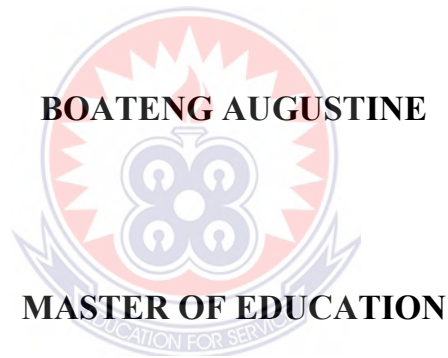


**UNIVERSITY OF EDUCATION, WINNEBA**

**THE USE OF ENGLISH-TWI CODE SWITCHING IN ENGLISH  
LANGUAGE LESSONS AT THE SENIOR HIGH SCHOOLS**



**2023**

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**A dissertation in the Department of Applied Linguistics  
Faculty of Foreign Language Education, submitted to the School of  
Graduate Studies, in partial fulfilment  
of the requirements for award of the degree of  
Master of Education  
(English Language)  
in the University of Education, Winneba**

**JANUARY, 2023**

## DECLARATION

### Student's Declaration

I, Augustine Boateng, declare that this dissertation, 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:** .....

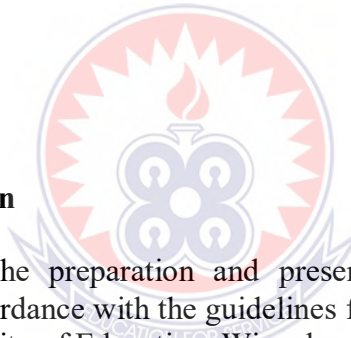
### Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised by me in accordance with the guidelines for the supervision of Dissertation laid down by the University of Education, Winneba.

**Name of Supervisor:** PROF. FOFO LOMOTÉY

**Signature:** .....

**Date:** .....



## **DEDICATION**

This dissertation is dedicated to my late parents Mr. Kyere Samuel and Mother Boatemaa Felicia and also to my dearest wife, Mad. Gyeduaa Felicia. I know this dedication can in no way compensate for the time and support in diverse way during the period of this study. However, it is to say that I really appreciate your love and support.



## ACKNOWLEDGEMENT

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To my senior adviser Mr. Kofi Asoma, A.K.A teacher Kofi of Methodist Senior High/Technical School, Biadan Berekum, I say God bless you all. Thanks to my spiritual father rev Kwaku Efah, Bishop of Methodist church Ghana Sunyani Diocese and my siblings for their support.

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## ABSTRACT

The study examines the use of English-Twi code-switching in English Language lessons at Senior High Schools. Two Senior High Schools, Berekum Senior High School and Presbyterian Senior High School, were selected in the Berekum Municipality, in the Brong Region for the study. Qualitative research method was employed for the study. However, a case study was employed as a research design in order to get in-depth information on the study. The sampling technique employed were purposive and simple random. The English teachers who teach in the selected schools were the target population because they were the people who posed the information the researcher needed. The sampling size consists of 6 male teachers and 6 female teachers, making 12 teachers in total. Observation and interview guide were used for data collection in order to get the first hand information from the participants on the field. The study found out that, English teachers code switch to the local language of the students (Twi) for specific purpose in the classroom. That is, academic, socializing, and management purpose. The data gathered showed that the teachers employ code-switching in their classroom discourse. It was observed that the teachers use code-switching not only for academic reasons but also for socializing and for class management purposes. The study revealed that teachers mostly switch code to perform the academic related functions like translation, explanation of concepts, checking understanding, encouraging participation of learners, emphasizing a point and correcting students or learners.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

Ghana, like many West African Countries, is a multilingual country. According to Dakubu (1988), there are approximately 50 non-mutually intelligible languages spoken in Ghana. This makes Ghana's linguistic situation quite complex. In spite of the multiplicity of the indigenous languages, none has attained an official status, even though Article 9(2) of the 1992 constitution states, "... a person shall not be registered a citizen of Ghana unless at the time of his application he is able to speak and understand an indigenous language of Ghana" (in Anyidoho & Dakubu, 2008). This provision notwithstanding, English continues to be Ghana's official language.

In fact, English occupies an enviable position in the Ghanaian society. It is the language of education, the press, the judiciary, parliament, government business and the military. Accordingly, English has become the language of power and prestige and those who are competent in it are held in high esteem. In view of this, conscious effort is made by the government on one hand and parents on the other hand to ensure that children achieve the needed competence in order to be able to function properly in the Ghanaian society later in their adult life. Even though as a second language, the influence of English on the socio-economic life of Ghanaians is so overwhelming.

Today in Ghana, there is hardly an indigenous language that has not been influenced in one way or the other by English. The Ghanaian languages spoken today, especially by the average educated Ghanaians, are a blend of two languages, a linguistic practice known as *code-switching*. For evidence, what one needs to do is to tune in to any of our local radio stations. Panelists on the various news review programs supposedly

held in our local languages cannot avoid English words and expressions in their utterances. They alternate between English and the local language in their submission on issues. This practice of mixing or alternating languages is not limited to the electronic media alone. It is observed in almost every aspect of our social lives.

Studies on code-switching in recent times have revealed that it has found its way into our educational institutions, and is observable in the speeches of both teachers and their students (Amekor, 2009; Adjei, 2010). This development, it must be noted, has far reaching implication for teaching and learning in the classroom, especially at the very basic level of our educational system. Unfortunately, the education community has paid little attention to this aspect of classroom discourse, in particular, the practice where bilingual children and their teachers “mix” languages.

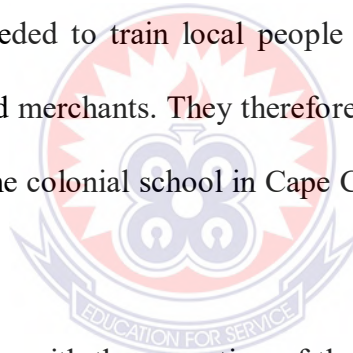
Researchers have always concentrated their attention on the higher levels of our educational system, ignoring the secondary level which is incidentally the foundation of scholarship. According to (Tabors & Snow, 2001: 166), the linguistic behaviour of children in the classroom has not received the needed scholarly attention. Therefore, there is the need to examine the linguistic behavior of bilingual teachers in our secondary schools so that a more comprehensive understanding of this phenomenon can be reached and be used to inform the instructional practices in Ghanaian basic schools. Studies in multilingual classrooms in Ghana and other parts of Africa have shown that code-switching is employed by teachers to perform numerous pedagogical functions.

Studies such as Setati, Adler, Reed and Bapoo (2002); Brew Daniels, (2011) and Yevudey (2013) have shown that code-switching is a valuable communicative strategy employed by teachers in their teaching activities. In spite of the extensive

work done in this area, the use of code-switching at the secondary level of our education, especially in Ghana, has not been thoroughly examined. The present study therefore, focuses on the use of code-switching in secondary schools and examines its implications for teaching students at Senior High Schools in the Berekum Municipality.

### **1.1 Language policy of education in Ghana: Historical overview**

The control of education in the Gold Coast, now Ghana had been in the hands of the missionaries and the colonial powers before the nation attained independence. The focus and direction of the policies pursued by these pre-independence powers reflected their own needs and aspirations. Dzameshie (1988), for example, reports that “the colonial powers needed to train local people who could serve as interpreters, clerks, administrators and merchants. They therefore, used their own languages as the media of instruction.” The colonial school in Cape Coast used English as the medium of instruction.



The Christian missionary, with the exception of the Wesleyan Mission, on the other hand, held the view that the indigenous languages were the most effective media through which they could propagate their religious doctrines and therefore, encouraged the use of the local languages in their schools. It must be mentioned that during the pre-colonial era, formal education was organized in the castles and therefore, the medium of instruction in each castle school depended on who owned and operated it. Portuguese, Dutch, Danish and English were used as medium of instruction wherever and whenever these merchants respectively controlled affairs. The situation, however, changed with the arrival of the missionaries, who resorted to the development of the local languages in both their educational and proselytizing

efforts. The language policies during the pre-colonial period were as varied as they have been in the post-independence era (Andoh-Kumi, 1994).

