamed on the teachers but on the students' environment. In the interview, an advice was given by a respondent:

3R007: "the student should speak the Standard English more than the Pidgin English but I'm not saying they should not speak it at all. But they should always speak it because after school, they may go to some company where they may need to use it. They may go to that company where the manager doesn't speak the pidgin English so they must learn to speak the standard English but I'm not saying they should not speak the pidgin English at all.so they should learn the grammatical rule to use it well."

In the above responses, there is a harder urge to sustain Pidgin English among the students. This points out the level of belonging and likeness the students possess for the language but shows that they are more responsible for their own learning habits for acquiring Standard English but dispreferred its ban because it hinders engagement and reduces the tendency for understanding a concept even in the Standard English class to improve on their writing skills. This contradicts Unachukwu et al. (2020) finding that Pidgin English Usage should be banned in school. However, this is almost in line with Segiel's (2008) assertion that Pidgin English serves as a bridge to acquiring Standard English which better explains the concept of learning from the known to the unknown. Another respondent has it that 3R005: "*myself and other*

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friends of mine including teachers must desist from speaking the pidgin in the school

but in the house, they can do so since it is a language."

Again, the students expressed a preference for both Pidgin and Standard English, despite their desire to talk and write more effectively and efficiently in Pidgin English. These indicate that, while students generally want their teachers, including themselves, to make a conscious effort to speak and write the correct forms of Standard English, they also want their teachers and parents to refrain from speaking it in certain situations and places, such as when assisting uneducated people who cannot express themselves well in either Standard English or the local language, and in their homes.

Similarly, from Table 4.5.4, it is evident that the students agree with the statement, "I must make conscious efforts to speak Standard English all the time" with a mean value of 3.732 from 952 (39%) respondents. As previously stated, these agreements were generally consistent, with the premise that they would require it someday. For example, the agreement to make a conscious effort must have been motivated by the already existing belief that it is the accepted medium of instruction and mode of acquiring knowledge and skills to guide them in their development of writing proficiency in the English language for good assessment results in their final exams (Nugrahenny, 2017, as cited from Oblie, 2022).

In relation to the above explanation, a respondent saw the act as a way of releasing themselves off the stress of the day's tedious academic work. They were not in support of management banning its usage but controlling it using minor rules. In her response, she (3R006) understands, *"everybody knows Pidgin English should not be used in the school but as at now it has stay with us, so the only thing I can say is they*

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should set some rules maybe set some time for us to use it not all the time and daily but give us some time to feel free and use it. When we are in our dormitory that one, we can use it not in classroom when school is in section. Because, no visitor is there to know we use it in the dormitory; we all use it but when we are in the school, we can speak the Standard English so we can learn the rules so that in our final exams we can write the standard English." They were of the view that the time dedicated to observing their siesta was advisable rather than using it for their chit-chats using the Pidgin English because of the many benefits, as they think; they stood to gain from it without recounting the negative impact its usage comes along with. These student comments demonstrate that outright bans or prohibitions of NPE in these secondary schools will not stop its use, but a deliberate and conscious effort at instilling in the minds of these students the knowledge of NPE's adverse effect on their academic progress and the danger of its persistent use will go a long way in mitigating the adverse effect of using pidgin in schools (Unachukwu et al., 2020). The responses are summarized in Table 4.5.5.
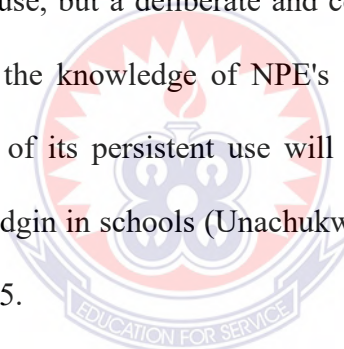
Table 4.5.5: *Strategies to Intrusion of Pidgin English in Essay*

Agents	Strategies to Resolve Speaking Pidgin English
School management	1. Banning speaking Pidgin English and making it a punishable offence is not fully endorsed by students. 2. Encouraging teachers to use only Standard English during teaching and conversation with students. 3. Workshop on peer teaching of Standard English for teachers
Teachers	1. Making a conscientious effort to speak Standard English during instructional hours. 2. Seeking assistance from English Teachers or learning aids to resolve any grammatical challenge they may have. 3. Enforcing sanctions for speaking Pidgin English in the schools 4. Enforcement of ban on speaking Pidgin English
Parents	1. Try to speak Standard English at homes 2. Encourage their wards to refrain from speaking Pidgin English. 3. Making the homes environmentally friendly for the acquisition of Standard English.

Source: Field Data (2022)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the major findings, a conclusion and makes recommendations relevant for policy makers to improve Standard English speaking and writing among students.

5.1 Summary of findings

The study sought to examine the use of Pidgin English among students of technical vocational institutes in the Volta Region of Ghana. This study specifically presented and discussed the impact Pidgin English has on learning English language, the causes of the intrusion of Pidgin English into the essay writing of TVI students, and strategies to resolve the intrusion of Pidgin English in essay writing of students in TVIs. The study used the mixed approach with data gathered from 2446 students through questionnaire administration, 15 English Language composition tutors through interviews, and composition tests among selected students in each of the four institutes in the Volta Region. The students and tutors were sampled through a purposive and quota sampling technique. The selected schools are E.P. Technical Vocational Institute- Alavanyo, Kpando Technical Institutes, Comboni Technical Institutes-Sogakope, and Anlo Technical Institute.

The responses from the questionnaires were analyzed descriptively using SPSS v26. Frequencies, percentages, mean and standard deviations were used to analyze the responses from the questionnaire. Interview responses were transcribed and then analyzed. The study presented some pictures of the compositions or essays from

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selected students in each institute to show how the use of Pidgin English is affecting essay writing.

It is evident from the findings of the current study that students of technical and vocational institutes in the Volta Region generally agree to the statements captured under various headings that indeed Pidgin English usage has negatively impacted their essays in the Standard English. These bothered on its impacts on writing in terms of the influence on written grammar, on punctuation and capitalization and on spelling; its impacts on speech in terms of the influence on pronunciation, on spoken grammar and syntax and on vocabulary and expression. With respect to objective one, the study revealed that Pidgin English has negatively affected the fluency of speaking Standard English and essay writing of the students from the selected TVIs. Most of the students were not good at spelling certain common words such as convenience, focus, continuation, important and none. The study further found that students most often use Pidgin English expressions such as *'Chaley',sevoo, 'I say enobi', 'naa', I dey, 'I feel am', 'I no gbenze me', 'paa me level', 'dzantra no want in* their essay writing.

It was revealed with mean values of 3.479 and 3.500 that the respondents agreed to the impact of the use of Pidgin English on the segmental features of their standard usage. These particularly bothered on dropping and substituting vowel and consonant segments in the utterances they made while speaking Standard English.

With regards to objective two, majority of the respondents agreed that they enjoy speaking Pidgin English with their friends and that they prefer Pidgin English to Standard English because their colleagues in other big schools speak it. The outcomes have also shown that, even though students agreed to these factors such as indirect

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sanction in schools, less complex nature of Pidgin English, limited language proficiency, scanty time allocation as the causes of the Pidgin English intrusion, the strategies to resolve the intrusion still remain subtle. The study further found that students speak Pidgin English because it is used in most of the Ghanaian gospel music, the official television, radio, and billboard advertisement, and official books, and now, there is Pidgin English Holy Bible. The study further found that some of the teachers speak Pidgin English during instructional hours, making some of the students perceive speaking Pidgin English as normal. One respondent is recorded to have made these utterances; 3R009 said, *"Why can't teachers use it to teach for us to understand, you people said we should not speak Twi or vernacular. Why not pidgin? Is it not English too? We feel free to speak Pidgin English than good English".*

Pidgin English usage by teachers during instructional hours is not regarded as a hindrance to acquiring good speaking and writing skill in the Standard English. The students advised that its usage should be encouraged but only at the class level and the instructional hours so that student understanding of these concepts in subsequent times will become easy since the concept would have been introduced to them earlier through the Pidgin English usage as it serves as a bridge to acquiring the Standard English.

With regard to objective three, the study further found that the strategies to resolve the intrusion of Pidgin English in essay writing is to involve all the key stakeholders such as school management, teachers, and parents. School management should ban speaking Pidgin English in schools and teachers should make a conscientious effort to speak Standard English regardless of their stand with the idea. Parents are also admonished to encourage their children to speak Standard English at home by

providing them with language acquisition gadget such as Peter Rodge's phonic audio-visuals.

5.2 Conclusion

This study is concluded based on the findings from the questionnaire data, interview, and composition test data. This study concludes that the use of Pidgin English has affected the essay writing of students in the four technical vocational institutes. This is evident in the expression used in essay writing and the speech recorded in the interview. The essays are mixed with Standard English and Pidgin English, making them difficult to read and understand. Though students often deny these negative effects on them, these negative effects are evident in their essay writing.

Secondly, this study concludes that students speak Pidgin English because Pidgin English is gradually becoming acceptable in the media space and in the communities. Students learn from some media personalities and teachers as they see them as their remodel. Thus, as these personalities use Pidgin English in their advertisement and teaching respectively, the students easily embrace it and begin to speak as it is happening in the technical and vocational institutes. Thus, societal acceptance of Pidgin English has increased the attractiveness of Pidgin English among students.

