

UNIVERSITY OF EDUCATION, WINNEBA

**CODE-SWITCHING IN THE ENGLISH LANGUAGE CLASSROOM: THE
CASE OF SELECTED JUNIOR HIGH SCHOOLS IN ASIKUMA- ODOBEN -
BRAKWA DISTRICT**



SOLOMON ADDO TAGOE

(8160030008)

**A thesis in the Department of Basic Education, Faculty of Educational Studies,
Submitted to the School of Graduate Studies in partial fulfillment**

of the requirements for the award of the degree of

Master of Philosophy

(Basic Education)

in the University of Education, Winneba

FEBRUARY, 2019

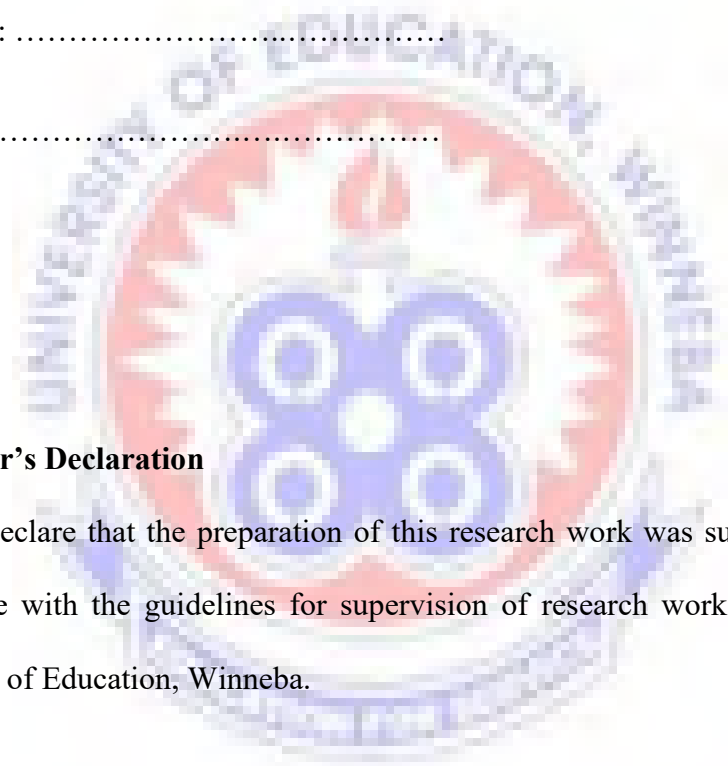
DECLARATION

Student's Declaration

I, Solomon Addo Tagoe, 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 of this research work was supervised by me in accordance with the guidelines for supervision of research work laid down by the University of Education, Winneba.

Nam of Supervisor: Dr. Charlotte Fofu Lomotey

Signature:

Date:

DEDICATION

I exclusively dedicate this research work to my family: Mr Clement Ayitefio Tagoe (father), Elizabeth Doe Sarpong (mother) and siblings: Richard Tagoe, Eunice Tagoe and Faustina Tagoe. I appreciate their many sacrifices throughout this journey.



ACKNOWLEDGEMENTS

I humbly acknowledge my supervisor, Dr Charlotte Fofu Lomotey, for being a mother to me. I sincerely appreciate her encouragement to push harder and her patience for my slow pace of work. This work would not have been possible without this angel in human form: Mr Kweku-Esia-Donkoh. He is an inspiration to me and I am most grateful to him. I respectfully and sincerely thank my wife Mrs Gloria Addo Tagoe for her support in diverse ways. But for her, this achievement would be a challenge. I also thank my children: Jayden Maaety Tagoe, Perpetual Addo Tagoe and Sylvester Addo Tagoe for sacrificing their comfort to enable me come this far. I am most grateful to the headteacher and staff of Kuntanase Salvation Army Basic School for being there for me when I needed them most. Finally, I acknowledge Pastor Amankrah of ICGC and the entire membership, especially Mr and Mrs Addai, for their prayers and encouragement to fight on. I say I am most grateful to you all and may God replenish all that you might have lost because of me.

TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	2
1.2 Statement of the Problem	7
1.3 Purpose of the Study	9
1.4 Objective of the Study	10
1.5 Research Questions	10
1.7 Scope of the Study	11
1.8 Limitation of the Study	11
1.9 Definitions of Terms	12
1.10 Organization of the Study	12
CHAPTER TWO: LITERATURE REVIEW	14
2.0 Introduction	14
2.1 The role of the first Language in Learning a Second Language	16
2.2 Arguments in Support of the first Language in Second Language Learning	20
2.3 Argument in Favour of English-only in the English Classroom	26
2.4 Code-Switching	29

2.5	Code-Switching in the English Language Classroom	31
2.6	Code-Switching in a Bilingual or Multilingual Context	38
2.7	Teaching English Language in Junior High Schools in Ghana	44
2.8	The use of Code Switching in the English Language Classroom	46
2.9	Reasons for Code Switching in the English Language Classroom	49
2.10	Summary	54
CHAPTER THREE: METHODOLOGY		55
3.0	Introduction	55
3.1	Research Design	55
3.2	Population	56
3.3	Pilot Study	56
3.4	Sample and Sampling Procedure	56
3.5	Data Collection	57
3.6	Validity	60
3.7	Data Analysis	60
3.8	Conclusion	61
CHAPTER FOUR: RESULTS AND DISCUSSIONS		62
4.0	Introduction	62
4.1	Analysis of when code-switching occurs in the classroom	63
4.2	Reasons for Code-Switching in the English Language of Classroom	86
4.3	Functions of Code-Switching in the English Classroom	99
4.4	Conclusion	107

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	109
5.0 Introduction	109
5.1 Findings of the study	110
5.2 Benefits of Code-Switching in the Ghanaian Classroom	111
5.3 Implication of the study to the Ghanaian English Language Classroom	115
5.4 Conclusion	118
5.5 Recommendation	119
5.6 Suggestions for Future Research	120
REFERENCES	122
APPENDIX 1: Semi-Structured Interview Guide	132
APPENDIX 2: Transcription of English Language Lesson	133