There was no uniform policy regarding the use of local languages and the foreign ones as medium of instruction and as subjects of study until the country officially became a British colony. During this period, the control of education came under the colonial government which began to formulate a systematic and uniform language policy. Under Governor Gordon Guggisberg, the first legislation on the use of a Ghanaian language in education was promulgated (MacWilliam, 1969; Graham, 1971; Gbedemah, 1975). A Ghanaian language was to be used as the medium of instruction only at the lower primary level, while English was to be used thereafter. Guggisburg acknowledged the importance of the local languages in education and held the belief that education should not be the tool to erode the identity of the African. He observed: "...our aim must not be to denationalize them, but to graft skillfully on to their national characteristics the best attributes of modern civilization. For without preserving his national characteristics and sympathy and touch with the great illiterate masses of his own people no man can ever become a leader in progress, whatever other sort of leader he may become"( in Dzameshie, 1988:18).

This policy remained operational from 1925 to 1951 when the administration of the country came under the control of the indigenous Ghanaians. From this time onwards, the language policy of education became unstable, and since then, the use of a Ghanaian language as the medium of instruction at the lower primary level has been very inconsistent. From 1951 to 1955, a Ghanaian language was used as medium of instruction only for the first year. From 1957 to 1966 a Ghanaian language was not used at all.

This clearly presented some form of paradox as Nkrumah had for a long time expressed the pan-African consciousness. The decision to adopt an English-only language policy might have been informed by the pre-independence nationalist agitation that the local languages were not good enough for scholarship and that the colonial administration had intentionally introduced the mother tongue policy of education in order to give the indigenous people inferior education (Gbedemah, 1975). After the fall of Nkrumah's government in 1966, the „English only“ policy was modified.

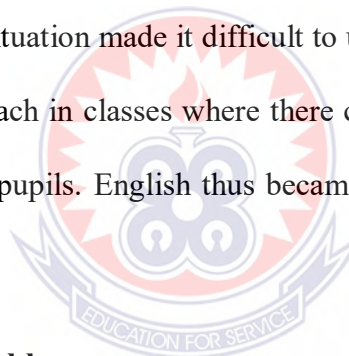
The period between 1967 and 1969 had English used only for the first year. From 1970 to 1974 a Ghanaian language was used for the first three years and where possible, beyond the third year to the sixth year. From 1974 to 2002 a Ghanaian language was used for the first three years until the government re-introduced the English only policy.

## **1.2 Overview of the Current Language Policy**

In 2002, the government of Ghana through the Ministry of Education announced a change in the language policy of education. The new policy made English the medium of instruction from Class One to the highest level of education. It also recognized the importance of our local languages, and because of that every Ghanaian child was required to study a local language from class one to the secondary level. Thus, a Ghanaian language became a subject of study at the pre tertiary level. The government held the belief that early exposure of children to English would help the children to be competent in the use of the language and consequently improve their performance in other disciplines.

The Minister of Education, Prof. Ameyaw Ekumfi cited the performance monitoring test results which showed that pupils in private schools performed better than their counterparts in the public schools to justify the English-only policy. He said this test proved that when children get early exposure to English, their general academic performance improves. In most private schools for instance, English is the medium of instruction even at the basic level like nurseries, and so they do well academically than their counterparts in public schools.

Another reason for adopting the new policy was to ensure that a common language was used in teaching children from different linguistic background. In the urban centers for example, there are schools in which the children do not share a common local language and this situation made it difficult to use a common Ghanaian language or to find a teacher to teach in classes where there could be more than one Ghanaian language spoken by the pupils. English thus became the medium of instruction from P4 (upper primary).



### **1.3 Statement of the Problem**

Research evidence shows that the practice of using more than one language in a single conversation otherwise known as code-switching has found its way into our educational system and is observable both in the speeches of both teachers and students (Atiemo, 2015). Studies conducted on code-switching in educational settings in Ghana indicate that the teachers employ it to achieve a number of pedagogical aims (Ezu, 2009; Brew Daniels, 2011 and Yevudey, 2013). Even though code-switching is not an encouraged linguistic practice in our schools, it is found to be very useful in the classroom. However, Atiemo (2015) investigated code-switching by Kindergarten teachers. Rafiqe et al (2020) also examined the functions of code-switching in the



English Language teaching classroom, and Bhatti et al (2018) also examined code-switching in English Foreign Language classroom. These scholars researched around code-switching but did not observe them in the Senior High School English Language teaching classroom. Therefore, this study seeks to bridge this gap since the language policy of education in Ghana allows the use of English Language as the only medium of instruction at this level.

#### **1.4 Purpose of the Study**

The main purpose of this study is to examine the use of code-switching in English Language lessons at Senior High School.

#### **1.5 Objectives of the Study**

Based on this, below are the specific objectives:

1. The types of code-switching used in English classroom
2. Why teachers code-switch in English lessons

#### **1.6 Research Questions**

The study would be guided by the following questions:

1. What are the types of code-switching identified in English classroom?
2. Why do English teachers code-switch in the teaching and learning process?

#### **1.7 Significance of the Study**

1. This study would be useful for teachers and students to realize the importance of code-switching in English lessons.
2. The findings of this research will serve as a reference material for researchers who will like to conduct investigations in the area of bilingual classroom discourse.

### **1.8 Delimitation**

The study will be delimited to the use of code-switching in English lessons only. Also, the study will be conducted in two Senior High Schools in Berekum East Municipality in the Bono Region. The schools are:

1. Methodist Senior High/Tech. School (MESTECH).
2. Presbyterian Senior High School (PRESEC).

### **1.9 Limitation**

According to Owu-Ewie (2017), a limitation identifies weakness of the study and also problems a researcher is likely to encounter during the research like resources, time and uncooperative nature of participants. This study encountered the following limitations:

First, some of the participants were not willing to take part in the study. Some of these teachers had an idea that this study would expose and publish their weakness. It took the researcher some time to convince them and also the motive behind the study before some of them agreed to be part. However, upon all the effort made by the researcher in explaining the objective of the study to the participants, some of them still objected to be part of the study.

Secondly, the researcher's presence could also change the situation being observed. Therefore, data collected could also affect the study positively or negatively.

### **1.10 Organization of the Study**

The study comprises five chapters. Chapter one is about the study background, statement of the problem, the purpose and objectives of the study, and the research questions. It also includes the importance of the study and the delimitation of the study.

Chapter two also talks about the literature review. The chapter three is about how the work is done (the methodology). Chapter four analyzes the data collected for the study. The chapter five, which is the final chapter, also talks about the findings of the study.

### **1.11 Summary**

This chapter provided the background information to the study; that is, what motivated the author to undertake this study. It also reviewed the various language policies of education during the colonial and post-colonial eras. This chapter again highlighted the statement of the problem, specific objectives, research questions, delimitations, and the significance of the study. It finally ended by giving details of how the entire study is organized.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter gives an overview of some scholarly works in the area of code-switching and discusses concepts in the field. To this end, the researcher will look at the concept of code-switching as described by various scholars both in Ghana and outside Ghana.

#### 2.1 Historical Review of Code-switching

Code-switching has received more scholarly attention in recent times. It has been an issue of scholarly interest in the fields of anthropology and sociolinguistics (Heller, 1988; Poplack, 1988; Myers- Scotton, 1993). The study of code-switching is generally assumed to have begun with the writings of Weinrich (1953). He is thought of being the first person to have used this term. But the phenomenon until recently, had been investigated as a matter of peripheral importance, and was seen in a negative light.

Scholars considered it as a substandard form of a language and held the view that those who switched codes were people who were not proficient in either of the languages involved in the switch. Today however, this negative view of code-switching has given way to a positive approach of looking at it. Recent studies view code-switching as a discourse strategy which manifests high levels of proficiency in both languages (Poplack, 1988; Myers- Scotton, 1993).

#### 2.2 Concept of Code-switching

A number of research activities have gone on in the area of language alternation otherwise known as code-switching in Ghana. Most often, the definitions of code-switching given by scholars reflect the writers' own interest and have failed to have a universal appeal. In this study, code-switching is defined as the use of more than one

language variety in the speech of a person. The use of two languages in the same discourse is generally referred to as code-switching.

Forson (1979) looks at both the grammatical and the sociolinguistic aspect of code-switching. He sees code-switching as a linguistic phenomenon in which almost all educated Ghanaians have a love-hate affair. By this concept, he suggests that Ghanaians show an ambivalent attitude as far as issues of code-switching are concerned. They hate code-switching because of the view that it has the potentiality of crippling the development of the indigenous languages, and they love it because of its pragmatic importance. He seems to suggest that code-switching is an unavoidable language contact practice available to educated Ghanaians. He thus observes code-switching as the situation in which we intend to be in our Ghanaian languages but in the process use a lot of materials from English.