Finally, this study concludes that the intrusion of Pidgin English in the essay writing of the selected students can be resolved through collaborative efforts of school management, teachers and parents. Each agent has a special role to play in this regard and when their respective roles are executed effectively, Pidgin English would give way to Standard English speaking in the technical vocational institutes. When school management bans speaking Pidgin English, teachers consciously speak Standard English and parents encourage their wards to speak Standard English, Pidgin English

would gradually give way to Standard English as noted in many studies (example, Amuzu & Asinyor, 2016).

5.3 Suggestions for future studies

To validate the findings of this work, further research could be carried out in other technical and vocational institutes in other regions of Ghana. Also, a further study should be done to assess students' willingness to adopt the use of Pidgin English or the Standard English or a blend of the two in the technical vocational institutes' classrooms.

5.4 Recommendation

This study, based on the findings, provides the following recommendations to aid in developing strategies to curb or minimize the prevailing use of speaking of Pidgin English in the studied TVIs while simultaneously improving the speaking of Standard English in these schools;

1. All technical vocational institutes and senior high schools should have strict rules where Pidgin English speaking is a punishable offense. Student culprits must face a penalty for breaking the law. This will deter other students from speaking Pidgin English on campus and further improve the quality of Standard English spoken by students.

2. Teachers must make the teaching and learning of English more student friendly and practicable. Making learning of Standard English practicable and friendly will help improve the vocabulary of the students. This will help them to communicate in Standard English much easier than the way they perceive Pidgin English to be easier to communicate in.

3. Students should be made to understand the negative effects that Pidgin English has on their academic performance. This knowledge would help most of them refrain from speaking Pidgin English to speaking Standard English.

4. Policies must be formulated to improve the standard of English speaking across campuses in Ghana. The policies must focus on the fundamentals of education (early education) where the speaking, writing and hearing of Standard English is strengthened paving way for Standard English speaking. Here, the students are able to pick vocabularies that will aid them to communicate better.

5. Teachers must make students to become familiar with one another's pronunciation patterns and certain pronunciation traits through effective teaching and learning of the rudiments of pronunciation. This will preclude students from teasing their colleagues with different pronunciation patterns.
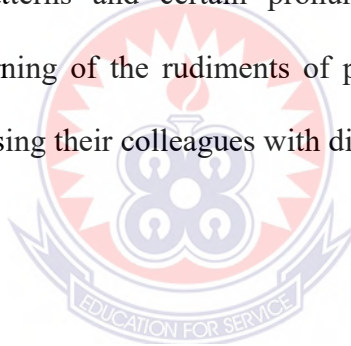
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APPENDICES
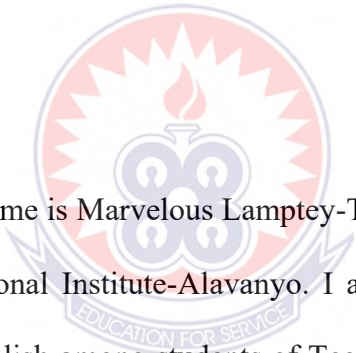
APPENDIX I

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA
FACAULTY OF FOREIGN LANGUAGE EDUCATION
DEPARTMENT OFAPPLIED LINGUISTICS
INTERVIEW GUIDE FOR TEACHERS

The purpose of this study is to examine the use of Pidgin English among students of Technical Vocational Institutes in the Volta Region. Please, help me out by completing this questionnaire for academic purposes. Please, feel free to answer all of the questions honestly.

INFORMED CONSENT

4. Hello dear, my name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on "The use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes." to learn how the use of Pidgin English impact students' essays in Technical Vocational Institutes, what are the causes of the intrusion of Pidgin English in the students' essays and what are the strategies to resolve the causes of the intrusion of Pidgin English in students' essays in the Technical Vocational Institutes in the Volta Region?

Any information provided will be treated confidentially because it is solely for the purpose of gaining an understanding of the use of Pidgin English in the Volta region and the impact it has on these students' essays. To ensure anonymity, neither your name nor the name of your school should be included on the questionnaire form.

PART A: IMPACT OF SPEAKING PIDGIN ENGLISH ON WRITING SKILLS OF STUDENTS

1. Is the speaking of Pidgin English having any effect of essay writing ability of the students? If Yes, How?

2. Is the speaking of Pidgin English having any effect on fluency of speaking Standard English? If Yes, How?

PART B: CAUSES FOR PIDGIN ENGLISH SPEAKING AMONG STUDENTS

3. In your opinion, what do you think is the main reason for the increase in the speaking of Pidgin English among students in this school?

4. Do teachers in this school speak Pidgin English frequently? Yes/ No

5. If Yes to Q4, has this contribute to the increase in the use of Pidgin English among students?

6. If Yes to Q4, do you think this also contribute to the intrusion of Pidgin English in the students' essays?

7. Do you know any other causes the intrusion of Pidgin English in Students' essays?

8. Do you see Pidgin English anytime your students write assignment for you? Yes ( )/No(

PART C: STRATEGIES TO PREVENT SPEAKING OF PIDGIN ENGLISH

9. What should be done by the following agents as a way of discouraging the speaking of Pidgin English in the School?

   i) School management

   ii) Teachers

   iii) Parents

   iv) Students

APPENDIX II

UNIVERSITY OF EDUCATION, WINNEBA

FACAULTY OF FOREIGN LANGUAGE EDUCATION

DEPARTMENT OFAPPLIED LINGUISTICS

QUESTIONNAIRE FOR STUDENTS

The purpose of this study is to examine the use of Pidgin English among students of Technical Vocational Institutes in the Volta Region. Please help me out by completing this questionnaire for academic purposes. Please feel free to answer all of the questions honestly.

INFORMED CONSENT

Hello, my name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on "The use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes." to learn how does Pidgin English impact students' essays in Technical Vocational Institutes, what are the causes of the intrusion of Pidgin English in the students' essays and

Any information provided will be treated confidentially because it is solely for the purpose of gaining an understanding of the use of Pidgin English in the Volta region and the impact it has on these students' essays. To ensure anonymity, neither your name nor the name of your school should be included on the questionnaire form.

Kindly indicate your response by ticking or underline where applicable the likers scale provided below for part A, B, C, D and E. **Do you have any questions before we begin?**

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PART A. BACKGROUND INFORMATION.

1. What is your gender?

   Male   (   )   Female (   )

2. What is your age?

   13- 20years   21-29years   30-39years   40-49years   50-59years

3. Do the Pidgin English spoken by the student contains local dialects of the

   students?

   a) Yes (   )   b) No (   ) c. Don't Know

4. Indicate some of the common Pidgin slangs spoken by the students?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   …………………………………………………………………………….

PART B. IMPACT OF PIDGIN ENGLISH SPOKEN ON LEARNING OF ENGLISH LANGUAGE

The statements relate to the effects of Pidgin English spoken on essay writing of

students. To what extent do you agree or disagree to each of them, using the scale

below;

1=strongly disagree   2=Disagree   3=Neutral   4=Agree   5=strongly agree

	STATEMENT					
	Impacts on pronunciation	1	2	3	4	5
1	Pidgin usage makes me drop certain vowels and consonant sounds when using Standard English					
2	Pidgin usage makes me substitute some vowels and consonant sounds for others in Standard English					
3	Pidgin usage makes me wrongly place stress when speaking Standard English					
4	Pidgin usage negatively affects my intonational patterns in Standard English					
5	Pidgin usage makes me simplify the structure of my syllables while using Standard English					
	Effects on spoken grammar and syntax					
6	Pidgin usage makes me place sentence elements such as subjects and verbs in the wrong order while using Standard English					
7	Pidgin usage makes me omit auxiliary verbs while using Standard English					
8	Pidgin usage makes me use wrong tenses and aspects while speaking Standard English					
9	Pidgin usage makes me wrongly conjugate verbs while speaking Standard English					
10	Pidgin usage makes me use pronouns wrongly when speaking Standard English					

	STATEMENT					
	Effects on vocabulary and expression	1	2	3	4	5
11	Pidgin limits my vocabulary choices when speaking Standard English					
12	Pidgin makes me use words with narrower or broader meaning than expected in spoken Standard English					
13	Pidgin usage makes me use words from local languages while speaking Standard English					
14	Pidgin makes me use lexically ambiguous words in spoken Standard English					
15	Pidgin makes me use informal or colloquial expressions in spoken Standard English					
	Effects on punctuation and capitalisation					
16	Regular use of Pidgin English makes me underuse punctuation marks in writing					
17	Regular use of Pidgin English makes me overuse punctuation marks in writing					
18	Regular use of Pidgin English makes me misplace punctuation marks in writing					
19	Regular use of Pidgin English makes me overuse capitalisation in writing					
20	Regular use of Pidgin English makes me underuse capitalisation in writing					

	STATEMENT					
	Effects on spelling	1	2	3	4	5
21	Regular use of Pidgin English makes me commit substitution-based spellings errors					
22	Regular use of Pidgin English makes me substitute one letter for another while spelling					
23	Regular use of Pidgin English makes me insert letters at wrong places in spelling					
24	Regular use of Pidgin English makes me commit omit letters when spelling					
25	Regular use of Pidgin English makes me change the positions of letters while spelling					
26	Frequent use of Pidgin English makes me use abbreviations inappropriately in writing					
27	Frequent use of Pidgin English makes me choose the wrong verbs for my subjects in writing					
	Effects on written grammar					
28	Regular use of Pidgin English hinders my ability to make my pronouns agree with their antecedents in writing					
29	Regular use of Pidgin English is a hindrance to my ability to use correct tenses in writing					
30	Regular use of Pidgin English negatively affects my use of cases in written English					
31	Regular use of Pidgin English affects my ability to use articles correctly when writing					
32	Regular use of Pidgin English affects my correct use of conjunctions in written English					
33	Regular use of Pidgin English affects my ability to write sentences with the appropriate structure					