LIST OF TABLES

Table	Page
1: Schools and Teachers Observed	87



ABSTRACT

In every aspect of human life, language is an important form of communication and that is one of the skills that the school system seeks to develop. Ghana as multilingual country has a challenge to meet due to the numerous languages that students are exposed to. This makes it difficult to effectively learn the target language. In order to communicate well with students in the English language classroom (L 2), teachers code-switch for several pedagogic reasons. This study sought to find out when code-switching happens in the English language class, the reasons for which teachers and students code-switch, and the benefits they derive from it. The research design that was adopted for the study is a qualitative descriptive survey. Qualitative approach which involves audio-tape recordings, interviews and observation of the classroom interaction between teachers and pupils were used to gather data. The main purpose of using a descriptive survey is to observe, describe and document aspects of the English language teaching-learning classroom as it naturally occurs. The sample population for this study consisted of J.H.S 1 to JHS 3 students and English teachers of the selected schools. Convenient sampling technique was used to select six JHS teachers from six schools from six towns in the District. The schools selected for the study were Asikuma R/C Boys' JHS, Brakwa Presby JHS „A“, Odoben R/C JHS, Supunso D/A JHS, Asarikwa JHS and Eshiem D/A JHS. Quota sampling technique was used to select the six towns for the study. The analysis revealed that code-switching occurs at various stages of lesson delivery: introduction, content delivery, evaluation, and closure in the classroom. The study also revealed that code-switching was used for academic, socializing and management functions in the English language classroom. Finally, code-switching was found to have significant benefits to the English class, some of which are to help to meet the individual needs of the students help build rapport between teacher and students and help the teacher to draw the attention of students. Others are that it is an important communication strategy and instructional tool for both teachers and students, it is used to clarify their understanding of lesson contents, used as a tool to correct students during instruction, and to increase students' participation and activeness in class. Based on these findings, it is concluded that teachers and students should judiciously use code-switch in the English language classroom in order to effectively accelerate the learning of English.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

As increasing numbers of first language speaking students enter the school system throughout Ghana each academic year, various school authorities are faced with the challenge to meet the academic needs of these students with respect to the medium of instruction (MOI). These students enter the mainstream Junior High School (JHS) classroom with varying levels of mastery of the English language; while some begin school with fluency or competence in both English and their native language, others are monolinguals and have mastered just minimal vocabulary in even their native languages. It is these students who have caused educators to re-examine their pedagogical skills (Susana, 2002). This is because it is the duty of teachers to impart knowledge to students and to achieve this, interaction between students and teachers is very important. Therefore, teachers employ all tools possible to achieve such purpose.

There have been several policies with regards to the type of language to use in instruction in Ghana. For example, in Guggisberg's educational policy from 1925 to 1951, the medium of instruction was a Ghanaian language for the first three years at the primary level. No Ghanaian language was used as a medium of instruction between 1957 and 1966 and from 1966 to 1969, Ghanaian language was used in only Primary 1 (Owu-Ewie, 2006). Between 2002 and 2006, no Ghanaian language was used as medium of instruction in Ghanaian schools. The National Literacy Accelerated Program (NALAP) states that students should be instructed in their native language from the pre-school to Basic Stage 3, while English language is used as the medium of instruction from Primary 4 to the tertiary level. Before the NALAP policy,

other policies like the 2002 language policy states that only English should be used to instruct the students while another states that the native language of the student should be used to teach the student up to Primary 3. In reality, teachers and students do use the L1 to achieve results even when L1 is not to be used as the MOI. Some teachers may use the English language throughout their lesson and others may code-switch to instruct even at the Junior High School (JHS). If that is the case, then teachers code-switch, based on some conditions; it may probably help the teacher to attain his or her stated objectives in the language classroom. For this reason, the researcher seeks to find out the reality in the English language classroom, focusing on teachers in the Asikuma-Odoben-Brakwa District in the Central region of Ghana.

1.1 Background to the Study

In a developing country like Ghana which is faced with the challenge of multiple indigenous languages developing at a very slow pace to attain official language status, using any of the indigenous languages as the official language for the country would be difficult. It is prudent to use the English language as the official language due to its already dominant role in the country. It is not surprising that English continues to be Ghana's official language and occupies an enviable position in the Ghanaian society. English is the language used virtually to do everything in all aspects of the Ghanaian culture; the language of education, the press, the judiciary, parliament, government business and the military (Atiemo, 2015). This has compelled both government and parents to put prestige on English language, making everybody yearn to speak English. This is because the individual takes pride in being learned and from a good home, if that individual can speak the English language well. It is not uncommon to hear our leaders and people in authority speak any indigenous language and switching to English. Although the constitution of the country Ghana, is emphatic

that one qualifies to be citizen if that individual can fluently speak one of the indigenous languages of the country (Anyidoho & Dakubu, 2008), there appears to be a strict enforcement of English-only policy in the Ghanaian classroom. This is seen in majority of the schools, from Preschool to Junior High School. On the other hand, there are some teachers who have reservations about the English-Only policy. Such teachers argue that not only does code-switching deprive teachers and students the chance of establishing affective relationships, and eliminating the translation technique, it also prevents them from effectively using it as a way of explaining the meanings of words to enhance their students' understanding (Amuzu, 2012).

Ghana has had a dual language policy before 1925 since the arrival of the Europeans due to the multicultural and multilingual nature of the country, which makes it difficult to settle on one indigenous language as medium of instruction in the Ghanaian schools (Ouadaogo, 2000). This has gone a long way to affect the various educational and language policies in the country before and after independence; 1925 Educational Ordinance made Ghanaian language compulsory as the medium of instruction from primary one to primary three and as a subject of study at primary four while English language was used from primary four onwards. Again, Baffoe and Amoah (2015) identify that as far back as 1872, Arithmetic was taught wholly in Twi and Ga. The Dzobo Committee report in 1974 suggests the use of Ghanaian languages as the medium of instruction in the first three years and English language as the a medium of instruction from Primary 4 onwards. About 60 different languages are identified in Ghana of which 15 have been developed and only 11 out of the total number are studied in schools, in addition to English as the official language of instruction. English language is a second language to the very teachers who are to teach English to the students and both teachers and students live in environments

where the English language is hardly spoken (Fredua & Francis, 2013). The fluency level or effectiveness of students specially to communicate in the English language will be very low as the immediate environment is surrounded by the first language.