Studying both grammatical and sociolinguistic aspects of code-switching between English and Akan, he explains that in English /Akan code-switching, it is Akan that becomes the matrix language while English forms the embedded language. He argues that in a situation where two systems are available to a speaker, as in code-switching, he will likely prefer the code with simpler structure and therefore, Akan having the simpler structure will set up the frame into which English words will be inserted.

Forson's (1979) perception of code-switching and his explanation that in Akan/English code-switching a speaker will prefer Akan merely because of the simplicity of its grammatical system goes contrary to MLF (Matrix Language Frame model) principle. According to Myers-Scotton's MLF (1993), in code-switching, it is usually the matrix language that directs the morphosyntactic structure in a mixed constituent, and for that matter, Akan being the base language of Akan/English code-

switching will necessarily determine the morphosyntax of the structure and not because Akan is chosen due to its simplicity in structure. His argument therefore that the choice is based on the speaker's preference is too simplistic. Again, he seems to ignore the complexities of code-switching as he hinges his analysis on clauses and phrases which are not sufficiently contextualized to demand the claims he makes about the phenomenon of code-switching.

Dako (2002) is of the view that, code-switching involves words with different language indices, inserted into phrase structure. Her study focused on the insertion of local items into English structures in the Ghanaian print media. She observes that though code-switching is prevalent in the Ghanaian media, writers consider the insertion of local items into English structure as inappropriate and for that matter italicize, underline, capitalize or put such words into inverted commas. According to her, in an intense contact situation there is always an attempt by language users to keep the languages involved apart. The speakers who switch codes have a notion of which words belong to which language. Her study was an attempt to bring to the fore the difficulty involved in distinguishing borrowing from code-switching. For her, what sets borrowing and code-switching apart are the degree of assimilation and the degree of frequency.

Her discussion however, deals with only the structural aspects of code-switching and does not take account of who switches codes or why people switch codes. She limits the phenomenon of code-switching to intra-sentential and tag switches. Quarcoo (2009) sees code-switching as "The use of two grammatical systems in a single clause" where the clause means a sentence. This definition is very limited and does not properly address the phenomenon. She investigated the constraints on English/

Akan code-switching, and therefore her definition suits her interest. She only looks at an aspect of code-switching that is, intra-sentential code-switching, and does not take account of the other types like tag and inter-sentential code-switching. For her, language alternation occurs within the clause.

Poplack (1988) holds the view that code-switching is the “smooth transition between LI and L2 elements marked by false starts, hesitations, or lengthy pauses”. This definition assumes that those who switch codes are not competent enough to use either of the languages involved in the switch. This view of code-switching is largely shared by Cook (2001), when he claims that switching occurs when a person needs to compensate for some difficulty, express solidarity, convey an attitude or show social respect. These definitions fit well into what Cummins (1981) terms as semi-lingualism. Cummins holds the belief that people who code-switch are those who do not command enough pieces in either language to form a complete code. This has been the idea of many researchers but I totally disagree to any suggestion that code-switching is a function of linguistic incompetence. The opposite is rather the case. My position is corroborated by Valdes-Fallis (1978) who argues that code-switching does not necessarily reflect a language deficit. There is enough research evidence to show that those who are involved in code-switching are rather people who are very competent in more than two languages (Myers Scotton 1993).

Romaine (1994) also sees code-switching as a “communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker”. This definition does not tell us what exactly code-switching is. It looks at code-switching in terms of the available code options at the disposal of the speaker. This view clearly is about the

linguistic choice one has to make as a bilingual. It assumes that once a speaker has more than one language in his linguistic repertoire, then that speaker switches codes. His definition does not account for the role of the listener or the linguistic situation. This makes his definition too speaker centered.

### **2.3 Code-switching in Ghanaian Classroom**

The phenomenon of code-switching in educational setting in Ghana has received a lot of scholarly attention over the last few years. Forson (1979) reports that code-switching was not a code choice in Ghana until after the early 1950s when English was introduced as the medium of instruction in the elementary schools. He observes that code-switching was highly marked in any formal setting involving even educated bilinguals because in any such setting, the unmarked code was an unmixed local language or English. Code-switching until recently was highly stigmatized and that its occurrence in any official setting was „an invitation to ridicule“ (Forson 1988). Today however, attitudes towards code-switching have changed, and recent studies have acknowledged the importance of code-switching among Ghanaians arguing that it has now become an expected code choice (Amuzu 2005). Subsequently, Amuzu even suggests that code-switching be renamed „the bilinguals first tongue“. His description of code-switching clearly conveys a positive attitude of code-switching which goes contrary to Forson’s description. The change of attitude today is reflected in the pervasive use of code-switching in all aspects of human endeavors in Ghana. It is observed on radios and televisions, and in churches and classrooms.

On code-switching in the Ghanaian classroom, a number of studies show that teachers and pupils employ code switching during lessons to achieve learning and teaching goals (Ezu, 2009; Amekor, 2009; Brew Daniels 2011). Ezu undertook a research work



in the Volta Region of Ghana to investigate the effects of code-switching on students' performance. His findings indicated that students at the senior high schools performed better when they are taught in English and a dominant Ghanaian Language of the area where the school is located. According to Ezu, teachers use code-switching to explain difficult concepts to their students. He therefore recommends that code-switching should be used as the medium of instruction in senior high schools. He reports that both the teachers and the students have positive attitude towards code-switching. He therefore, encourages its use in the classroom as the medium of instruction. The author through this study reveals that teachers have over the years been using code-switching illegally to achieve many pedagogical goals. He therefore, recommends the legalization of code-switching in Ghanaian senior high schools. His study shows that code-switching does not only enhance students' comprehension, it also encourages their participation in the academic discourse.

Quarcoo (2013) investigates the use of code-switching by students during academic group discussions at the University of Education, Winneba. She identifies two types of code-switching by the students- English/Akan code-switching on one hand and code-switching between English and the other indigenous Ghanaian languages on the other hand. Each of these types of code-switching, she explains, serves a specific social purpose. While code-switching between English and the other Ghanaian languages is used by students to index in-group communication or membership, English/ Akan code-switching on the other hand serves a dual purpose: it is used to index their university membership and also an out-group language used by the students for interaction. The other Ghanaian languages are therefore, strictly marked, and the use of any of them is a tool for exclusion. As she defines, using Akan does not exclude non-Akan, but the use of other indigenous languages that is not Akan

excludes those who have affinity to that language (Quarcoo 2013). The study revealed that students use English/Akan code-switching because it is easier to clarify issues in it. That aside, the study found that code-switching is an effective means of communicating ideas and gives pupils a better and improved understanding of what they are taught. Therefore, code-switching is used as a pedagogical tool in student's group discussion.

#### **2.4 Relationship Between Code-switching and Borrowing**

In drawing the difference between code-switching and borrowing, Gulzar (2009) argues that, the basic difference between code-switching and borrowing is that, borrowing has L1 history in the field of code-switching. He explains that borrowed words were initially introduced by bilinguals but, after some time, even monolingual speakers recognized those words as part of their language. By this explanation, he seems to support the school of thought that sees code-switching and borrowing as two distinct processes.

Poplack (1988), argues that importing a single term from one language to another is quite different from importing long stretches (phrases, clauses or sentences) from one language to another. To this group, for a word to be considered as a borrowed word, it must have undergone morphological and phonological transformation. Bentahilla and Davis (1983) argue that one of the major characteristics of borrowed item is to fill lexical gaps in the recipient's language. In fact, Gumpez (1982), argue that borrowing is a third form of language alternation. Kieswetter (1995) sees borrowing as words that have been integrated phonologically and morphologically into the host language.

The attempt to distinguish code-switching from borrowing has however been rejected by Myers-Scotton (1993) and her associates. Eastman (1992), for instance, states that efforts to distinguish code-switching, code-mixing and borrowing are doomed and we must make ourselves free of the need to categorize any instance of seemingly non-native material in languages as borrowing or a switch if we are to understand the cognitive, social and cultural processes involved in language contact. This group holds the view that drawing a distinction between the two terms does help in the analysis of bilingual speech. This group acknowledges a single word (insertions) as well as multiple words (alternation) as two forms of code-switching.