PART C: CAUSES FOR PIDGIN ENGLISH SPEAKING AMONG STUDENTS

The statements relate to some of the reasons why students speak Pidgin English. To

what extent do you agree or disagree to each of them, using the scale below;

1=strongly disagree   2=Disagree   3=Neutral   4=Agree   5=strongly agree

STATEMENT		1	2	3	4	5
	Indirect sanction in schools					
34	I use Pidgin English because it is allowed in my school					
35	I use Pidgin English because I hear my teachers use it among themselves					
36	I use Pidgin English because my teachers speak it with me					
37	I use Pidgin English since my teachers use it during instruction					
38	I use Pidgin English because other school authorities directly or indirectly encourage me to speak it					
	Less complex nature of Pidgin English					
39	I use Pidgin English because it has simpler grammar and vocabulary than Standard English					
40	I use Pidgin English because it is more easily accessible than Standard English					
41	I use Pidgin English because it used more in informal contexts and everyday communication					
42	I use Pidgin English because it is less intimidating than Standard English					
43	I use Pidgin English since it is more expressive					
	Limited language proficiency					
44	I use Pidgin English because I feel I have less proficiency in Standard English					
45	I use Pidgin English because I have not developed adequate fluency and confidence I using Standard English					
46	I use Pidgin English because I fear to make mistakes using Standard English					
47	I use Pidgin English because I want an easier way to clearly communicate my ideas					

STATEMENT						
	Peer influence	**1**	**2**	**3**	**4**	**5**
48	I use Pidgin so that I can remain in my social circle and maintain social bonds					
49	I use Pidgin English so that I can be popular among my friends					
50	I use Pidgin English because I will avoid standing out or being perceived as different from my peers.					
51	I use Pidgin English in I will acquire the norms and practices of my peer group					
52	I use Pidgin English because my friends force me to speak it					

PART D: STRATEGIES TO PREVENT SPEAKING OF PIDGIN IN SCHOOL

The statements relate to strategies to prevent the speaking of Pidgin English in the school. To what extent do you agree or disagree to the effectiveness of each if introduced in the school. Use the scale below;

1.=strongly disagree   2=Disagree   3=Neutral   4=Agree   5=strongly agree

STATEMENT						
	School management strategies	**1**	**2**	**3**	**4**	**5**
53	The management of my school must ban the speaking of Pidgin English					
54	The management of my school must punish those who speak Pidgin English					
55	My school's management must encourage teachers to use only standard English while conversing with students					
56	My school's management must insist that teachers avoid using Pidgin English while teaching					
57	My school management must organise workshops for teachers on peer teaching of Standard English					

STATEMENT							
	Teacher strategies	1	2	3	4	5
58	My teachers must make a conscientious effort to speak Standard English during instructional hours.					
59	My teachers must seek assistance on grammatical challenges that compel them to use Pidgin English					
60	My teachers must enforce my school management's ban on the use of Pidgin English					
61	My teachers must enforce sanctions for speaking Pidgin English in my school					
	Parent strategies					
62	My parents must avoid speaking Pidgin English with me at home					
63	My parents must encourage me to refrain from speaking Pidgin English					
64	My parents must make our home environment friendly for use and acquisition of Standard English					
65	My parents must discourage me from associating with friends who use Pidgin English					
	Student strategies					
66	I must make conscious efforts to speak Standard English all the time					
67	I must stop associating with friends who speak Pidgin English					
68	I must must seek assistance on grammatical challenges I have that make me use Pidgin English					
69	I need to discourage my friends from speaking Pidgin English					

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SHORT INTERVIEW GUIDE ON STUDENT ON CAUSES OF PIDGIN INTRUSION

1. Do you prefer to speak Pidgin English in class to your classmates.

2. Do you prefer to speak Pidgin English at home to your family and why do you think your voluntary use of Pidgin English is the cause of intrusion in your essays

APPENDIX III

1	VOLTA REGION TVET SCHOOLS		
2			
3	S/N	NAME OF INSTITUTION	LOCATION
4			
5	1	Ave Technical Institute	Ave
6	2	Volta Tech Inst	Matse
7	3	Ho -Lokoe Technical Institute	Ho
8	4	GRATIS Technical Institute, Ho	Ho
9	5	Ho Technical Institute	Ho
10	6	Amedzofe Technical Institute	Amedzofe
11	7	Tsibu Technical Institute	Tsibu Awodume
12	8	E.P. Tech/Voc Inst	Alavanyo
13	9	Anlo Tech. Inst.	Anloga
14	10	Caring Sisters Technical Institute	Tegbi
15	11	Atorkor Technical Institute	Atorkor
16	12	Kedzi Technical Institute	Kedzi
17	13	Kpando Tech. Inst.	Kpando
18	14	C.Y.O. Tech/Voc. Inst.	Sovie
19	15	Toh-Kpalime Technical Institute	Toh-Kpalime
20	16	Comboni Tech/Voc Inst.	Sogakope
21	17	Klefe Technical Institute	Klefe
22	18	St. Daniel Comboni Technical Institute	Liati
23	19	Have Tech. Inst.	Have
24	20	Avenorpeme Technical Institute	Avenorpeme
25	21	Lolobi Technical Institute	Lolobi Ashambi
26	22	Ve- Golokwati Technical Institute	Kwati
27	23	Avenui-Awudome Technical Institute	Avenui-Awudome
28			
29			
30	OTI REGION TVET SCHOOLS		
31			
32		Fr. Dogli Memorial Technical Institute	New Ayoma
33		Kaakyi Technical Institute	Kete Krachi
34		St Theresa's Technical Institute	Chinderi
35		TSC Technical Institute, Kete Krachi	Krachi
36			

APPENDIX IV

The transcribed raw data from the interviews.

Section 1.

I: you are welcome you have to speak louder. How areyou? R1: thank you. I: welcome to this interview section R1: thank you. I: this interview section is about a study to examine the use of Pidgin English among students of Technical Vocational Institutes in the Volta Region. R1: okay sir. Feel free and complete this errr questions for academic purpose. R1: Okay. I: your identity is actually protected, okay. R1: okay sir. I: My name is Marvelous Lamptey-Tetteh. I work at errr, a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn one, how does, Pidgin English impact students' essays in Technical Vocational Institutes. Two, what are the causes of intrusion of pidgin English in student's essays; now, the question I want to ask you is;

I: how the use of pidgin English affect your pronunciation in the use of standard English; how does it affect your pronunciation? Sir please if I can say something, I:mmmm;

R1: because of us in the technical school we like the pidgin more than the standard English so we speak pidgin English .I:okay. R1: sometimes in pronouncing certain words, we either drop certain vowels and consonants or change them when we speak pidgin English, we write them in our chit-chats on whatsapps because you have learnt the pidgin English and can write, you turn up making mistakes in writing essays by bringing the pidgin you write when you are writing essays.

I: it affect your pronunciation? So you pronounce the words wrongly. R1: yes, sometimes too, I find it difficult to spell the words.

I: what about grammar, subjects verb agreements those laws, those rules in the standard English does it affect it? R1: hmmm, or I: is there any effect when you are writing the standard English do you have any issue the verb agreeing with the subject? R1: sir pidgin language it has been common among us so there is no rule covering it; you can write it any how.

I: so the problem affect your essay your subject not agreeing with your subject. R1: yes. I: okay. Is I anything you want to say again? Concerning the writing of standard English speaking? R1: in the verb agreement, it the verb is not agreeing you can't use it so we have issues with it.

I: Between the standard and pidgin English which one do you have problem with? R4: pidgin. I: why is that? R1: sir, you know for the standard English when you are speaking it amd you make mistake, your friends will laugh at you so we speak pidgin English to avoid the teasing, because there is no rule governing that one so no one will know you make mistake for them to laugh at you.

I: lets look at punctuations and capitalization. Do you realise when using standard English you over use the punctuation mark; your comma, question marks because you don't use it in the pidgin English or you under use it? R1: in pidgin English most

atimes we use chat language.I what about your spelling,how do you do it. R1: sometimes in pidging we shorten the words; for example, if you want to spell come in pidgin English, you do it "com", instead of "come" so you don't waste time.because of that if you are writing the essays it affect it just because you don't go through to correct it. I: does it affect your grammar; where you have to use he /she does it follow that order? R1: yes. I: what do you suggest school authorities . R1: I sugest that the authorities emmmm, educate them on the effect of using the pidgin language so that they can avoid the pidgin. I:mm do you suggest the school authorities punish them and what kind of punishment do you suggest. R1:weeding for the first time but if contiuosely council or dismissal.I: okay so grammartically, which one of these varieties of English is more simpler for you and why? R1: please the pidgin. I: emmm, so that suggest that your proficiency in the use of the pidgin English is higher than that of standard English? R1: yes are you by any means compel by your pears to speak the pidgin English in your social group? R1: sir no nobody false me to speak the pidgin English. I: what kind of environment do your parents speak the pidgin English with you in the house? R1: no, they speak standard English or any local language but they don't speak the pidgin English. I: but do they allow you to use or watch television so you can better you standard English? I: do you suggest some strategies be put in place to correct the use of the pidgin English. Do you see some teachers use the pidgin English. R1: Yes, some of us, the teachers speak it for us to understand what they are teaching us. R1: what effort do you do to better your standard English? R1: no me because I don't like reading and some people also say standard English is not our language so they speak the pidgin English with those who don't speak their language. So there is nothing that can be done about it. Me if they place good English and Pidgin English down, I will prefer Pidgin English because it is simple to speak. You can form sentences easily with it. Yes, I use Pidgin English in the class always. I do not need to stress myself with **so so** grammar rules if I no pronounce the words well too problem. I: thank you very much for responding to emmm, the questions. R1: you welcome as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use sir.