Probably taking this into consideration, the government of Ghana in 2002 approved a policy that was to be implemented in that same year which states that English should be used as the medium of instruction from primary one, with a Ghanaian language studied as a compulsory subject to the Senior Secondary School (Ameyaw-Akumfi, 2002). This policy resulted in debate from all sections of the public especially the academia since there has been enough theoretical and empirical evidence to show that code-switching to the native language of the student facilitates the learning of L2. The Minister of Education, according to Owu-Ewie (2006), gave the following reasons among others to support the policy:

1. The previous policy of using a Ghanaian language as medium of instruction in the lower primary level was abused, especially in rural schools. Teachers never spoke English in class even in Primary 6.
2. Students are unable to speak and write „good“ English sentences even by the time they complete the Senior Secondary School (High School).
3. The multilingual situation in the country especially in urban schools has made instruction in a Ghanaian language very difficult. The source added that a study conducted by the Ministry of Education showed that 50 to 60 percent of children in each class in the urban area speak a different language. It is therefore problematic if we insist that all the children be instructed in Ga, Twi, or Dagbani depending on whether it is in Accra, Kumasi or Tamale.
4. There is lack of materials in the Ghanaian languages to be used in teaching. The minister of Education declared that only five, out of the languages that are

spoken by our major ethnic groups, have materials developed on them. Certainly, we cannot impose these five languages on the entire nation and people of other ethnic origins.

5. There is lack of Ghanaian language teachers specifically trained to teach content subjects in the Ghanaian language. The minister added that merely being able to speak a Ghanaian language does not mean one can teach in it.
6. There is no standard written form of the Ghanaian languages. He said that for nearly all the languages that we have, there is hardly any standard written form.
7. The minister in order to support the claim for the use of English as the medium of instruction from primary one cited an experiment by Rockwell (1989) and indicated that children transfer from L2 to L1 better.
8. The minister pointed out that English is the lingua franca of the state and that all effort must be put in to ensure that children acquire the right level of competence in both the spoken and written forms of the language.

In my humble opinion, I think this is a serious and strong statement to make and unfortunate to the hard working citizens (teachers) who find themselves in the rural areas under harsh conditions. The effect of what the minister was trying to say was that teachers and students in the urban centers do not speak any native or first language or code-switch in the English language classroom.

The most challenging of the problems raised, which seems insurmountable but can be dealt with when there is proper planning, is the multilingual nature of the nation and its classrooms. The others are lapses in the policy and lack of proper planning and implementation. The main reason for the change of policy is that our students are performing abysmally in English and in other subject areas because of the

use of Ghanaian language as the medium of instruction. Owu-Ewie (2006), states that the problem is not with the policy but its implementation. We have not provided our teachers and learners with the needed resources to teach and learn the English language. Carrolle (1962) acknowledges that a program which ensures success in L2, provides quality instruction and enough opportunities for learning the language with adequate time and other equally important factors like the understanding level of the student. Nation (2003) for example, identifies the constant use of the target language by the instructor in the teaching and learning process as a factor in enhancing their proficiency in the language. As a nation, we have not trained teachers to teach English as a second language in a meaningful way and use it for academic purposes in a way that could lead to maximum returns.

The use of the child's first language in education has been shown to enhance the academic, linguistic, and cognitive achievement of learners (Baker, 2001). High performance of learners depends on an effective and well planned program in which proficiency in the first language is developed and attained. According to Lewelling (1991), the level of first language proficiency has a direct influence on second language development and cognitive academic growth. The child's attainment of proficiency in the first language helps teachers to code-switch in the English language classroom because there is an alternative language that the child understands better. In the teaching and learning process, there may be some conditions and situations which may compel teachers and students to code-switch in order to attain instructional and educational goals. Code-switching may not only be done in the rural schools or in the urban schools but may occur in any teaching and learning situation. This study is to help the English language teacher at the JHS level to appreciate the importance of code-switching and use it appropriately in the English language classroom.

1.2 Statement of the Problem

A careful study of the language policies in the past and present indicates a swing where the nation is not able to settle on one clear direction and this has kept the English language teacher in a state of dilemma with respect to code-switching as the best practice or not. I do agree with the scholars who would argue that it is prudent to review policies to meet the present need at a particular time (Yevudey, 2013). Several studies have proven that English language teachers sometimes find it easier to relate to their students during instruction if they code-switch to the native language of the students (Canagarajah, 2001) but the 2004 language policy forbids teachers from blending two different languages (code-switching) to instruct students. Learning a second language involves two things; firstly, language acquisition which is a subconscious process of being fluent in the language (Krashen, 2004). This implies the environment in which the learner learns the second language should have the language spoken all the time (immersion); in this case, the classroom and the immediate school environment. It is true that the more an individual is exposed to an action or a language, that individual becomes perfect (fluent) in speaking the language. However, it does not mean that it should get to the extent that the individual would have difficulty understanding the target language. In the classroom situation, the teacher should continue to expose the student to the target language even though what the teacher may be saying may not make sense to the student.