Macswan (1999) views code-switching and borrowing as the same process. He argues that code-switching and borrowing are always difficult to separate. It is not easy for linguist to distinguish between code-switching and borrowing in practical terms. Even though Myers-Scotton (1993) sees code-switching and borrowing as part of a single continuum, and argues that, „a categorical distinction between code-switching and borrowing need not be made“, she proposes “frequency as the best criterion to link borrowed forms more closely with the recipient language mental lexicon”. She again refutes the argument that borrowing has the sole aim of filling lexical gaps. She argues that not all borrowing occurs due to the perceived absence of an equivalent term in the recipient language culture. She explains that there are two types of borrowing- core and cultural borrowing. Core borrowing are those that have viable equivalents in the recipient language while cultural borrowing are those lexical items that are new and do not have equivalents in the recipient language. It is the core borrowing that she considers as part of a single continuum.

The present study is aimed at analyzing code-switching in a Senior High School English classroom, to establish why teachers adopt a bilingual approach in their teaching. This bilingual approach to teaching is the use of two or more linguistic items by teachers in their classroom interaction.

## **2.5 Code-Switching and Code-Mixing**

Code-switching and code-mixing according Myers-Scotton (1993), have been considered synonymous by some researchers, while others see them as two different phenomena. Myers-Scotton see code-switching and code-mixing as complementary terms. She claims that, the perceived distinction between the two processes is not really critical to the analysis of bilingual speech and that it is possible to observe the two phenomena in a single utterance in which case code-mixing may be embedded in code-switching. That is, the distinction between the two is not absolute and there are utterances which can be classified in either category.

Grosjean (1982) explains that, language alternation across sentence boundaries is known as code-switching while language alternation within a sentence is code-mixing. Hammers and Blanc (2000) hold the view that, in code-mixing, there is necessarily a base language. It is of course possible to see the two phenomena in a single utterance, in which case code-mixing can be embedded code-switching. It is only in code-mixing (intra-sentential) that the integration of the two grammatical systems of the languages involved in the discourse is required.

The study however, seeks to adopt the position taken by Myers-Scotton because the focus of the study is to find out why teachers use more than one linguistic variety in their teaching. Therefore, drawing a distinction between the two does not solve the problem here.

## 2.6 Types of Code-switching

Several researchers have attempted to provide a typological framework that account for the phenomenon of code-switching. Poplack (1988) identified three different types of code-switching, which are: inter-sentential, intra-sentential and tag code switching. Milroy and Muysken (1995) also identified the same types of code-switching with extra-sentential, which is similar to Poplack's tag code-switching.

1. **Inter-sentential code-switching:** in inter-sentential code-switching, the language switch is done at sentence boundaries – words or phrase at the beginning or end of a sentence. This type is seen most often in fluent bilingual speaker
2. **Intra-sentential code-switching:** in this code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitations, or pause to indicate a shift. Sometimes, the speaker is unaware of the shift.
3. **Tag code-switching:** tag code-switching involves inserting a tag or a short phrase in one language into an utterance that is otherwise entirely in another language. They contain minimal syntactic restriction. They include interjection, fillers and idiomatic expression.

Blom and Gumperz (1972) identify two types of code-switching practices- **situational and metaphorical code-switching**. **Situational code-switching** refers to the change of language which corresponds to changes in the situation, particularly participant, setting and activity type. For instance, when bilingual speakers are conversing, they tend to introduce words from a particular language to demonstrate that they have knowledge of a prestigious code, seen as an index of education level and social status.

They report that in Sauris, Italy for example, residents use localized German dialect at home but speak an Italian dialect in semi-public setting such as school and church.

This is the situation that exists in the context of the researcher where Twi is used in informal setting and English is used in formal settings like schools, parliament and courts. Blom and Gumperz (1972) posited that social events defined in terms of participants, setting and topic, “restrict the selection of linguistic variables” in a manner that is somewhat analogous to syntactic and semantic restrictions (p142). That is, in particular social situations, some linguistic forms may be more appropriate than others. For instance, the variety of language used by teachers and their students at school during teaching and learning will be different from the variety used by market women. It is important to mention that in situational code-switching, different social events may, for example, involve the same participants in the same setting when the topic shifts.

In situational code-switching therefore, there is a direct link between the situation and the language. In the classroom, situational code-switching can be applied to different kinds of tasks in which a specific use of code could be predictable. Similarly, in our schools, it is the type of social event that determines the code choice. In their classroom interaction with their pupils, teachers use English while the local languages are reserved for informal discussions. The use of English is confined to the classroom but any interaction, be it between teachers or between teacher and their pupils, especially outside the classroom situation, is held in the local languages and in the context of this research, Twi.

***Metaphorical switching*** on the other hand refers to factors that affect changes in language while the situation remains the same. This definition relies on the use of two language varieties within a single social setting. Gumperz (1972) regards metaphorical code-switching as symbolic of alternative interpersonal relationship. To

him, metaphorical code-switching is defined precisely by the violation of the expected code situation relationship. It is code change that occurs without any observable change in the physical situation. Here, the unexpected variety does not relate to the social situation, but rather it relates to particular kinds of topics or subject matter.

The unexpected variety, according to Heller (1988), then is the social meanings the variety has come to symbolize. An example of metaphorical codes-witching in the classroom discourse is that one language is associated with the role as a teacher and one with non-teaching guise (Simon, 2001). Blom and Gumperz (1972) give the example that in a business transaction, a clerk and a customer may use a more formal language variety and switch to a less formal variety for subsequent personal talk, which may “add a special social meaning of confidentiality or private to the conversation”. In such switching, changes in language affect changes in context and social roles without apparent prior changes in the physical or outward context.

In metaphorical code-switching, there is no link between the language and the social situation, and it is done only to achieve special communicative effect. This type of switching however is not used by secondary school teachers. This is because whatever code is used in the classroom by teachers, it’s always aimed at helping them achieve certain pedagogical objectives. It must also be mentioned that Gumperz study was based on switching between two dialects within the same language but in this study, the code switching that takes place in the Senior High School English Language classroom is the type that involves two different languages, and therefore using Gumperz model for the analysis might not produce the accurate results.

## 2.7 Functions of Code-Switching

Appel and Muysken (2006) identified the following functions or reasons for code-switching:

1. Lack of proper or equivalent terminology. The cause of code-switching can be explained as result of the language varieties and different settings in which codes are used. Sometimes, most of the languages and their terminologies lack equivalent words. Therefore, it is used to compensate for lack of an equal translation.
2. Acceptance. Code-switching done for social identity and linguistic integration. This is done in order for someone to feel accepted by a particular society. The issue of social acceptability tends to influence people to borrow words by switching to a more socially acceptable form of expression.
3. Expression. Code-switching can be used to expand on a fact that, in another language, may be understood better by the recipient. Here, the speaker uses more than one language to stress his self-identity or feelings to others in a conversation.
4. Exclusion or to show expertise. People code-switch to exclude others in a conversation that is regarded for the ears of those who understand the language Franca used at that point in time.
5. Social and identity function. Code-switching is often seen as functional when participants in conversation are being social. The function of code-switching to establish a form of identity is often noted between teenagers, who are able to understand one another and the code switches they make.
6. To provide interjection. Here the speaker switches to the language of the child in order to ask a question to the hearer's opinion.



7. To make emphasis. In this case, the speaker switches to the L1 of the child in order to make an important point known and clear to the child.

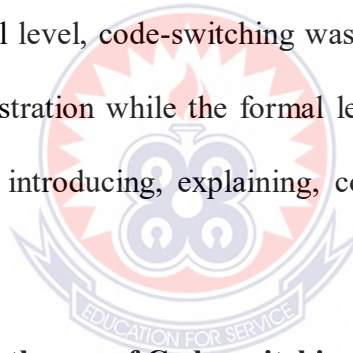
Ferguson (2003) reviews literature on code-switching research conducted in educational context and summarizes the functions of code-switching as identified by researchers on bilingual speech in the classroom in a post-colonial context. His findings showed that the functions of code-switching by teachers and students can be classified under three main categories. These are;

- i. Code-switching for Curriculum access. Here, code-switching is used to help learners to understand the subject matter of the lesson.
- ii. Code-switching for personal relation. According to Ferguson (2003), the classroom is not merely a place for learning; it is also a social environment in its own right. He explains that teachers who use only English are often perceived as distant and for this reason, teachers code-switch to other languages and as a result, manage the effective environment of the class. Such code-switching also indicates that teachers acknowledge their dual identities. That is, they are members of the teaching profession but also members of the local community.
- iii. Code-switching for classroom management discourse. This is when code-switching is used to motivate, discipline or praise learners, to deal with late-comers and disruption. This type of code-switching is also used to gain and keep learners' attention or to encourage classroom participation.