Section 2

Good morning how are you? R2: I'm fine thank you. I: you are welcome to this interview section. It an interview that seeks the view of students on the use of pidgin English in the volta region. Please help me out by completing this interview questions for academic purpose. It is only for academic purpose. Your answers will not be used for any purpose. Just feel free and respond to the questions as you deem it. R2: yes sir. I: My name is Marvelous Lamptey-Tetteh. I work of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. One to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes also what are the causes of intrusion of pidgin English in the students' essays thank you. Now, does pidgin English affect your pronunciation, does pidgin English affect your pronunciation? R2: yes sir. I: how does it affect your pronunciation; can you talk. R2: it affects our pronunciation sometimes because we are use to the speaking of the pidgin English, so there are some words if we want to pronounce because we are used to speaking the pidgin English we mixed up the pronunciation in the technical vocational institute; example like "going" in the technical vocational institute we use "where you dey go". I: so when you are writing the standard English you turn to use those words in the standard English. R2: yes sir. Sir, as for me, I do not blame the students too much. The fact is that students hear spoken Pidgin English a lot of Pidgin

English around them but when it comes to studying the Standard English the time allocated on the time table for us to study core subjects, especially, the Standard English is scanty.

I: unconsciously or unaware okay. I: what about changing the consonant sounds and the vowels; do you sametimes change these sounds? My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes R2: no sir. I: does it affect your grammar, those subject verb agreement. R2: yes sir, it affects our grammar sometimes when we are writing essay. I: mmmh, R2: where we are not to bring pidgin speaking we do write it in the essay writing. I: so, in tenses like past tense, present tense future tense you do make mistakes, R2: yes, it affects that area too but sometimes we assume they are the same so we don't take it seriously. I: okay, we don't differentiate them where they are to use where they are not to use. I: because there is no rule governing the use of the pidgin you are free to express yourself. R2: yes sir. I: can you also say that you are more confortable speaking the pidgin English than the standard English? Why ? R2: why because in speaking pidgin English, we don't bring or underling or bring the past tense or the present tense we just speak putting the past and the present together and I think that is the easier way. I:mm. R2: in the correct English anytime you speak sometimes you bring present tense instead of past tense it is wrong that is why we prefer speaking the pidgin English in the technical institutes. I: when you are speaking the standard English does the use of pidgin affect your punctuations too even when writing? R2: no sir, I: what about capitalization where you need to capitalized your words do you observe those things when writing your essays? R2: yes sir. I: is it often or sometimes. R2: Yes sir, sometimes. I: does speaking of pidgin English affect the spelling of standard English words? R2: yes sir, effect like we spell the standard English words like how we spell the pidgin words. I: does that happen often or occasionally? R2: occasionally sir, I: occasionally, mmmm. I: does that mean you are always mindful you don't use pidgin word when you are writing? you are mindfull. R2: yes sir. I: would you agree that there is rule or law from the authorities to check the use of pidgin English in the technical institutes? R2:Yes I: which kind of rule will you suggest they use to control the use of pidgin English? R2: internal punishment can be a portion be given to offenders to weed that is all. I: you mean if student speak the pidgin outside the classroom too they should be punished or only when they are in formal gathering? No sir, but if the student should speak it in from of the student, they should be punished. I: what kind of home is created in your home that promote you speaking the pidgin or standard English? Do your parent encourage you speak standard English or pidgin English do they allow you watch tv programs that allow you normally speak the pidgin english? R2: my parents frown upon speaking the pidgin English in the house. But in the house the only place where we use the pidgin English is the gaming side where we watch football and other progrmes, games with our colleagues. I: meaning if you are with your colleague you are forced to use the pidgin English. Is it by force. R2: no, it not by force just that as they speak you must also speak to be in the same path with them. The person might speak pidgin English with you and you also have to speak in the same way he does. I: okay, would you say that because you speak the pidgin English excessively you are not proficient or fluent in speaking the standard English? R2: Yes, sometime explaining things in the pidgin English is much easier

than explaining in the pidgin English. I: okay, so you always prefer the use of pidgin English to express your thought? R2: Yes, sir.   I: you have a limitation when it comes to the use of standard English. R2. Yes sir. I: is there anything you want to share with me. R2: no sir. R2: I want to advise them that they should know where they use the pidgin English especially when writing essays. Thank you very much.

Section 3.

I : welcome to this interview section this section seeks to examine the use of pidgin English among students of technical vocational institutes please feel free and respond to the questionare as you deem it fit. Your identity is protected. it is purely for academic purposes. My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and what the causes of intrusion of pidgin English in students essays. Lets move on to the questions. So, how does speaking of pidgin English affect your standard English speaking and writing? R3: for me I haven't noticed any thing because for me It is normal thing, when we are with our friend, we speak the pidgin when with teachers or classroom we speak the standard English. I: when you are writing essays it doesn't make you write the short form of pidgin or slangs languages, it doesn't affect you like that. R3: no. I: what about your grammar those subject verb agreement, do you chance the positions? R3: for me I don't because I only use the pidgin when with my friends and in formal gatherings, like classroom I use the standard English. I: are you mindful of your setting? R3: I'm always mindful of my setting. I: what about your vocabularies would you say you don't have a large stock of vocabularies when speaking or writing? I: no I don't think so because those who don't speak pidgin English suffer from vocabulary shortage when speaking or writing the standard English, so I don't think it is the pidgin English. I : you make conscious effort to write standard English very mindful of the used of the auxiliary verbs or.. R3: yes. I: what about capitalization and punctuation mark how is it like in your case if want to write does it worry you? R3: no, no: it doesn't. Where I'm supposed to use the capital, I use them beginning of the sentence, middle and the end of a sentence. I: okay, so you don't use wrong punctuations. R3: no. I: what about your spelling, do you sometimes use the short form of the word. That is pidgin words or if you want to write come you shorten it. R3: no but sometimes when you are writing or chatting your friends, they want you to be fast so you try to type using short short pidgin words but not in standard English you do it the normal way. I: so you believe it doesn't affect your grammar when your are writing your subject verb agreement. R3: it doesn't affect me just that sometimes when I rush too much I make such mistakes. I: what do you suggest the school authorities do to check the use of pidgin English among the students of technical vocational institute in the volta region? R3: what I think they should do is that they should enforce the speaking of the standard English. if someone if seen or caught speaking the pidgin English, such person should be punished to deter the rest from doing or speaking it. I: should the person be punished when seen speaking it at social gathering or… R3: no it should be everywhere because practice make one perfect; once they speak it where unchecked, they would be come perfect at it and that is where it will be entering their essays as it is the case. So where ever they are caught they should be punished. I: so you suggest that being it dormitories or classroom if they are caught they should be punished right. R3: yes sir. I: so what kind of environment is created in the home to ensure that pidgin is not

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spoken in the house. Or that makes you speak standard English? R3: oohp, sometimes errr, you see, our parents are not used to this pidgin English so, they normally speak the standard English to us. I: do they allow you to watch tv programmes , talk show to develop the habit of speaking the standard English? R3: yaa, yaa, like this quiz and staff they allow us. I: do you listen to news or radio programs? R3: yaah.at home my parents I allow us. I: rating the standard English and that of pidgin English which one is much easieror do you find more comfortable to use. R3: I think is the pidgin English beause, it is much easier to used pidgin English to chat with friends than the standard English. Because when you are talking to a friend it is much easier because not everyone understands the standard English. Some of them when you use the pidgin English they understand the pidgin English faster than the standard English. I: do you have proficiency in the standard engilsh and a result of using the pidgin English. R3: no, ohh sir, how can that be you can't master the standard English through pidgin it English, it will spoil it kuraaa. I: do you want to say that as a result of the pidgin English you don't have control over the standard English? R3: yes. I: how do your friends influence you in the use or speaking of the pidgin English? R3: I don't think there is an influence because when it comes to speaking of the standard English I speak; we all talk with the pidgin English as well. I: so there is no pressure coming from your pears to speak the pidgin English. R3: no no not at all. I: so what strategies do you suggest the school authorities put in place to deter students from speaking the pidgin English. R3: I think weeding plot should be given so that when a friend see them weeding and ask they will tell their friends that it is because of pidgin English and the person will stop. I: would you advice that teachers who speak the pidgin English in the class to undergo some refresher causes to improve their knowledge in the speaking of the standard English? R3: ooooooh, going through special causes is not necessary, the only thing they can do is to be adviced to use the standard English. I: okay, I appreciate your time; but do your parents prevent you from associating yourself with friends who speak the pidgin English? R3: no please. When they are around us they can also pick up with the standard English. When we are outside the house they do speak pidgin English; but . do you speak the standard English at home? R3: no we speak our local English ; mshiot, our local language. I: is there anything you want to say that I haven't ask you anything on? R3: yeah I ant to advice that friends should know where to use the standard English because for me when I'm with friends I use the pidgin and when with teachers or authorities I emmm, use the standard English. The only point is that they should just caution themselves so that they don't see themselves writing the pidgin it is not good. I: is that all? R3: yes sir. I: okay, thank you very much.