This idea of immersion, if not well managed, would cause more harm than good to the student, and would not help the teachers achieve their instructional objectives of making students speak the target language. Secondly, the language learning process is a conscious effort to teach the language to the learner in the English language classroom. Krashen (2004) terms these two processes input

hypothesis and states that to develop the language to a more advanced state, the interaction hypothesis is important where experts in the language need to communicate with the learner in the language. This will pave way to comprehensible output hypothesis in that the learner understands the structure of the language and is able to communicate better. The challenge is that the teacher may code-switch to the first language of the student to enhance communication during the teaching and learning process. The effectiveness or otherwise of the teaching-learning process at whatever level depends on whether or not effective communication has taken place between the teacher and the learner (Kyeyune, 2003)

Dailey-O'Cain and Liebscher (2009) confirm that it is important and appropriate to code-switch to the native language in the English language classroom. Teachers code-switch to give explanation, command, and discipline, while language learners (students) use it mainly for translation, summary, questioning and expressing themselves (Judith, 2011). If students are to be immersed in the target language while at the same time code-switching plays a facilitating role in learning L2, then there is a gap in the language policy of Ghana. Code-switching is a strategy that enables students to learn the target language but the policy does not approve of its use in the English language classroom inspite the numerous benefits. English language teachers usually find themselves in a fix, whether to code-switch in the L2 classroom or not. On the basis of this, the researcher sought to find out when exactly code-switching is done in the English classroom, interactions that necessitate code-switching in the English language classroom and the benefits of code-switching in the English language classroom. Atiemo (2015) and few other people have researched on code-switching in other parts of the country (Ghana) but rarely can any work be found on code switching in the Asikuma-Odoben-Brakwa District. Meanwhile, knowledge of

what happens with respect to code-switching would lead to our understanding of this practice and also enable us to determine why teacher code-switch, when they do, and what they use it for. The researcher chose this district because that was where the researcher found himself at the time of this study. Some English language teachers strategically code-switch to positively meet the individual needs of students in the district.

This study sought to find answers to these important questions by employing a qualitative analysis with data from 6 teachers in the Asikuma-Odoben-Brakwa District. Results indicate that code-switching is used by the teachers for various reasons and at various stages in lesson delivery. Based on the analysis, it is argued that it is important for teachers to make sure their students understand their lessons. And that, if this would be possible, then they need to employ all resources available to them, albeit judiciously. One of these resources in the English language classroom is the students' L1, which can be utilized in code-switching.

1.3 Purpose of the Study

The main purpose of the study is to find out the motivating factors of code-switching in the J.H.S English language classroom.

1.4 Objective of the Study

The objectives of this study were as follow:

1. Examine when JHS teachers code-switch in the English language classroom;
2. Determine the reasons that account for code-switching in the English language classroom;
3. Examine the functions of code-switching in the English language classroom.

1.5 Research Questions

The study sought to answer the following research questions:

1. When do J.H.S teachers code-switch in the English language classroom?
2. What reasons account for code-switching in the English language classroom?
3. What are the functions of code-switching in the English language classrooms?

1.6 Significance of the Study

This research is very important in that it would help the J.H.S English language teacher identify when code-switching should be done in the English language classroom and whether it is pedagogically sound to code-switch. This research would also inform policy makers and all stakeholders in education, whether as a nation we need to reconsider the policy in our schools especially at the Basic level of education in the country, to make code-switching legal so that teachers would use it appropriately in the classroom. This would help the implementers of the policy have a clear direction in the teaching and learning process on what exactly to do so that teachers who teach English in different parts of the country (rural or urban) would have a common standard to meet. It would help bridge the gap between policy and practice as stated in the National Syllabus for English Language (2012) for J.H.S. The policy stipulates that formal instruction should be carried out solely in the English

language throughout Basic Education, starting from Primary 4. However, we see teachers who do not use only English because their students find it difficult understanding concepts when no other language is used. When this happens, they fall on the L1, resulting in code-switching.

1.7 Scope of the Study

The research was geared towards finding out when J.H.S English language teachers code-switch in the English language classroom and if they did, what the driving forces were. Overall, it seeks to answer questions on the role of code-switching in attaining instructional and educational objectives, leading to mastering the English language. The study could not cover all the levels in the Basic schools within the district but only the Junior High Schools were sampled for this study in the Asikuma-Odoben-Brakwa District in the Central Region of Ghana.

1.8 Limitation of the Study

There are about twenty (20) districts in the Central Region of Ghana and the researcher wished he could conduct the research in all the districts. At the time of the study, the researcher found himself in Asikuma-Odoben-Brakwa, which may have a peculiar challenge with respect to the topic. The researcher was limited in terms of resources: financial, human and time to carry out the study throughout the region. Asikuma-Odoben-Brakwa district comprises three big towns that have been merged into one district with about ninety-six (96) Junior High Schools (J.H.S) and several primary schools at the time of the study.

1.9 Definitions of Terms

First language (L1, mother): it is the language or languages a person has learned from birth or speaks best.

Second language (L2): it is a language that is not the native language of the speaker, but that is used in the locale of that person.

Target Language: a language that a non-native speaker is in the process of learning

Code-Switching: when a speaker alternates between two or more languages or language varieties in the context of a single conversation.

SLA: Second Language Acquisition

EFL: English as a Foreign Language

ESL: English as Second Language

MOI: Medium of Instruction

Monolingual Approach: a view held by some researchers that the target language should only be the medium of communication in foreign language teaching. They believe that the use of L1 in ESL classroom should be prohibited.

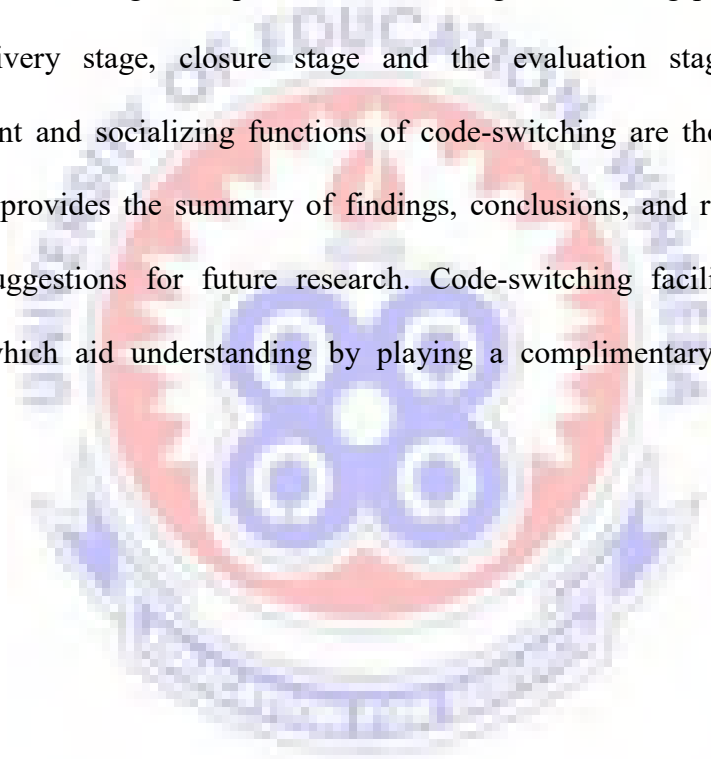
Bilingual approach: a view hold by some group of language researchers that L1 represents a powerful source that can be used to embrace foreign language learning but it should be used in a principled way.