Also, in Kenya, Merritt et al (1992) conducted a study in three primary schools. Using ethnographic observation, the researchers explored what actually determined the teacher code-switching between English and Swahili. The reasons they found for which teachers code-switched includes, the socializing role of the teacher, the

importance of variation and repetition, and the teacher's linguistic competence and insecurity. Guthrie (1984) also thought that, the bilingual teacher was better placed when it came to the teaching of children. He identified the communicative functions of code-switching, and reported that Chinese switching was used for in-group discussions, for translation, for giving directions, for clarification and for checking understanding.

Nzwanga (2000) also conducted her research on the use of code-switching at the Ohio State University in a class where French was learnt as a second language. Her study looked at communicative and academic roles of code-switching. She established that, there are two levels of code-switching in the classroom interaction; formal and informal. At the informal level, code-switching was used for classroom management purposes and for administration while the formal level code-switching was used for academic functions like introducing, explaining, commenting, practicing the target language and so forth.



## **2.8 Related Findings on the use of Code-switching in the Classroom**

Atiemo (2015) investigated the linguistic behavior of pre-school teachers in their interaction with their pupils in the classroom. It was established that that pupils follow the teacher's code-switching pattern. It was observed that the pupils always spoke the language spoken to them by their teachers. However, inter-sentential, intra-sentential and tag code-switching as identified by Poplack (2006) were also observed.

Moetia, Kasim, and Fitriani (2018) also examined code mixing and code-switching in the classroom interaction and observed that the English teacher and students used code-switching to cover up the lack of target language proficiency of students and to make the process of transferring knowledge run smoothly and effectively in class.

They concluded that, code mixing and code-switching are pure and creative and could be a strategy that the teacher uses for facilitating students with low English proficiency in the English foreign language classroom but should be limited in order not to affect the students negatively.

Bhatti, Shamsudin, and Said (2018) examined code-switching in English foreign language classrooms and observed that, teachers code-switched to maintain discipline, translate new words and build solidarity and intimate relationship with the students before, during and after the lessons. This is not different from the findings of Rafique, Tabassum, Akram, and Khan (2020) who also observed in their work that, majority of students alter language code to overcome their incompetence in English Language, whereas instructors utilized code-switching strategy to deal with students' language incompetence and to explicate concept that does not have an equivalent match in English Language. Rafique et al (2020) continued to observe other functions of code-switching as identified by Appel and Muysken (2006) as checking students understanding, class management, and for ease expression of the students. However, Moetia et al, (2018), Bhatti et al (2018) and Atiemo (2015) observed inter-sentential, intra-sentential, and tag code-switching in their findings, as identified by Poplack (2006).

## **2.9 The Concept of Sociolinguistics**

Sociolinguistics could be generally defined as the study of the relation between language and society. Amuzu(2005) is on the view that, sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication; the equivalent goal in the society of language is trying to discover

how social structure can be better understood through the study of language. This shows that sociolinguistic investigates how social structure influences the way people communicate and how language functioned in society.

Gulzar (2009) also postulates that, sociolinguistics is the study of the relationship between language and society. He is interested explaining why we speak differently in different social context, and he is concerned with identifying the social functions of language and the ways it is used to convey social meaning. Therefore, there is a concern to explaining and identifying a language changes that spoken. On the other hand, Ezu (2009) is of the view that, sociolinguistics is the study of our everyday lives; how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language. It means sociolinguistics is not a study of facts but the study of ideas about how member of a particular society may influence the terms with our language use.

### **2.10 Theoretical Framework: Myers-Scotton's Markedness Model**

The theoretical framework employed in this study is Myers-Scotton's Markedness Model. The model is an attempt to establish societal and psychological reasons for code-switching. The theory provides four types of code-switching which are marked, unmarked, sequential unmarked, and exploratory code-switching (Rose & Van Dulm, 2006). The marked choice of language refers to speaking in a manner that it is not easily predictable by a community and unmarked choice of a language which is a manner of speaking well known to the community (Myers-Scotton 1998).

According to Rose & Van Dulm (2006), the Myers-Scotton markedness theory provides a useful structure for studying code-switching. They further explained the sequential unmarked type of code-switching as a switch that occurs when a topic in a

conversation is changed to disturb the relationship that existed between speakers. On the other hand, exploratory code-switching is a switch that occurs when the speaker is not sure of what to expect in a conversation (Myers-Scotton 1998). Rose & Van Dulm state that differentiating between marked and unmarked language choice define the social and psychological reasons for selecting a certain language over another in speech as they are at liberty to shape conversations in a manner that pleasing to the speaker.

From the theory, we can deduce that, a speaker initiates choices to change the existing situation and to achieve their communication goal. Code-switching can thus be used by a speaker to get attention from the audience who are able to interpret the switches because of the normative factors operating in the community. Similarly, in our everyday's interactions we switch codes as we think it is more rewarding than using one language.

## **2.11 Summary**

This chapter has presented the findings of some scholars on code-switching in educational settings in Ghana and in other parts of the world. Issues related to attitudes and actual use of code-switching by teachers have been the focus of code-switching research in recent years. The various studies suggest that code-switching plays an important role in the teaching and learning processes as students' participation and understanding may increase when teachers use the language(s) that are most familiar to them. This chapter also discussed the various terms and concepts in the field of code-switching as well.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter deals with the method and procedure employed in collecting data for the study and how the data were analyzed and presented. Also, how ethical issues were considered would be presented here.

#### 3.1 Research Design

The study employs qualitative research method. According to Owu-Ewie (2017), qualitative research involves detailed verbal descriptions of characteristics case, and settings by using interviews, observations and documents as data collecting procedures. In this study, qualitative research was employed because data collected were non-numerical.

However, the work is based on a case study research design. Case study, according to Yin (2014), is an empirical inquiry which investigates a phenomenon in its real-life context. The researcher used this design in order to apply multiple methods of data collection, such as observation and interview, to get in-depth information of the study.

#### 3.2 Research Site

Boateng (2016) and Patton (2002) agree that, a research site is an exact place and region where a particular research is conducted. Patton further states that, when a researcher indicates his research site, it allows his readers to follow the study.

This study was conducted in two Senior High Schools in the Berekum East Municipality, in the Bono Region. These schools were chosen due to their proximity to the researcher. Also, these schools offer English Language courses. Berekum is a town located in-between Sunyani (the Regional Capital), Dormaa Ahenkuro, Drobo,

and Seikwa. It has a population of about 160,256 (Ghana Statistical Service, 2010). Even though there are three government Senior High Schools in the Municipality but I chose two in order to enable me conduct an accurate research work to achieve the objective of the study.

The Senior High Schools chosen for the study were:

1. Methodist Senior High/Tech. School (MESTECH).
2. Presbyterian Senior High School (PRESEC).

### **3.3 Target Population**

A population is a group of individuals that have one or more characteristics in common and of an interest to the researcher (Best & Kahn, 2006). There are various ways to construct a population depending on the characteristics of interest. The purpose of any research is to discover principles that have universal application. However, it is not practical, if not impossible to study an entire population (Owu-Ewie, 2017). As indicated, a population is seen as a group of individuals with at least one common characteristic which makes them distinct from the other group of individuals.

The target population for this study was teachers who teach English Language in the selected Senior High Schools. This is because they were the people the study wants to find information from them.

### **3.4 Sample Size**

According to Best and Kahn (2006), sample size is also known as accessible population. And they are groups that are convenient for the researcher and representative of the overall target population. For example, one may want to study persons with reading problems. This is a large population and constituents in it are

divers on many other characteristics such as age, educational level, ethnic group and many more. Such a study on this population will be impossible and results could be invalid due to its size and diversity. Therefore, the researcher has to select a sample that will actually be studied.

The sample size for this study was 12 English teachers from the two schools. 6 were male and the remaining 6 were also female teachers. All these teachers were permanent teaching staff and first-degree holders. They were also native speakers of Akan. The table below shows the population of the English teachers from the two schools and the size selected for the study.