Section 4

I(interviewer): alright good afternoon.
R4: thank you. Good afternoon.
I: I errr, hope you are fine.
R4: thank you.
I: mmmm, Welcome to the interview section. R4: mmmmm. I: This, eerrhm interview is about a study to examine the use of Pidgin English among students of Technical Vocational Institutes in the Volta Region. Please help me out by completing this interview questions for academic purposes. It is a plee feel free to answer all of the questions as you you feel honestly. Okay. Alright.

My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes, that is the pre-a-mble. Now I want to ask; how does pidgin English affect your communication when it comes to speaking standard English, errr, the pronunciation of those standard English. R4: mmm, sir. I normally, don't speak pidgin English; I: ok; so, maybe some of my colleagues speak and I hear, because of that some of the words mixed up. I: you mean the consonants and the vowel sounds mixed up? R4: yes I: mmmm, what about their grammar, the grammar structure of their engligh; when they speak.R: when they speak or when I speak? I: yaa, yaa, when they speak. Your grammar; does it affect your grammar? R: not that much. I: not that much! Can you say more, or can you add , can you speak a little you on how it affect your grammar? R4: yeah, I don't speak soso it doesn't affect me in anyway; I: so you always make effort to speak standard English R: yeah. I: you don't omit some vowel or words? R: I omit though but it's not because of the pidgin English. Do you speak the pidgin sometimes when you are, R4: yes, I: you are with your colleagues? R4: I don't speak but when I'm texting them on whatsapp or mobile phone chat. I: you use short hands R4: yes. I: will you say that by effect of writing your capitalization where you need to use capital errr, the first words when you are writing? R4: it doesn't affect me but emm, as in how to use the auxiliary verb, I: ok, you have problem with that R4: yeah but I do not think if because of the pidgin English. I: so you don't over use or underuse the punctuation mark? R4: no. I:you use it at where it supposed to be used,? R4: not really, I: does it affect affect your spelling? Mmm, is it because you have been using a lot of literature books or you make conscious effort to speak the standard English and you read a lot of books when it comes to punctuations, capitalization and all of that? R4: I mess up, but because I use the back of the book to check the meaning and how it is spelt but if it not there, I use its meaning. I: would you suggest that authorities put some sanctions in place to correct the students that speak pidgin english? R4: yes. I: on campus what kind of punishment will you suggest? Should it be suspension or weeding? R4: yes, weeding will be better. I: will you also agree that they organized some English classes for them? R4 mmm, debating class and, R4: we have a debating class but its not active. I: mmm it's not active? R4: would you also agree that some teacher use pidgin English when teaching in the class, at a point they want to explain a concept and the the vocabularies are not off coming and they quickly zoom it to the use of pidgin English what do you suggest? R4: I haven't experience much its only once that I a teaching was teaching and when the students were not getting what the students were not getting what he was explaining, he transfer it into the pidgin so after that the person was able to understand. I:You are not mindful of someone listening to you when you are speaking? You don't make errors in grammar? R4:yes. I:you feel comfortable to speak? R4: yes, no before I talk I think about what I'm able to say. Even if I make mistake I quickly; I: correct: R4: change it. I: it means you have high proficiency in English. In your case do you see them speaking the pidgin English and by that you false to speak the pidgin English? R4: I only speak when it matters to me. I don't even speak, when they speak it doesn't sound well to me so I don't want to hear it. I: could that you are proving to be too knowing. I: they don't look at you that or give you name that you are madam English? R4:yes some do tell me that but even if they do I careless, I: you don't care. R4: yes. I: if management want to put some ban on pidgin English what do you say to that? R4. Yes, they have to put a stop to it so that you see sir now a days those in first,

second years are speaking it too much because of that some of them are failing their englisg each year. So I think when the management stop that it will help. I: their performance. Alright, what will you say is your environment like when it comes to promoting the speaking of the standard English? What kind of environment is your home, will you say that your parents encourage you to speak the good English or they expose you to emmm, programs that they use standard English or you learn from them. R4:I chat always with people outside with my phone and I even sell in a chop where workers come to buy. If an ewe comes and speak ewe I speak ewe; if the person speak English I speak English. I: mmmm, depending on the language the person use, you also use. R4: yes. I: but I your house how is your house like? Is it he one that promote speaking of standard English? R4: no i: meaning your parent never speak standard English to you. R4: no. they speak my dialect I: what do you do to improve your English? R4: when I'm in the house, I read books even when reading I jot down words. When I watch movings I write down words. Those words I don't know the words or cant pronounce I jot them down and refer to the dictionary for their meaning. During preaching when Jalikijoe is preaching, he use some words that I haven't even hear of them before so I write them down. I: when I go back I search for them and use them. I: that's how you learn that is very good. Ok. What will you want to say apart from what I ask you base on ? R4: before I come to school my colleagues use to say technical schools, we don't speak good and English and we are not good at debating but when I came I saw that there is different between what I saw and what they say, everything comes the way you do it life is how you make it so I'm not influenced by what they say . I don't miss English class I: do you have any intension of doing English. R4: yes, I always say that when I go to the University and have any chance to do English I will do it. Sir, I wanted to go and do general art and unfortunately I had technical school. I: anyway, you speak fairly good English so I wish you well. R4: sir, When my friend are speaking the pidgin English and they come to write it they for get that they are supposed to write standard English and what they write too I don't think that is pure pidgin English. Because they write "ino gbenze me", and it is rampant. I got to know this when Jalikijoe brought our essays to us back and he was angry at them because the have been speaking it and he has been correcting them. I: alright thank you very much.

Section 5

I: good afternoon to you, emm you are welcome to this interview section which seek to investigate the use of pidgin English among the students of technical vocational institutes in the volta region. Please help me out by completing this interview questions. You are also to feel free and respond to this interview the fact is that your identity is protected. R5: okay. I: My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo.am err, I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and what causes the intrusion of

pidgin English in the volta region. Are we cool to go? R5: yes. I: alright! How does the use of the pidgin english affect your essay and speaking when it comes to or how does it affect your pronunciation the way you pronounce standard English words, how does it affect your pronunciation when you speak the standard English. Kindly speakout. R5: nowadays we student we doesn't like learning at all and can't pronounce the words in the stand English well only that of pidgin English sometimes when the teachers are teaching, we the students will not be there, you will only see some seating under the mango tree, some are sleeping in the dormitory, some are chating some are playing games so if it comes to pronouncing a word with vowel and consonant sound, they give me hell of time; you need to be there for the teacher to teach you how to pronounce the word but you are where pidgin word is pronounce so that is what you can prounce you know so you cant be there to speak the correct English. Yes , because I use pidgin english sometimes, I find it difficult to pronounce vowel and consonant sound, they give me hell of time. For example,/ a/ sounds..

As for me that is why I don't speak in public because I know my English is not good it is only pidgin I can speak so I pronuce pidgin well, well. I: would you say that because you are used to speaking and pronouncing those pidgin words that is why you are not good at pronouncing the words in standard English? R5: mmmmm, The way we pronounce the pidgin word affects our pronunciation in terms of intonation in that, where we don't have to raise our voice we raise it and where we need not lower it . In fact, intonation worry me paa. My voice is used to the pidgin, because we normally use the pidgin English often, they normally say we the technical students we are not good in English but that is not the truth because we are now improving in the standard english than the grammar school so we don't normally go for the use of the standard English we go for the pidgin English. I: usually when you are in the dormitory you prefer speaking the pidgin with your friends is that not it. R5: yes sir.

I:Does that not affect your grammar when it comes to subject verb agreement where the subject must agree with your verb in constructing the sentence; which way? R5: sometimes when you want to write you know what to write but sometimes you get confused you don't know if you are to use the pidgin or I: so you don't know which one is the subject to start with.. R5: yes. Mchar. Talking about the auxiliary verbs, because secof we use the pidgin more the auxiliary verbs like will, do, does all we don't use, instead, you hear us say things like "ino go."

I: sometimes you misplaced the subject instead of the subject you use verb R5: mmmmm . i: okay! R5: I misplace them any how, Eiii, sir, don't talk about that one, when we are speaking the pidgin we normally ignore the pronouns. Instead of he/she, we say am, so you see instead of the pronoun, we use auxiliary verb. Because, I use pidgin a lot, I sometimes use the local language like padi ya xorn local; meaning the boy or the girl has gotten me cheap. And most of the time too we use words that has a lot of meaning.

. I: so, because speaking the pidgin there is no rule governing it, you transfer that into the standard English right? R5: yes. As for tenses we ignore them kraaa in pidgin English and this affects us in the standard English when we are writing. I: which of these englishes do you prefer using most the standard English or the pidgin English, which you know that you will not make any mistake for anyone to laugth at you. R5: oooh if it comes to speaking and you are if your teacher, we normally use standard English but not all the teachers because some will not complain but if you are with Jalikijoe he will insist that you use the standard English and he will be correcting you. But other teachers they will even start it with you and we are comfortable with those who speak the pidgin English. If we are with our colleagues, we feel comfortable using the pidgin English. I: is it because you have limited vocabularies the reason you don't use the standard English? R5: if I may ask which one be vocabularies? I; vocabularies are words that you accumulated to use when you are talking to your friends or other people. R5: yes, you know we don't read enough, we are only here for our practical so we can get something to eat that is all. I: so, since you don't have enough of those you you..