1.10 Organization of the Study

The rest of the thesis is organized as follows: Chapter 2 presents the review of literature and discusses the role of first language in learning a second language, the concept of code-switching. The chapter again considers major reasons for which teachers and students code-switch in the classroom as well as the functions of code-

switching. Chapter 3 considers issues like population of the study, research design, sample and sampling technique, research instrument, and administrative procedure. Results and discussions are presented in Chapter 4. Here, the types of interactions that necessitate code-switching in the classroom: teacher-whole class, teacher-student, student-student and student-teacher code-switching are examined and explained.

These interactions vis-à-vis the roles of code-switching are done almost on a daily basis in the English language classroom. The chapter also discusses four stages at which code-switching takes place in the teaching and learning process: introduction stage, delivery stage, closure stage and the evaluation stage. The academic, management and socializing functions of code-switching are thoroughly discussed. Chapter 5 provides the summary of findings, conclusions, and recommendations as well as suggestions for future research. Code-switching facilitates teaching and learning which aid understanding by playing a complimentary role to the target language.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses scholarly works with respect to the concept of code-switching. Specifically, the discussion focuses on the role of first language in learning a second language and the use of code-switching in the English language classroom. The chapter further discusses the role of the first language in learning a second language and presents a discussion of arguments in support of and against the use of the first language in second language learning as well as arguments in favour of English-only in the English classroom and a discussion on the teaching of English Language in the Junior High School in Ghana. The concept of code-switching, code switching in a Bilingual or Multilingual context, the use of code-switching in the English language classroom, and reasons for code-switching are also presented in the chapter.

Code-switching is a process that exists in bilingual and multilingual societies where people have the opportunity to use two or more languages to communicate like we have in Ghana. Being able to speak more than one language implies that bilinguals and multilinguals can code-switch and use their languages as resources to find better ways to convey meaning (Liu, 2010). Code-switching is the alternation of two languages within a single discourse, sentence, or constituent (Jamshidi & Navehebraim, 2013). This means that in a situation where individuals are involved in an interaction, understand and can speak more than one language, there is the tendency to switch between the languages to meet their communicative needs. This is exactly what happens in the Ghanaian English language classroom at the Junior High School due to the fact that both students and teachers have the ability to speak more

than one Ghanaian language in addition to English as a second language (Johansson, 2013).

In Ghana, code-switching could be traced to the coming of the Europeans in the late 13th century and immediately English language became the official language for doing formal businesses and as the medium of instruction in our schools (Amuzu, 2012). In his argument, Owu-Ewie (2006) observes that the exact language in which to start instructing learners and at what stage of the academic ladder it should be introduced to the second language learner has been a source of worry to the nation. He further reveals that it appears that the exact stage to stop using the child's first language has also become an issue, resulting in policy makers formulating various different language policies to fill this gap. The Ministry of Education syllabus for English language for Basic Education (2012) states that learners are to be instructed in their first language up to Primary 3 and English language should be a subject on its own as well as used as the medium of instruction in all other subjects, in line with the National Literacy Acceleration Programme (NALAP). This directive can therefore be seen as recognition of the role of the child's first language (L1) and the fact that it plays a major role in acquiring and mastering a second language (L2). This falls in line with Lightbown (2001), who notes that the child learns the sounds of some letters in his/her L1 and can later transfer this knowledge to learning the sounds of the L2, the reason being that most of the L1 sounds are similar to those in the L2.

2.1 The Role of the First Language in Learning a Second Language

Research has shown that there are more bilingual and multilingual countries and people in the world than monolingual countries. This suggests that whenever people gather, there is the possibility that more than one language could be spoken at any time to achieve a common purpose (Ansaldo et al., 2008). The classroom is not an exception to this fact, and whether one is a bilingual or a monolingual, there is a first language that influences interactions between teachers and students during the teaching and learning process. Since language is related to communication between humans and not among animals, language is a powerful verbal means of communication that enhances interaction in the human race. Therefore, the language that the individual is comfortable with would obviously surface even when interacting in a second or any other language.

Language is usually distinguished by mutual understanding or political boundaries (O’Grady, Dobrovolsky & Aronoff, 2001). A particular language is limited to a particular group of people but may become a second (or third) language in a different geographical boundary. In line with this study, Fante is the first language of the students and English language has become the second language since it is not indigenous to the teachers and the learners alike. Language is the means by which a social group cooperate (Bloch & Trager, 2009). We can infer from this that language unifies and creates a sense of belongingness of those who speak and understand it.

Thus, the first language surfaces in the classroom setting for learners to be able to interact and contribute to meaningful discussions. Bloch and Trager (2009) again consider language as a unifying force that brings people together from all spheres of life since the people would understand each other and can easily share the same aspirations.

A classroom devoid of any barrier in the form of language has a high possibility of enhancing understanding in the teaching and learning process as students are able to meaningfully interact with one another. This definition makes language a particular possession of humans. Language is one of the means of communication that has devices that allow speakers to talk about themselves, ask questions, express themselves, and to organize their ideas. We cannot therefore communicate meaningfully in any real sense without the use of language. There may be other forms of interactions in the classroom but language still happens to be the most effective means of communication in the classroom. The sensitive nature of language makes it very important when choosing a language as medium of instruction in the schools.