**Table 1: Number of English teachers and the size selected for the study**

School	number of teachers	size selected	male	female
MESTECH	10	6	3	3
PRESEC	11	6	3	3
<b>Total</b>	<b>21</b>	<b>12</b>	<b>6</b>	<b>6</b>

### 3.5 Sampling Technique

In a research work, samples are not selected haphazardly but in a systematic way. This work employs purposive and simple random sampling. According to Owu-Ewie (2017), purposive sampling is sampling method in which elements are chosen based on purpose of the study. Here the sample is selected because they possess the information the researcher needs. I used this method to select the English teachers in the two schools since they were the people I needed information from.

Simple random sampling on the other hand, according to Owu-Ewie (2017), is obtained by choosing elementary units in such a way that each unit of the population has an equal chance of being selected. Here in other not to be biased in the selection



of the unit of the participants, words, “*yes*” and “*no*”, were written on pieces of paper for the participants to pick. Those who picked “*yes*” were selected for the research.

### **3.6 Data Collection Procedure**

In every research work, the researcher must have the best procedure of collecting, measuring, and analyzing accurate insights for research using standard validated techniques. The researcher employed observation and interview for data collection in this work.

#### **3.6.1 Observation**

Observation is the primary technique of collecting data on non-verbal behavior. It involves getting to the field; participants, organization etc to collect data based on their behavior (Owu-Ewie, 2017). He further states that, it is often referred to as field work because it takes place in the field.

I employed observation guide as one of my procedures in collecting data from the participants in this study. I travelled to the two schools to observe the situation over there concerning English-Twi code-switching. I went to the various classrooms with the teachers and watched them in their teachings. Statements and phrases containing English-Twi code-switching were recorded in a book.

#### **3.6.2 Interview**

According to Owu-Ewie (2017) and Boateng (2016), interviews are purposeful conversations with subjects to obtain information to answer a research question. Owu-Ewie continues that, there are three forms of interviews: Structured, semi-structured and unstructured.

*Structured Interview:* this form of interview has formally prepared questions and all subjects are asked the same questions. The purpose is to offer each subject the approximately the same questions so that the responses can be compared.

*Semi-structured Interview:* this is the type of interview where the researcher specifies issues and topics to be covered in an outline form and the interviewer decides the sequence and wording in the course of the interview.

*Unstructured Interview:* this type of interview schedule has no predetermined questions before the interview but questions emerge from the immediate context and are asked as the interview evolves.

However, I employed structured interview for this study. This is because I did not want to deviate from the order in which the questions are arranged when asking them. I wanted to ask the questions exactly as written in order to get accurate information needed for the study. The interview was done individually with the participants at the two schools. It took about 5 to 10 minutes to complete every session. The interviews were recorded on phone based on the participants' consent.

### **3.7 Source of Data**

The study employs both primary and secondary source of data. The primary data were the information from the participants that are categorized and analyzed in the study. The secondary data was also the information from journals, articles, and other documents to support the study.

### **3.8 Data Analysis Procedure**

The data collected for the study were analyzed through coding and categorization. In this case, audio recordings of interviews and discussions were transcribed or converted into text format, and were labeled and organized to identify different themes based on the research questions.

### **3.9 Ethical Issues**

I was introduced to participants through Heads of Departments from the two schools. I sought participants' consent for the study. The confidentiality of the participants was observed. Participants were given room to exit in course of the study if he or she wish to discontinue.

### **3.10 Summary of Chapter**

This chapter has discussed the method and procedure employed in collecting data for the stud and how the data was analyzed and presented. The study employed qualitative research because data collected were non-numerical. The study was conducted in specific place with the group of individuals to interest the researcher. These chapters also explain the score of data, data analysis and procedure and ethical issues by some scholars.

## CHAPTER FOUR

### DATA ANALYSIS

#### 4.0 Introduction

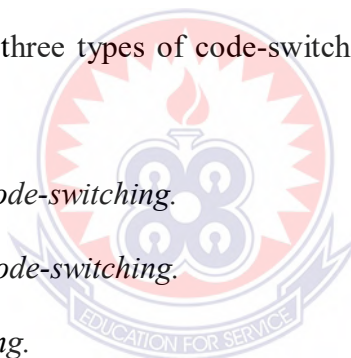
This section analyzes the primary data collected from the participants. Some of the extracts from interview with English teachers as well as code-switching in teaching and learning process observed are discussed here. It continues to give answers to the research questions of the study.

#### 4.1 What are the types of code-switching identified in English classroom?

The transcribed utterances obtained for this study was examined for themes and was compared to other published materials to draw meaningful interpretation out of them.

This work observed the three types of code-switching identified by Poplack (2006) and Muysken (1995) as:

- a. *Inter-sentential code-switching.*
- b. *Intra-sentential code-switching.*
- c. *Tag code-switching.*



##### 4.1.1 Inter-sentential code-switching

In inter-sentential code-switching, the language switch is done at sentence boundaries – words or phrase at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers. Some of the Twi-English code-switching identified in this work are below:

##### Extract 1

**Tr:** Now I could see **sc obiara ate asec.**

*(Now I could see that everyone has understood the concept)*

From this extract, the teacher accepted the fact that the students have understood what he was teaching. But in his affirmation, started with English and ended with Twi in the same clause or sentence.

### **Extract 2**

**Tr:** The difference between the two **no ne sj**, metaphor **no de biribi gyina hc ma biribi foforc jnna** simile **no nso de biribi toto biribi foforc ho**.

*(The difference between the two is that, the metaphor represents something to something while simile compares something to something)*

Here, the teacher began the sentence in English and ended in Twi in the subordinate clause. The main clause, however, was stated in Twi but the teacher forgot to mention the Twi name of *metaphor* and *simile* in the main clauses. But in other words, the *metaphor* begins the first main clause while the *simile* also begins the second main clause. Hence, inter-sentential code-switching is observed.

### **Extract 3**

**Tr:** **jnyj nokorj**, you all copied.

*(It is never true, you all copied)*

The teacher here began in English and ended in Twi in the same sentence. Hence, inter-sentential code-switching is observed.

### **Extract 4**

**Tr:** Now I want you to give me some examples of simile. **Yei dej obiara bjka bi**.

*(Now I want you to give me some examples of simile. This time everybody will give one example)*

### **Extract 5**

**Tr:** Ok, this is what she is saying. **Mowc ho asjmka?**

*(Ok, this is what she is saying. Do you have anything to say about it?)*

From Extract 13 and 14, the teacher begins his conversation with the students in English in the first sentence and next sentence in Akan, in the same text. He portrays inter-sentential code-switching at the sentence level since he alternated between English and Akan in sentences within the same text.

### **Extract 6**

**Tr:** If you don't know the box number, don't leave the space blank. **Bc wo tirim na twerj bi hyj hc. Mote dej merekyerj no ase?**

*(If you don't know the box number, don't leave the space blank. Write any number of your choice there. Do you get what I am saying?)*

Here, we could see that, there are three main sentences within the same text. The teacher started the first sentence in English and switched to Akan or Twi in the second and third sentences respectively, which portrays inter-sentential code-switching at the sentence level.

#### **4.1.2 Intra-sentential code-switching**

In this code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitations, or pause to indicate a shift. Sometimes, the speaker is unaware of the shift. Intra-sentential code-switching identified in this work are as follows:

### Extract 7

**Tr:** What am saying **ne sj** we write only one address when we are dealing with informal or semi-formal letter.

*(What am saying is that, we write only one address when we are dealing with informal or semi-formal letter)*

### Extract 8

**Tr:** Next time **wopue na wansiiki** permission **a** I will sack you.

*(Next time if you go out without seeking permission, I will sack you)*

From extract 7 and 8, it could be observed that, the speakers engaged in switches between English and Akan lexical items within the same sentence. This therefore, depicts intra-sentential code-switching.

### Extract 9

**Tr:** **Da kore yjbekc** excursion **wc hc**

*(One day we will go there for an excursion)*

### Extract 10

**Tr:** **Momma yjmfa jno nto hc ansa na** at the right time **no ybjka ho asjm.**

*(Let's keep this for a while at the right time we shall discuss it)*

Though it was an English lesson but the teacher switched to Twi in extract 18 and 19 respectively. The shifts were made in the middle of the sentences without interruption. However, the English shifts were understood by the students.

### Extract 11

**Tr:** These literature books **no sj woankenkan a** you can't answer any literature question during examination.

*(These literature books if you don't read them you can't answer any literature question during examination)*

This Extract too (extract 20), the sentence was in English but the teacher made a shift in Twi at the middle, depicting an intra-sentential code-switching.