R5: we jump into the pidgin because that is what we can use best. Ooooh, you truth be said standard English is too difficult, we the young ones now, we like simple things. Even this pidgin you people condemn is used everywhere, in adverts, even common bible is now written in pidgin. That is why me I don't care now about standard English ooo.

 I: haaaahaa, okay! You jump into it. So what about the punctuation marks? They have do with commas, question marks etc. do you use them correctly? R5: sometimes we use them correctly some too we don't know where to put it. But some too we normally put it correctly. It is not my intension to use not the punctuation marks, but the problem is i use it too much so when it comes to writing, I get confused so I don't observe the punctuations and the capitalisation.

I: so, will that mean that you you under used the punctuations when you are writing your essays? Eeeeeh in standard English. R5: as for that one because we know we are writing final exams like this one we are careful we don't write anything anyhow, but when our result comes bobo,hmm. I: so as you write your normal essays to your friend that you are not under pressure do you make such grammatical mistakes or the pidgin enters it? R5: that one we try to write well just that we get confused along the way and we start dey write the pidgin in the essays. It is only the beginning that you may be careful but after that you don't mind writing anything. I: that also affect your spellings? Does it influence you to you this short hand….. R5: yeah sometimes when you make the mistake you we normally keep cancel cancel but still come back to same mistake because we don't know the correct spelling.

Using pidgin is a problem, we omit, replace wrongly words. Because I for example I commit a lot of spelling errors of different kind, instead of "them" I spell dem or my their becomes "dema".   I: meaning it do affect you grammar because pidgin you don't observe those rules.   R5: yeah, it affect us paa, because in pidgin we don't observe those rules.. Ahh, sir if I'm making a sentence like "dem be bobomcrat. Just judge this sentence . my tenses, subject verb agreement and what you may ask me all absent, you see.

I: what do you think we should do to sanction the use of the pidgin English in the schools? R5: as for that one i may say, I would just say the teachers should be on the students anytime you want to teacher them. Sometimes during English language period students are sleeping in the dormitories meanwhile that is where they are suppose to learn the language. The authorities shouldn't allow student to be sleeping during the period of English language and they should be on them. they should stop them. Even you see some of the teachers speaking the pidgin with the student that one too should be stopped. Because that one is even making them think it is a normal thing the teacher is even seen using the pidgin with the students. I: hahahahaa, the teacher who is suppose to do the right thing is seen doing the wrong thing. So you said you don't feel intimidated when using the pidgin English with your friend but whn it comes to the public you are always afraid that if you speak the standard English you are will be laughed at the reason you use the pidgin English right? R5: yead naa so. Ibe inn be that. I don't normally speak that. I: will you say that your friends normally forced you to speak the pidgin English? R5: as for that one no as we see each other then we normally call out to each other charley wosop then edey start naaa. We just say hi hi how you dey do we just do that I: Okay, would you suggest that the school authorities ban the use of pidgin English. At every gathering. R5: yerh, I may say they should ban it because it affects most of the students under this free SHS program because the teachers are no longer in control, the students are spoiling

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with the pidgin English. I may say especially when school is in session, they may ban students from speaking it. It is only in the dormitory that they can't control them. So they can fell free and use it mmmm. I: do you go about the pidgin English in the house? R5: in the house, sometimes we feel free to use it and even watch those funny funny Nigerial jokes in pidgin English but if I'm in the house my mother do speak some small small. So, teachers should learn to speak and teach the correct English to the students. I: thank you for your attention. R5: you welcome sir.
Section6.

I: emmm, go afternoon. R6: good afternoon, I: you are welcome to this interview seeks to examine the use of pidgin English among students of technical vocational institutes in the volta region. Please eeeeh, help me to answer this interview question for academic purpose. My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo. I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and what are causes the intrusion of eeh, pidgin English in the volta region. So lets start the interview question. So, How does the use of the pidgin english affect your pronunciation of standard English words? How does it affect your standard English words, how does it affect your pronunciation when you speak the standard English. Okay, so you respond. R6: the pidgin English. I: Does it affect your pronunciation.? R6: Yeah, it affects it may be like in writing some words it changes it. I: this one your are mentioning the words. I: so, how does it affects when you are mentioning the words, say, you are changing the vowel sounds to consonant sounds, does it affect it ? R6: yes it affect it. I: how does it affect it? R6: like you don't, sir I don't know how to put it. aaah, I don't use the correct sound of the letters like /a/,/e/,/o/ etc, so normally I'm not sure about that .I: so, what about your writing does it affect your essay writing? R6: yes, it affect the writing of the essays because sometimes there are certain word because of you have been using the pidgin maybe there are some words you use with your friend so as you are writing you mistakenly use it. I:It will affect your essays too. R6: maybe the one marking your script may not know you are writing the correct thing such person may mark you wrong. I: so what about your sentence construction like does it affect your sentence construction? R6: yeah, it affects the sentence construction, my subjects are always misplaced and the teacher draws lines under it for me. My verb does not agree with the number of the subjects. Yeah yeah it does paa. I: you turn to disobey the rules probably the in the standard English? R6: yes, yes. We just write it the way you know it and understand it, we don't follow the rules we just write the way we understand it. If someone who does it know how pidgin is spoken may not understand how it is written and may mark you wrongly. I: what about your vocabulary. It is the case that you don't have a lot of standard words or vocabulary that is why you use the use the pidgin English? R6: yes, I don't know a lot of English words when people are speaking,especially Jalikijoe at assembly, I normaly get lost but other teachers who speak the pidgin we us we understand them better than jalikijoe's own. You see, he speak the English correct correct. You see maybe you my think there are some standard English woeds that are big big which you may not understand but for pidgin English word the words are easy to under stand you see. I: okay. So it makes you express your thought and whatever. R6: yeah, yeah. I: what about the punctuation mark do you think that you use them well despite the influence the pidgin has on your writing? R6: no I don't use them

well too, but I don't think it is the pidgin because that one I don't know it at all. In the pidgin English we doesn't use punctuation marks in pidgin English. Maybe if you use it it may change the meaning of what you want to write. You sending what you are writing know the person you are ending it to, so you may understand but the person may not understand so there is no need worrying yourself about punctuation mark. I: so what about the capitalization; sometimes if you are writing proper names in the middle of a sentence you have to write the initial in capital, do you obverse such rules in your essays? R6: no, we don't do that when we are writing the standard English we have to start the sentence with capital letters. When starting with the pidgin too we start with the capital letter. I: so, it means you under use it right? What about your short hands in the pidgin; do you bring them into the essay? R6: yes, because your brain is working fast fast, you write those short, short words in the essays, it is normal, you writing the essay you may forget the thing because of time you may forget and start writing the pidgin. We see by using the pidgin you are not writing anything long you write everything short short. I: so you missed some letters. What do you think is errrr, the school authorities should do to reduce or stop the use of pidgin English n the school, especially technical vocational institutes, school authorities, what do you think they should do? R6: okay, everybody knows pidgin English should not be used in the school but as at now it has stay with us, so the only thing I can say is they should set some rules maybe set some time for us to use it not all the time and daily but give us some time to feel free and use it. When we are in our dormitory that one we can use it not in classroom when school is in section. Because, no visitor is there to watch us because dormitory, we all use it but when we are in the school we can speak the standard English so we can learn the rules so that in our final exams we can write the standard english. I: would you say that you are better at speaking the standard English? R6: no I can't say that it is 50 50. I: so your proficiency in the pidgin English is fifty percent. And that of the standard English is also fifty percent. R6: yes sir. I: Will you say that your friends false you to speak the pidgin English? R6: no, my friends don't false me to speak the pidgin English. It more like a pear influence. It just feel like lets all in a group let use it express ourselves. We all are in a group we are going somewhere lets all speak so we can understand each other. I: do you say that those who do not understand your local language you speak the pidgin to them in the house? R6? Yes, if we speak and the person can't understand, we try to explain it to them to so they can also get the understanding. I: you say school authorities should put some measure in place to stop the excessive use of the pidgin English which measures to do you suggest. R6: I can say there should be some rule not to speak at social garthering. I: so what must be done to those who go against the rule? R6: maybe it is a mistake, so the first one the person should be forgiven. But the second one the person can be punished. master, me, I prefer it, like I mean, I like secof mi naa my age. See me if I come school wey dem talk ridee sey we for speak correct English then I be like you dey sak me nunu. I go go hos. Hmmmm, sir, so me I go talk say I speak voluntarii. I no go fit lai to you. All that I wan talk is I grow but I want learn some skill so I come to technical school. So if rai now dem say we for speak correct English me I can't. it will worry me. So, I go drop out. The teachers dey help me small small before I read small in class.

I: appreciate your time. What do you suggest should be done to promote the use of the standard English? R6: I may say they should encourage the teachers to use the standard English regularly and the student should speak it more than the pidgin English but I'm not saying the should not speak it at all. But the should always speak

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it because after school, they may o to some company where they may need to use it. They may go to that company where the manager doesn't speak the pidgin English so they must learn to speak the standard English but im not saying they should not speak the pidgin English at all.so they should learn the gramartical rule to use it well. I: what kind of environment does your house create for the speaking of the standard English. Do your parent speak pidgin English or standard English? How is your home like that helps you speak standard English. Our parents do not speak pidgin with us. We speak it only with our friends when we go to parties and game places and bet we do speak it.I: what advice will you give to your friends on the use of pidgin English.R6: I am not saying pidgin English is bad just that I want they to try and speak the correct English. It will help. I: okay thank you very much for your attention.