Language development is central to students' intellectual, social, and emotional growth and must be seen as a key element of the curriculum (Ferguson, 2003). When learners learn to use their first language in the pre-school and at the lower level, they do more than master the basic skills. They learn to value the power of language and to use it responsibly: reading fluently, effective writing skills and effective pronunciation skills which serve as foundation for acquiring a second language and this helps to further learning. They learn to express their feelings and opinions as they mature, to support their opinions with sound arguments and to carry out research with first language as the basis for reasoning in a second language (Yevudey, 2013). With the mastering of the first language, learners become aware of the many purposes for which language is used and the diverse forms it can take to appropriately serve particular purposes and audiences. The first language helps learners to learn to use the second (or formal) language appropriately for debates, essays, use appropriate narrative language for the interpretation of stories, use the

figurative language of poetry, and use the technical language of instructions and manuals.

The first language is rich in proverbs and the unique aesthetic beauty of the language makes it interesting for learners to develop an awareness of how language is used in different ways, both in formal and informal situations. In sum, the first language helps learners to use language both as an important medium for communicating ideas and information and as a source of enjoyment. The first language is the basis for thinking, communicating, and learning for other languages and learners need these skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning (Simon, 2001). This helps them to learn to communicate with clarity and precision, orally, in writing, and through a variety of media which enable them to thrive in the world beyond school. Ultimately, this makes the first language a fundamental element of identity and culture.

Amuzu (2012) acknowledge that language learning experience will differ depending on whether it is the first (L1), second (L2) or third language (L3). However, there are different views on which elements of the acquisition process are innate or extrinsic. The influence of the L1 on the L2 is very strong, such that strategies used in L1 are usually transferred into the L2 classroom, likewise the effect of external factors from the L1 community on a person's ability to succeed as a second language learner (Lichtman, 2013). It is important for us to acknowledge that a major difference exists between L1 and L2 acquisition, and this stems from the initial position of the learner in each instance. Simply put, the initial state of L1 learning reflects an innate capacity and desire for language acquisition, but the prior knowledge of L1 cannot be negated when considering the „initial state“ for L2

learning (Tavakkoli et al., 2014). On the basis of this, rarely can the individual learn the L2 without the influence of the L1. In contrast to L2 learners, those acquiring L1 possess no real-world knowledge or proven skills, and hence have no pre-existing awareness of many language functions, for example, how to request, demand or command and have no expectation of the format and flow of such interactions. Nemati and Taghizadeh (2013) assert that the properties and processes surrounding the L1 directly inform the means by which the L2 is learned. This makes the L1 the pivot around which all other languages revolve and therefore the use of L1 in L2 classrooms should not be truncated even to the tertiary level.

Similarly, the work of Houmanfar, Hayes and Herbst (2005) also conclude that in learning any other language apart from the L1, the L1 becomes the major component and participatory factor in the acquisition of the L2 and its maintenance. In the classroom situation, L1 tools are of great relevance in L2 production and understanding since L1 tools are used to enhance understanding through explanation of concepts and also serves as a means of reasoning before being transferred to L2 (Candlin & Mercer, 2001). The use of L1 in learning L2 creates a comfortable environment for learners and enhances learning (Schweers, 1999). First language is used to explain difficult concepts which make the learners feel more comfortable, confident and are able to understand and contribute to discussion.

Furthermore, Burchinal et al (2012) point to the importance of using the L1 in the L2 classroom in their study. They revealed that teachers who use L1 in their classroom create a more culturally sensitive environment. This helps the learners to identify themselves with the class and this promotes communication and enhances learning. A study conducted by Ghorbani (2011) based on Vygotsky's theory concludes that the use of the L1 in learning a L2 is seen as a natural psychological

process. This is so because when learners are assigned work in a group, the L1 is used to extend their zone of proximal development; the difference between what a student can do without help and what he or she can do with help. According to Tucker (2005), no matter the number of languages we learn later in life, the rapidity and accuracy of the L1 can simply not be repeated. This affirms the stance that the L1 is the basis for learning all other languages and one cannot do away with it, no matter the number of years an individual takes to learn an L2, L3 or many other languages.

2.2 Arguments in Support of the first Language in Second Language

Learning

There are many factors involved in delivering quality basic education, one of which is language; the key to communication and understanding in the classroom. Many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector (Carol, 2005). Instruction through a language that learners do not speak has been called “submersion” (Skutnabb-Kangas, 2000) because it is analogous to holding learners under water without teaching them how to swim. Compounded by chronic difficulties such as low levels of teacher education, poorly designed inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher. The use of the child’s L1 in the classroom at least in the early years can help them acquire and develop literacy skills in addition to understanding and participating in the classroom (Yevudey, 2013). The use of a familiar language to teach literacy to beginners facilitates understanding of sound-symbol or meaning-symbol correspondence, contributing to learning an L2 (Friedlander, 1997).

Learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies. Likewise, students can communicate through writing as soon as they understand the rules of the orthographic (or other writing system) of their language (Friedlander, 1997). This is because the same process is used for specific skills no matter what language is used. For example, a student who learns how to pronounce the sounds of the letters of the Fante alphabet would be able to pronounce the sounds of the English alphabets because they are similar in many aspects. Again, if a learner is taught how to multiply in Fante, there would not be the need to teach that same student how to multiply in English because the thinking process is the same (Baker, 2001). In contrast, submersion programs may succeed in teaching learners to decode words in the L2, but it can take years before they discover meaning in what they have read (Carol, 2005). In essence, using a language that students are comfortable with and know makes them part of the learning process and it enhances learning and understanding. This gives the students the opportunity to contribute to the classroom discourse and also develop the needed vocabulary within a short time. Again, Krashen (2004) intimates that learners are able to transfer language and knowledge from L1 to L2 during the second language acquisition process.

This is a clear indication that the L1 cannot be taken out when learning an L2 since the L1 is the knowledge base for learning an L2. It is important that the L1 of the child is fully developed so that they can have the strategies to transfer to the new language. If students lack good strategies in their mother tongue, then it would be difficult for them to transfer to the new language which obviously would affect their cognitive development (Friedlander, 1997). The first language of the child should not be banned in the second language classroom but used in moderation so that it does not

replace the target language (Salmona, 2014). Dixon et al (2012) affirm this fact that it is important for teachers to understand the process by which the L2 should be taught, by using the L1 as support in order to ensure understanding and effective learning.