#### **Extract 12**

**Tr: Bere biara no** make sure **sj womfa mfrafra.**

*(Always make sure that you don't mix them)*

This extract too, the explanation was meant in Twi but the teacher switched to English in the middle.

#### **4.1.3 Tag code-switching**

Tag code-switching involves inserting a tag or a short phrase in one language into an utterance that is otherwise entirely in another language. This type of code-switching according to Poplack (2006), contained minimal syntactic restriction and therefore, they do not break the syntactic rules of the first language (L1) when inserted into a sentence. They include interjection from one language into an utterance of another language. The following are some of the tag code-switching identified in this work:

#### **Extract 13**

**Tr: Ei!** So no one is reading for us?

#### **Extract 14**

**Tr: Alright!** yjntoa so.

*(Alright let's continue)*

As we can deduce from the extract 13 and 14 above, the interjections that the teacher used before the statements express emotion or feelings, depicting tag code-switching.



#### 4.1.4 Summary

This section has analyzed the primary data gathered from the participants. It has also answered the research questions of the study based on the data gathered.

#### 4.2 Why do English teacher code-switch in the teaching and learning process?

The data gathered generally indicates that, some English teachers code-switch to perform functions related to academic, socializing, and management functions as identified by Ferguson (2003). These constitute the three broad functions under which the data gathered were classified. It was observed and recorded in the study that teachers use code-switching to perform functions related to academic discourse more than any of the two functions.

##### 4.2.1 Academic Function of Code-switching

Some of the teachers said in their interview that, they sometimes code-switch to the local language of the students (Twi) in order to help them understand the subject matter of the lesson. Sometimes too, they switch for explanation, for checking understanding, for translation, and for encouraging learners' participation. Some of the English-Twi code-switching extracted under this section are below (the Twi words are written in bold, while the whole statements are written and translated in italic in English Language for better understanding).

##### ***A: Extracts from interview with teachers:***

##### **Extract 15**

Tr: There are special students in the class who sometimes find it difficult to understand the English Language, so I switch to their local language for them to understand what I am teaching.

### **Extract 16**

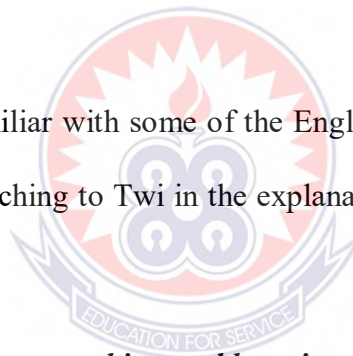
Tr: Looking at the background of most of the students here, they understand the local language better as compelled to the English Language. Because of this, I normally switch to the local language when there is a technical concept in my teaching, so that it would be better understood by them.

### **Extract 17**

Tr: Even there is a saying in Akan that states that, an important issue is spoken in Twi. Is that not it? Yes. So whenever there is an important issue to be explained to my students, I come down to the local language that is Twi, so that it would be clear to them.

### **Extract 18**

Tr: The students are familiar with some of the English words or names in their local language (Twi). So, switching to Twi in the explanation makes teaching and learning easier to me.



**B: *Extracts from classroom teaching and learning process:***

### **Extract 19**

**Tr:** Now after the salutation, you have to write a heading. The heading summarizes the entire letter to the reader. Heading **no na jma ckenkanfoc no hunu dekodej a letter no kasa fa ho.**

*(Now after the salutation, you have to write a heading. The heading summarizes the entire letter to the reader. It is the heading that will tell the reader what the letter is about)*

In this extract, the teacher stated the concept he was teaching (heading) in English but he switched to Twi, which happened to be the mother tongue of most of the students,

to explain the “heading” to the learners. Though it was an English Language lesson but the teacher had no choice than to fall on the language of the students in order to better explain the subject matter. However, this teacher thought he was explaining the concept to the students in Twi but in the process, he used English items like “heading” and “letter”. This could be explained that there are certain words in English that cannot be adequately translated or explained in Twi. Also, he did not consider the word “letter” as English item because it has been used to the extent that it has been integrated phonologically in Akan as “**ljtj**” instead of “**krataa**”.

### **Extract 20**

**Tr:** Woba body of the letter **no a, jha ne** letter **no ankasa** ...but make sure **sj wobc** arrange **wo nsjm no** in paragraph form. Are you getting me?

*(The body of the letter section is the main letter ...but make sure that you arrange your issues in paragraph form. Are you getting me?)*

Here, the teacher wanted to explain to the students what entails in the body of a letter by switching to Twi, which will make the students understand the concept better. However, the English item used is more than the Twi items used in explaining the concept. Though the teacher was a native Twi speaker as identified in the interview but it is obvious from this extract that the teacher cannot better explain certain concepts as spoken in Twi. Meanwhile, when the teacher asked the entire class whether they have understood what he was saying, they responded “yes sir!” which suggested that they have understood the teacher’s explanation.

### **Extract 21**

**Tr:** Now let’s move to qualitative adjectives. But, **wo a wonte biribi ase wc ha no, ka ansa na yjatoa so.**

*(Now let's move to qualitative adjectives. But if there is anyone who doesn't understand anything under this section, say it before we move on)*

In this extract, the teacher who just finished teaching a topic under „Adjectives“, wanted to move to the next sub-topic but wanted to be sure that the students do not have any problem from the teaching and learning process before he proceeds to the next lesson. He then switched to the local language (Twi) to tell the students. Here, the teacher used Twi throughout without adding English item to fill a lexical gap.

### **Extract 22**

**Tr:** Metaphor in Twi means „**nnyinahcma**“. **Sj wode biribi jgyina hc ama biribi foforc.** So if we say „*Kofi is a pig*“; it means, **yjde prako regyina hc ama Kofi.** Therefore, **esu biara a jwc prako ho no, kofi we bi. Nti obi bjtumi aka sj: kofi mpj adwarej, kofi didi dodo, kofi pj fi, ne ade.**

*(Metaphor in Twi means „nnyinah]ma“. That is, using an object in place of another object in a speech. So if we say „Kofi is a pig“ it means we are comparing a pig to Kofi. Therefore, Kofi exhibits every characteristics of a pig. Somebody can therefore say: Kofi doesn't like bathing, Kofi eats a lot, Kofi like dirt, and so on)Y*

Here, the teacher code-switched to translate the word, „metaphor“, to its Twi word as “**nnyinahcma**” and also went further to give its explanation in Twi. The teacher wanted the learners to get clear understanding of the concept in order to get them involved in the teaching and learning process. When the teacher mentioned one characteristic Kofi can exhibit as a pig in the local language, some of the students got involved by also giving some characteristics that Kofi can exhibit as well. The teacher then asked them to say the examples they gave in English and some of them did. It

was English Literature lesson though, but the teacher switching to Twi enabled the students to get clear information of the concept better in the local language.

This particular teacher was teaching in a form one class and at this level, they were just introduced to English Literature. Therefore, if the teacher teaches entirely in English without switching to explain some concepts being taught in the students' local language (Twi), they will become passive observers. The teacher code-switched to Twi in order to reduce the comprehension burden of the learners and makes it easier for them to focus on the important messages in the teaching and learning process.

This teacher is an English Language teacher but from the extract, I can say that he has much knowledge in the local language, Twi. Hence, the use of the Twi term for metaphor, its explanation, and examples given.

### **Extract 23**

**Tr:** Now give me an example of a simile. **Yei dej obiara bjka bi nti hyj asej pj wo example to hc.**

*(Now give me an example of a simile. This time everybody will give one so start thinking about the example you will say)*

Here, the aim of the teacher is to ensure that the students he is teaching get involved in the lesson. And one way to achieve this aim is to ensure that every student speak by giving an example of what is being taught. By so doing, the teacher could identify the students who don't have clear understanding of the concept and help them in the process. He therefore, switched to Twi to make emphasis of what he just said.

#### 4.2.2 Socializing Function of Code-switching

This type of code-switching is for personal relationship. Furguson (2003) is of the view that, the classroom is not merely a place for learning; it is also a social environment in its own right. He further explains that teachers who use only English in teaching are often perceived as distant. Teachers code-switch to the local language of the students or the community to indicate that they are members of the teaching profession and also members of the community.

From the interview gathered, some of the teachers said that, they sometimes code-switch to establish social relationship with the students. Some also said they code-switch to Twi for affective and solidarity effects. Some of the English-Twi code switching extracted under this section are:

**A: *Extracts from interview with teachers:***

##### **Extract 24**

Tr: Always speaking English to the students could prevent some of them to share their problems to you so normally I employ both English and Twi when interacting with them.