Section 7
I:good afternoon to you.R7: good afternoon. I: you welcome to eeeee, this interview section that seek to eeee find out the effect, this interview examine the use of pidgin English among the students of technical vocational institute in the volta region. Please help me out by completing this interview question is purely for academic purpose as you know it. My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo.am err, I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. One, to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and also what causes the intrusion of pidgin English in the essays of students in the volta region. So, I want to find out how does the use of the pidgin english affect your your pronunciation when speaking the standard English. essay and speaking when it comes to or how does it affect your pronunciation the way you pronounce standard English words, how does it affect your pronunciation when you speak the standard English. R7: as for the pidgin English that is the language most of the young ones that are coming are using; as for me I'm seating here anytime I'm with my colleagues I do speak pidgin English, it not like the correct English in the exams as you speak the pidgin English you can do mistake when you are writing. Because of the way you pronuouce certain words in the pidgin English as you write you will end up writing it in the standard English which you are not suppose to and this things happen to everybody who speak any language he or she speak is the same in pidgin English too. It affect my pronunciation. Like some of the words in pidgin English is different in standars English if you don't take time if writing you use the words in that essays. It affect the way we pronounce the consonant sounds and vowels too. I: okay so, it affects your consonsnt and vowel sounds too. That's okay! R7:, yes, it does in several ways, especially in pronouncing the consonant and the vowels. so like as I was talking most of the technical schools in ghana they do say , let me say those who are in the secondary schools they accuse us those of us who are in the technical school, that we we don't speak good English. And that one if I may say it is a little bit true because they naa they no that we did not do well in our BECE and we na English too no good before we come to the technical shcool so it affect us alot. The pidgin some of the words, the way you speak the

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pidgin if you are writing the way you pronounce the pidgin word you can't correct them here in the standard English. I: thank you for your responses, if I may aske does it affect your grammar the subject verb agreement at times do you change the subject for the verb and some thing like that? R7: yes as far as it affect us in our pronunciation dier it all affect us in the sentence formation too. We cant constract the sentences observing all those rules. Like for examples we have some words which are the same as pidgin and we take same word simple simple words but when we are writing the standard English noo that is not the correct words. Because of pidgin we end up writing those words. I: don't you mind those tenses like present tense, past tense etc? R7: aaah sir, in pidgin there is nothing like that we don't have any rule to observe whether present or past or pronoun adjectiveo oo, we we don't care about those things sir. For example a dey go; adey come; don know if there is someone who can see this is its past or present we all dey speak like that. I: would you say that it affect your expression when it comes to speaking standard English , do you have challenges or speaking fluently as compare to the standard english? R7: as for the pidgin English as I said earlier noo , with the boys boys we flow with it but when it comes to the standard English when we are speaking it enters it if we don't take time we end up speaking the pidgin English. Like it affect our expression. I: so it affect for vocabulary too? R7: yes pidgin we have a lot of words which are not in the dictionary so we don't know allot of correct English words. We don't read a lot of story books that can also be a factor because as we read we get a lot of English words. Sometimes, me I get some of the vocab from Jalikijoe when he comes to preach at worship. That man he get vocab pass other teachers that is why it pains me say I no dey teach us sir. Hmmm. So sir if you don't know a lot of correct words how can you speak the standard English like him? You can't so it is the pidgin word we know so ibe in we go speak. I: what about punctuation mark , do you use punctuation mark that much in the pidgin? R7: the punctuation mark, yeah it depend what you are saying for example what dey go on which mean like. What is happening? So like if something like that you will use the punctuation mark sometime it is not always you will use the punctuation mark. R7: it like the pidgin noo I ron know how to put it like, we we take the pidgin like simple language we understand among the youth so whatever you use it doesn't matter whether it is capital or not. I: if you are writing the essays you don't mind the capitalization? R7: yeah if only you are sharp sometimes , how are you you fit write am hw which is wrong. Some people they go fit write how aa you which is aa meanwhile it is not correct but you naa you want it fast. So if it happens like that you noo you just write hw. If like you are not much into pidgin you can't know. I: it means it does reflect into your writing. R7: yes it do happen, before you realized you are writing in pidgin. I: Okay, so it affect your spelling? R7: yea it does, those come, some people come noo, dem go spell am cm. wcm for wel come but if you don't take time you will write it in your essays. I: so, what do you think management should do directly or indirectly management should do to control the use of pidgin inschools especially, technical vocational schools? R7: mmmmh, as for we technical schools noo, as I said earlier on noo, people say we technical school people we don't speak good English, so the English department may sit up and make some rules, and form

some grammar clubs and debating clubs which can help them develop their speaking level. People can develop their speaking to avoid speaking the pidgin English. I: so you don't advice management to put up some punishment to stop that. R7: mmm, the punishment aspect their , that one it will depend the type of offense that one ehee, the setting. Some of us the way we speak the pidgin noo you end up speaking the pidgin with your teacher in the class which is not good but hee, out side classroom. That one you can punish them. maybe the students want to form sentence but can't do it well, so they should write it on an exercise book for the person and ask the person to write correct words for some number of times. Maybe three or four pages will do. I: so it means, you feel comfortable speaking with your pears. R7: yeah that is why I said if you are with your friends, you will feel free, but not with your teachers. I:okay. You said pidgin is more easier to use because it is of no grammar rule to say. R7:mmmmm, but the standard English for example if you don't control your self before you know it you are speaking the pidgin. I: you are saying that your level of speaking the standard English is very very low I mean your proficiency. R7: yeah, it is very low. I: do your friends force you to speak the pidgin with them. R7: as for that one dier no, it depend where you grow up. If you are brought up in a pidgin community you develop and speak the pidgin. Some people their parents send them to preparatory school, they don't speak those pidgin English. They speak correct English. I: so to the management, which punishment should they give to those ho speak the pidgin English. R7: maybe the student want to form sentence but can't do it well, so they should write it on an exercise book for the person and ask the person to write correct words for some number of times. Maybe three or four pages will do. I: do you suggest that teachers who do speak the pidgin English should also go through some refresher courses just to strengthen their English skill? R7: as the teachers who speak the pidgin English I don't have problem with them. Because it is not every students in their class who can speak and understand the standard English so they can allow them to help those who can't understand the standard English in the classroom. because it is helping them to understand the standard English. Maybe the teacher want to use it to explain a concept to them to understand in that case the teacher should be allowed. But just that they should reduce the speaking of the pidgin English. I: okay what kind of environment does your parents create for you to speak the pidgin English, you said your parent allow you to speak the pidgin English? R7: no your parents can not allow you to speak the pidgin English. They don't allow you to speak the language they cannot speak with you. But if you stay in a house of Nigerians that one we do speak. Me like this that is what we speak in the house. As for Nigeria people they take pidgin like their official language and if you are with they you become familiar with the pidgin. So if you are in Ghana, as for the pidgin dier Ghana people learn it from the Nigerians. I: do they ask you to watch programs in pidgin language? R7: As for that one they don't have to tell us. Because we will watch it ourselves. I: what do you suggest should be done to reduce the speaking of the pidgin English and concentrate on the standard English. R7: pidgin affect the use of the standard English negatively sometimes when you go to the examination hall you find it difficult to write the standard English. So my friends should concentrate on the

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standard English so that what happens to me last week will not happen again it is not good at all if only they want to pass the exams dier they must stop. Sometimes you can see that some students are good but because they also speak the pidgin English; they can't even write three letter words which is a problem they end up writing the pidgin words. So would advise parent to help their child to learn the standard English. I: thank you so much for responding to my questions. That will be all. R7: you welcome.

Section 8

I: good afternoon to you. R8: good afternoon, sir. I: how are you? R8: I'm find sir. I: this is an interview that seeks to examine the use of pidgin English among technical vocational institute in the volta region. Please help me out by completing this study guide for academic purpose, are you okay, please feel free to answer all the questions as you wish okay. R8: alright. I: My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo.am err, I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and what causes the intrusion of pidgin English in the volta region. Are we cool to go? R8: yes. I: alright! How does the use of the pidgin English affect your essay and speaking when it comes to or how does it affect your pronunciation the way you pronounce standard English words, how does it affect your pronunciation when it comes to speaking the standard English? R8: emm, it does affect my pronunciation. Sometimes they listen to how you speak it some of them too they can laugh at you so. If you don't pronounce it well they laugh at you so you may get annoyed. What I know is that when it comes to pidgin, we like speaking it a lot and it also affect my consonant and vowel sounds any time I speak and I must say it does get into the way I spell it when I write too. I: what a bout your grammar the subject and verb agreeing with the verb. Does it affect that one too when you write the standard English? R8. Yes, it does affect my writing as I said already, you know for pidgin there is no rule so I mistakenly bring it into the standard English unaware.   Some of us when it comes to pidgin we can speak and some too when it comes to writing it it does not affect them like that they do write what they are supposed to write without mistake. I: what about your vocabulary, is it limited in that you don't have enough vocabulary. R8: any time my vocabulary is not forth coming I quickly use the pidgin English. Some teachers to they do speak the pidgin English so we flow with them. In the classroom and outside the classroom they speak the pidgin with the students. I: the pidgin English and the standard English which one come to you so easily? R8: I speak the pidgin very often that the standard English. And so this always worry me when I write; sometimes I try to correct myself but at the end of the day the teacher sees it and shout at me. If you speak the pidgin English it can affect you, you can't write well. I: what about your spelling? Yes it disturbs. Sometimes you forget that you are writing essay for mark. And you will end up writing the pidgin in the essays. As for the spelling dier bobo.