When content area instruction is provided in L1, the learning of new concepts is not postponed until children become competent, they are able to relate and associate with the content. Unlike submersion teaching, which is often characterized by lecture and rote learning, (because learners only listen to what the teacher says and memorize the concepts devoid of creativity and student participation), L1 instruction allows teachers and students to interact naturally and negotiate meanings together, creating participatory learning environments that are conducive to cognitive as well as linguistic development (Lin, 2013). The transfer of linguistic and cognitive skills is facilitated in bilingual programs once learners have basic literacy and communicative skills in the L1. They can begin reading and writing in the L2 by efficiently transferring the literacy skills they have acquired in the familiar language into the L2.

According to Cummins (1999) the interdependence theory and the concept of common underlying proficiency state that the knowledge of language, literacy and concepts learned in L1 can be accessed and used in the L2 once oral L2 skills are developed, and no re-learning is required. This implies that when concepts are well taught and explained to students in the English language classroom which is a second language to Ghanaian students, they easily understand concepts, making their learning permanent and saving time and energy since the teacher would not have to teach that same concept over and over again. Consistent with these principles, it is possible for children schooled only in the L2 to transfer their knowledge and skills to the L1, but the process is highly inefficient as well as being unnecessarily difficult. According to Cummins (2000) if students are taught in a language which is not well developed by

the students during writing, speaking, reading or listening activities, the cognitive system will not function at its best. This is supported with a research conducted by Salmona (2014) to find out the influence of L1 in L2 acquisition in Colombia. The study suggests that the L1 is an important tool in learning a second language because in all learning situations, previous knowledge is a starting point for acquiring a new language (Cummins, 2000). The study also revealed that students with well-developed L1 are able to transfer their experiences to the new language, making the second language acquisition process easier.

Again, research has shown that students will always activate the L1 associations no matter what level of proficiency the person has (Spivey & Mariam, as cited in Horst, White & Bell, 2010). Even if teachers forbid the use of the L1 in the classroom, the connection and link between both languages will always exist in the mind of the students (Horst et al, 2010). This is because learners process the new language making connections with their L1 and this link makes learning contexts even richer. Students who had stronger reading skills in their first language could perform better in reading a second language. This implies that no matter the maturity level of the student, provided the language under study is not the L1, the L1 plays a major role in enhancing understanding and that students as well as teachers should make reference to it from time to time to consolidate understanding.

There are different ways to acquire the L2: it can be formal as in a classroom environment or informal such as when the learner picks up the language by being a culturally active participant of the society. This can be done by attending school in the target country, watching local television, listening to radio or reading newspapers in L2. By being actively involved in the learning environment, the learner is constantly in contact with the target language through normal daily routines. It is extremely

important in second language acquisition to look at the learning environment and investigate if the age factor has any effect. Second language acquisition is a product of many factors pertaining to the learner on the one hand and the learning situation on the other (Ellis, 2005). For instance, Knight (1996) came up with a distinction between factors which are „external“ and „internal“ to the learner in second language acquisition. Under external factors are variables ranging from the L1, social environment, and biological factors such as age. Internal factors, on the other hand, are described as aspects of the learner's cognitive and linguistic capacities and the mental structures which determine these capacities and these are the multi-dimensional framework used as relevant tools in the acquisition of a second language.

Ghazali (2010) argues that the form of input children get in the home from their parents seems unlimited, constant and variable in terms of quality and quantity. With this, they experience formal, semi-formal, colloquial and chatty forms of language. As they begin to speak and continues it into adulthood, they become more competent in using language as new skills are gained and the degree of interaction increases as they develop different strategies of storage and retrieval. Halliday (1994) observes that children have the advantage to acquire the culture simultaneously while acquiring language because the language they receive from birth onward is contextual and wrapped in a cultural form. They are surrounded by text and there is a constant exchange of meaning going on all around, in which they are in one way or another involved. Thus, the linguistic system develops in L1 even as children develop their social system, and these two systems are interdependent and mutually facilitate each other. The use of the L1 in the classroom helps the child to socialize as he or she is able to associate with the class and does not feel intimidated. In the classroom, input is limited and the restriction of the classroom materials increases the infertility of such

a soil. The means of input are confined to teachers' talk and course books, whereas the language is often used in isolated settings for fulfilling certain tasks.

Lemke (as cited in Ghazali, 2010) points out that language in the classroom is used to perform specific kinds of actions and to create situations from which those actions take their meanings from. Thus, if learners cannot make meaning out of instructions in order to perform that specific action, because they are solely in L2, then that language is of no value to the child. It is important that instructions are given in a language or code from which these learners can make meaning to complete given task. This notion led some linguists, such as Fuller (2000), to proclaim the unteachable nature of language in the classroom due to the missing context:

What happens in school has very little to do with language learning. Language cannot be taught; it can only be acquired. Kids acquire language in spite of what goes on in the classroom - they learn it in the playground and on the street, but not in the classroom (Fuller, 2000, p. 313).

In this case, the language used in the classroom should not be so restricted to only one, the L2 in teaching concepts so that students would not feel caged to one particular language that they do not have the mastery and control over to express themselves.

Ghazali (2010) maintains a similar point of view and affirms that language can be taught in the classroom if comprehensible input is available. He further notes that the teacher should be able to create meaningful situations in which this language can live and breathe, besides reducing the „affective filter“ of students to allow the input in. He comments that “comprehensible input delivered in a low filter situation is the only causative variable in L2 acquisition, and that all other factors thought to encourage or cause L2 acquisition only work when they provide comprehensible input” (p. 40). Teachers may find that the context of situation being taught is missing

and would have to use the L1 of learners to create that mental picture which enhances understanding and promotes L2 acquisition. The absence of a social semiotic (the study of signs to enhance communication) in the classroom may not prevent learners from learning the L2, but they do not acquire the culture underlying it since they consequently feel alienated in the process of learning the L2 (Eastman, 1992). Eventually, this may hinder learners from achieving satisfactory levels of proficiency in the L2, because cultural awareness would give the language learning strength and permanence. Hence, if cultural awareness promotes language acquisition, then the teacher needs to employ appropriate methods and language skills that would manage the L1 and L2 use in order to promote learning the target language in the classroom.