##### **Extract 25**

Tr: Yes, it is clear that the medium of instruction is English Language but when I am not teaching, I don't always speak English to the students. Sometime as a teacher, you have to give room for every student to express himself or herself.

##### **Extract 26**

Tr: Sometimes I pause in course of teaching and switch to Twi especially, when I am telling them a story. This gives them a form of refreshment to continue the teaching and learning process.

### **Extract 27**

Tr: I do that especially, when I am teaching in form one. Switching to their local language creates cultural identity. They see you as part of them and because of that, they always feel free when talking to you.

### **Extract 28**

Tr: When you switch to the L1 of the students, they always get closer to you because they can communicate to you either in the L1 or L2.

**B: *Extracts from teaching and learning process:***

### **Extract 29**

**Tr:** Here, you can write either your real name or nickname. For example, madam, **wo „guy name“ de sɔn?** (Student: sir, **menni bi o**). **Enti memma wo bi?** (Student: sir, **daabi**). Oh, **ma me mma wo bi**. **Anka cbɔfata wo o**.

*(Here, you can write either your real name or nickname. For example, madam, what is your nickname? (Student: sir, I don't have one). So, should I give you one? (Student: sir, no). Oh, let me give you one. It will benefit you)*

Here, the teacher was teaching informal letter writing and got to the subscription stage. He then switched to the local language of the students. Though the conversation between the teacher and the student has no academic value but it was used by the teacher to show solidarity to the student and the entire class.

### **Extract 30**

**Tr: Ei, asj jnnj lesson yi dej mo ani aha yi j. Anaa moabrj?** (Students: yes sir). **Saa? jnnej obiara nscre ntenetene ne mpom kakra na yjntoa so na ybjwie seisei ara.**

*(it seems you are not concentrating on today's lesson. Or you are tired? (Students: yes sir). Really? Then everyone should stand up and stretch small and let's continue we will soon finish)*

This particular teacher was teaching prior to closing time so the students were exhibiting some kind of tiredness. He however, switched to Twi to tell the students that he cares for them. The language used was outside the formal teaching but it motivated the students to become involved in the teaching and learning process. It was also used to imply "I am one of you"

#### **4.2.3 Management function of Code-switching**

This type of code-switching is used to motivate, discipline or praise learners. It is also used to gain and keep learners' attention and to encourage classroom participation. Some code-switching extracted under management function are below:

**A: Extracts from interview with teachers:**

##### **Extract 31**

Tr: To me, it is a form of emphasis when giving a command to the students.

##### **Extract 32**

Tr: when a student does well and you commend him or her in the local language, it motivates that student and the others to do more especially, when they are new in the system.

##### **Extract 33**

Tr: I think when an instruction is given to students in the local language, everyone will understand so they will take it serious.



**B: Extracts from teaching and learning process:**

**Extract 34**

**Tr:** H[! wo dej tena akyire hc na kasa. Mewiee fa ha yi ara na merepepa atoa so afiri hc.

*(Hey! You just sit at the back and talk. I will clean that part and continue from there when I finish writing here)*

From this extract, the teacher had finished teaching and was giving notes to the learners. However, one of the learners paused to write and was talking to a colleague. The teacher turned and saw him so he switched to the local language, Twi, to warn that particular student. He code-switched to Twi in order to get the student's attention in the writing and also, his intention (the teacher) to clean the other part after he's done with the other part.

**Extract 35**

**Tr:** So what will be your title for this passage? (the student is still sitting). **Scre!**

*(So what will be your title for this passage? (the student is still sitting). Stand up!)*

Here, the student was sitting down when she was supposed to answer the teacher's question. The teacher then commanded her to stand up by switching to Twi. In this case, the teacher switched to Twi as a disciplinary measure to get the student into order.

**Extract 36**

**Tr:** Next time **wopue na wan siiki** permission a, I will sack you. You hear?

*(Next time if you go out without seeking permission, I will sack you. You hear?)*

From this extract, the student went out without seeking permission from the teacher. When the student returned, the teacher switched to Twi to warn him. The teacher

switched to Twi to emphasize the action of the student and warned him not to repeat that act again.

#### **4.2.3 Summary**

This section has analyzed the primary data gathered from the participants. Data collected through interview as well as those observed in the teaching and learning process were discussed in this section. It has also answered the research questions of the study based on the data gathered.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter highlights the findings of the study. It continues to talk about the contribution of this study and recommended areas that could be worked on by other scholars.

#### 5.1 Research Findings

The study investigated the use of code-switching in English Language lessons by teachers at the secondary level of education. It was aimed at finding out if English Language teachers during teaching and learning process in the classroom, and also to find out why they code-switch. The study also examined the types of code-switching English Language teachers use during their teachings. The main purpose of the research questions was to enable the study to explore the linguistic behavior of the English Language teachers in the classroom.

The data gathered showed that the teachers employ code-switching in their classroom discourse. It was observed that the teachers use code-switching not only for academic reasons but also for socializing and for class management purposes. The study revealed that teachers mostly switch code to perform the academic related functions like translation, explanation of concepts, checking understanding, encouraging participation of learners, emphasizing appoint and correcting students or learners. All the teachers in this study performed an academic related function by means of code-switching.

However, some teachers considered socializing function of code-switching during the interview session. The observation data gathered also regarded socializing function of

code-switching by the teachers. Socializing function such as establishing social relations and creating a sense of belonging are always done in the children's mother tongue.

Another finding was that, the amount of the teachers' code-switching depends very much on the aspect of the English Language and the topics being treated. The study reveals that teachers code-switch more often when dealing with aspects like Literature and Grammar. The reason being that most concepts in these areas are technical and therefore, should be brought to the language of the learners for better understanding. However, the patterns of English-Twi switching were occasioned by the fact that the majority of the teachers and the students share a common language (Twi). Sometimes, some of these code-switching practices by the teachers are either planned or unplanned and are triggered by the students' code choice some other behavior during classroom discussion.

It was also observed in the study that, the three types of code-switching identified by Poplack (2006) were identified in the utterances of the teachers in the English Language lessons. Inter-sentential and intra-sentential code-switching were observed to be mostly employed by the teachers during lesson delivery as compared to the tag code-switching. The usefulness of these two types of code-switching lays the fact that they enable the teachers to communicate their thoughts properly to the students.

Finally, the study found out that, there were switching occasioned by the desire to fill a lexical gap. This condition made the use of what Dako (2002) calls „Ghanaianism“ and the use of „hybrid“ forms (mixing English and Twi in the same word). Sometimes the teacher could have avoided the hybrid form by using English or Twi entirely but since the words, according to Poplack (2006), are „phonological“ and „morphological“

integration in Twi, some of the teachers take them for granted that they were Twi terms. Example was: “Next time **wopue na wansiiki** permission **a** I will sack you”. Meaning, “*Next time if you go out without seeking permission, I will sack you*”. „**Siiki**“ is a corrupted form of the verb „**seek**“. It could be therefore argued that these hybrid words are temporary borrowing since English words are borrowed into Twi by adding Twi case ending to them in order to make them sound like Twi.

## **5.2 Contribution of the Study**

One educational area that has not received much research attention is the linguistic behaviour of teachers in the classroom especially, at the secondary school level. Through this study, awareness is raised for teachers to know that even though code-switching helps them to pass information to their learners, they should use it carefully and not to abuse it. The ratio of the use of the L1 and English should be clearly spelt out by language policy makers and teachers should apply it strictly in the classroom. This is because, the issues relating to the medium of instruction have always been left to the discretion of the teachers. The study therefore, highlights the discrepancy between the national language policies and classroom language practices.

## **5.3 Conclusion**

The study observed the linguistic behaviour of English teachers in the classroom and has found that the teachers use code-switching triggered by many factors. This is a confirmation of Wardhaugh (2006), who argues that code-switching is unavoidable with culturally and linguistically diverse people.

Again, code-switching, according to the study, appears to be a useful tool that helps the teachers to check understanding, explain concepts, to manage the class among others. Inter-sentential, intra-sentential, and tag code-switching were observed to be

used by English teachers at the Senior High School level as observed by Poplack (2006).

#### **5.4 Recommendation**

The study concentrated on the linguistic behaviour of the English Language teachers at the Senior High School level. A study can be conducted on the aspect of bilingual classroom discourse where the linguistic behavior of the learners will be focused.



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