I: when writing your essays to you observe capitalization and punctuation rules? R8: no. I: will you say it is as a result of the use of pidgin English? No because, we don't

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write pidgin English so I cant say it is the speaking of the pidgin that make us not to use our punctuations well. We can't also blame our spelling on the pidgin because that one when we are chatting our friends that we use shot hand because of time factor. I: do you emmm, suggest the school authorities should do to prevent that from happening? R8: I can only say they should intenfiyied the teaching and make students speak it more. As for my home eiii, hmmm, nooo, my mother will kill you alive. I: what should the authorities do to prevent students from speaking? R8: they should not do anything, because iy is also a language. I: thank you for your attention. R8: you are welcome.

I: you are welcome R9: thank you. I: how are you ? R9: I'm highly favoured. I: you welcome to this emmm, interview section. R9: alright. I: this interview seeks to examine the use of pidgin English among technical vocational institutes in the volta region. Feel free and answer the questions faithfully as you know it. My name is Marvelous Lamptey-Tetteh. I work as a teacher at E.P. Technical Vocational Institute-Alavanyo.am err, I am conducting research on the use of Pidgin English among students of Technical Vocational Institutes: The Case of Four Institutes. to learn how does, Pidgin English impact students' essays in Technical Vocational Institutes and what causes the intrusion of pidgin English in the volta region. Are we cool to go? R9: yes. I: alright! How does the use of the pidgin English affect your essay and speaking when it comes to or how does it affect your pronunciation the way you pronounce standard English words, how does it affect your pronunciation when you speak the standard English. R9: okay, for pidgin English its not all that bad the only thing is that if you are going to express yourself in the standard English it turns to affect you in pronouncing some words not that it is intentional but because you are used to speaking the pidgin more it interferes in the way you pronounce the words in the standard English. And due to the fact that you speak the pidgin it enters when it supposes not to enter but pidgin is good but if you want to write some words in full due to the way you pronounce it in pidgin it affects you to write while you are supposed to write the correct words but pidgin is not that bad. Yes. I: what about the way you pronounce the vowels and consonant sounds does it affect them too? R9: yes it does sometime you may want to say I am going to eat but end up saying a dey go chop ooo. You see. Like its sometimes drop the speaking or pronoucing some vowels sound but it is not all that bad. I: what about your grammatical structure does it affect your grammar. Those subject verb agreements. R9: yeah sir some time you know sometimes when you are writing, especially essay due to your pidgin speaking you may not write all, you may end up shorten it. Pidgin too sometime we normally like speaking pidgin a lot sometimes it sounds good and it is very flexible speaking is very easy and it sounds good than the standard English. It spellings are very short and if you want to spell the pidgin words it not difficult. You see, so we turn to do same thing here too. So, it does affect our grammar too. Those subject verb agreement the pidgin spoil us basaa, hmmm. It is true. I: when writing the standard English do you interchange the position of the subjects and the objects or you follow in the correct order? R9: ooooh, sometimes, we interchange the subjects for the objects and at times

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omit the auxiliary verb though sometime you may want to write verb you may end up write order words, mmchemp, it normally does that yeah. I: so the pronounce aspect do you reduce its use or you maintain it as it supposed to be, he , she, how is their useage like when you are writing or speaking the standard english? R9: ooo, like pidgin you don't normally pass the correct rule sometime because we don't observe them it does affect us when writing in the standard English. You rather use the pidgin ones because the pidgin ones are like ooo challey, hi boy, wasup girl, we normally use such words, you see. Rather saying how is she, you will not use how is she. You will say how be your boy or how be your girl ;yeah we normally use that word. I: does that affect your vocabulary or due tolack of vocabulary that makes you resort to the use of pidgin English? R9. Yeah, it does a lot. You see hmmm, we don't read now adays and you know the more you read the moreyou accumulate English words or wne you listen to tv or radio news you get allot of words their but here ly the case, we find it difficult to read or whenhave time for the news time. So because you don't have enough words, when it comes to speaking pidgin is a saviour now. It is flexible you wont suffer before speaking it and so this turn to affect our writing as well alot. I told you it is flexing be. Just that during the final exams you cant write the pidgin but with friends you can speak, hmmm. That is where the problem is. I: does the use of pidgin affect your capitalization usage in the standard English? R9: yes a lot because when you are wirting the pidgin to a friend he or she doesn't care about you writing capital letter or small later all that she or she need is write and he or she will read so we do bring same habit in to the essays too. Even it affects our standard. Even if you want to write how are you you can start with small letter which is wrong but we do it. R8: it affects our spelling to because in standard English we have to spell out every word but because we are use to the way we write the pidgin it affects the standard English too. Sometimes we develop our writing through the way we spell our words so when we start speaking pidgin like this we also spell as we pronounce it in pidgin. You see. We normally shorten our words too. Like come like this we spell it cm, hmmm. It happens everywhere. That is why when we are writing the standard English, we have to be careful. I: among your peers do they influence you to speak the pidgin English? R9:no, just that it sounds good to us so when they speak it we also want to speak it. especially when the comedians are using it to make us laugh it sounds good so every body want to speak it. No want force us to speak it. I: what happens in the house when you speak the pidgin English? R9: my parents don't allow me but when we are in the house alone, we speak it with our friends. I: what should you suggest, the authorities should do to reduce the use of pidgin English in the schools? R9: for me pidgin is good so the only thing I will say is that they should advise us and teach us to love the English language rather than punishing us. In the classroom student should not speak to the teachers. But if they can't understand something they can ask in pidgin for understanding. I: what advice will you want to give to your friends. R9: 3R009 said, Why can't teachers use it to teach for us to understand, you people said we should not speak Twi or vernacular. Why not pidgin? Is it not English too? We feel free to speak Pidgin English than good English. to my friends we have to learn the standard English because if you can't speak the pidgin at formal work place so they should

learn the standard English as well. And if your friend speak the pidgin English and you know that he or she can speak the standard English it helps a lot. your friend have to know that the pidgin affect the standard English.. I: thank you so much. R9: you are welcome sir.

2R010,"Ooooh, you the truth be said Standard English is too difficult, we the young ones now, we like simple things. Even this pidgin you people condemn is used everywhere, in adverts, in our popular music, even common bible is now written in pidgin. That is why me I don't care now about Standard English ooo. We dey hia wi na convenience. Sir, if I have words in pidgin like, a make lemo which means in the same pidgin say a no ge moni, wetin go do me struggle say I dey speak standard English that a no have plenty words for inside huh, sir".

(T006) 'Pidgin English has become common among students to the extent that every

student wants to learn to speak Pidgin English'.

(T008) "Pidgin English is most often spoken among students from so called good senior high schools, like Prempeh SHS and Opoku Ware in Kumasi and Accra High School and St. Thomas Aquinas Senior High School in Greater Accra Region'"

T009: "our students are from different linguistic background and are new to the local language. Since they are not comfortable with the Standard English too, they decide to use the Pidgin English hence the intrusion. We are aware of this challenge so sometimes we just ignore it and keep on correcting them until they change. See, most of our students come from Ashaiman, Tema and Aflao where the Pidgin English is almost their mother tongue."

T010:"it is obvious that the frequent use of the Pidgin English almost everywhere even in the classroom where it was first frown upon led to the interference of the pidgin in both the speech and the essays of the students in the institutes. This is because one becomes use to and turn to do whatever he or she does rather more frequently. And we see this happening to us adults how much more students under learning. It will involuntarily interfere into their essays."

T011"some students cannot express their ideas well with the Standard English and we teachers pretend as though it is not a challenge. As for me, I cannot pretend so I will exhaust all possible means to have my students understand what I teach them rather than preventing them from sharing their view just because speaking Pidgin English is prohibited or it must not be entertained in the classroom. If the students failed, I'm the one they will blame, period. You, so call Standard English people are worrying the system. First this English thing is not rampant in technical institutes, why now? What benefit is it bringing to the system?"

APPENDIX V

LETTER OF INTRODUCTION

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF FOREIGN LANGUAGES EDUCATION
DEPARTMENT OF APPLIED LINGUISTICS

P.O. Box 25, Winneba, Ghana   dal@uew.edu.gh
+233 (03323) 20590

Our Ref: UEW/AL/I/VOL.1/86   *August 25, 2022*
Your Ref.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

A LETTER OF INTRODUCTION:
MARVELOUS LAMPTEY-TETTEH

Mr. Marvelous Lamptey-Tetteh was offered admission into Department of Applied Linguistics, University of Education, Winneba, Ghana to pursue Master of Philosophy (M.Phil.) degree in Teaching English as a Second Language (TESL).

He was admitted into the University in 2021/2022 academic year with student number 220006180.

Mr. Lamptey-Tetteh is working on the topic: *"The use of Pidgin English among students of Technical Vocational Institute: The case of four institutes at Keta Municipality, Hohoe Municipality and South Tongue District".*

We would be grateful if your outfit would grant him the necessary assistance in your institution to collect data for his thesis.

We hope he will have your co-operation to enable him gather the required data for his project.

Thank you.

Yours faithfully,

DEPARTMENT OF APPLIED LINGUISTICS
UNIVERSITY OF EDUCATION
Dr. Sefa Owusu
Ag. Head of Department

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