2.3 Argument in Favour of English-only in the English Classroom

The use of language is so dear to the hearts of educational researchers because it plays an effective role in the line of communication in the classroom and also a major factor in the development of every nation. Despite the numerous benefits of using L1 in the English language classroom, some researchers think that only English should be spoken in the English language classroom. As the L2 is new to the learners, they are literally forced to use it in order to master it. This is because when learners are exposed to the language, they have no choice than to learn it (Auerbach, 1993). It is true that learners use a greater part of their time at home speaking the L1. As the only opportunity for them to learn the L2 is when in the school with limited time of interaction for them to master the language. Studies conducted by Burden (2001) and Ellis (2005) reveal that the classroom is the only source of exposure to English for learners and that the L2 should be used as much as possible by making it the medium as well as the object of instruction in the process of teaching and learning.

It may be difficult and time consuming for learners to have full control over the L2 if it is not forced on the students.

In learning an L2, every minute counts and learner should be given much exposure (Atkinson, 1997) while at the same time given meaningful input. This will help students to appreciate and enjoy the language being learnt in a (Ruiz-Funes, 2002), as it arouses their interest to yearn to learn more based on the input. This places a responsibility on teachers to effectively plan their lessons, putting the learner at the center of the learning activity. Ellis (2005) also confirms that the more exposure given to English language, the faster the students learn. This is so because the student would not have any alternative in the classroom situation than to speak it to ensure mastery.

According to Seligson (1997), the use of English-only in the English language classroom creates an opportunity for learners to develop their listening skills and the opportunity to respond naturally to spoken English. This also enables the teacher to manage and control the class effectively because the only means of communication is English. Here, learners would like to learn more to enhance understanding, thereby creating a close relationship between them and their teacher as they pay attention to him/her. Bouangeune (2009) claims that the pattern of learning English is the same as for the L1 and that if learners continue to speak the L1 in the classroom it will be difficult for them to adequately learn and communicate in the L2. Consequently, English should be solely used in the English language classroom in order to learn the target language.

Scrivener (2005) proposes that the response from the teacher is a major motivation for learners to learn the L2. To him, both teachers and learners should spend a lot of time on fluency activities without corrections since that will put learners off,

but will establish communication rather than accuracy, as a goal. This argument appears sound because focusing on communication creates a flexible classroom environment for learners to express themselves devoid of mistakes and the mockery associated with such mistakes. Similarly, Seligson (1997) agrees that in maximizing the usage of the L2, the teacher is not to accept learners' usage of L1 in cases where they are able to say whatever they want to say in the L1. The teacher should prompt them to repeat what they have said in the English Language. For, this will help create awareness of the environment on the usage of English since learners will prompt each other for effective use of the second language for perfection.

Learners are likely to encounter some challenges if only English language is used in the English language classroom. It may create doubt in the mind of the teachers themselves because teachers use code-switching to explain concepts to students after instructing in the second language, to make sure that the students truly and fully understand the concept the teacher wants the students to grasp (Greggio & Gil, 2007; Kim & Elder, 2008; Tien, 2009; Weng, 2012). In a study conducted by Greggio and Gil (2007), it was found that a Portuguese instructor explaining the differences between formal and informal production of request in English quickly switched to Portuguese to clarify her explanations, to provide examples, and to make sure that the students understood the differences between the two terms. The researchers also revealed that students code-switched from English to Portuguese to seek clarification for understanding the contents of the lesson as well as in class discussions. In this case, if the L1 is not used at the right time in the classroom but only English was used, some of the students might only be spectators without understanding; neither would they contribute to any discussion.

Again, one important function of code-switching in the English language classroom is to give instruction (Kim & Elder, 2008; Weng, 2012). The findings of a study conducted by Nkansah (2015) at Aburi in the Eastern region of Ghana on the use of L1 in the English language classroom suggest that teachers code-switch if they want students to perform specific tasks. This brings to light the important role the L1 plays in instructing and assessing students. Without code-switching, the performance of some students may be affected because it may be difficult for such students to understand and follow what may be expected of them. Another relevant point is that instructors code-switch to translate or give equivalent words in the L1 to aid students understand a word in English. The analysis performed in the study of Kim and Elder (2008) indicates that several L1 words were used to help students understand and appreciate the target language. In essence, there may be a huge gap if the first language is not used to instruct, explain, and socialize among others in the English language classroom. A study conducted by Atiemo (2015) on code-switching by kindergarten teachers in Dormaa Ahenkro in the Brong Ahafo region of Ghana points to the fact that students code-switch to ask for help from teachers and peers when they have difficulty using the appropriate vocabulary to express themselves in English.

2.4 Code-Switching

As a result of the bilingual education system and plurality across districts in Ghana, citizens (in this case, students) may speak and understand more than one language. Apart from acquiring their mother tongue through informal family instruction at a young age, students also learn and use a second or even a third language through formal education (Ghazali, 2010). Therefore, code-switching is more likely to occur in order for communication to be successful among speakers of different social backgrounds. David (2008) states that code-switching refers to the

alternative use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause boundaries. Jamshidi and Navehebraim (2013) explain code-switching as the alternation of two languages within a single discourse, sentence, or constituent. To this effect, in multicultural societies like Ghana code-switching is possible to affect teachers and students in the course of instruction to convey meaning because the official language of teaching and learning is a second language to the student and the teacher (Hamidi & Sarem , 2012).

Yevudey (2013) investigates the pedagogical relevance of code-switching in the lower primary and defines the phenomenon as any kind of system that two or more people employ for communication. This definition is by no means an accurate description of a linguistic phenomenon involving two languages in a single conversation. The use of the expression „any kind of system“ appears to render the definition vague (Atiemo, 2015). We don't know for instance, whether he is referring to verbal or non-verbal communication. If he means a non-verbal system of communication, then one may say sign language and other forms of non-verbal communication should be included in the domain of code-switching. To Yevudey, the condition necessary for code-switching to occur is the involvement of at least two persons in the speech event. In as much as this may be true to some extent, we cannot also deny the fact that code- switching is purely a feature of bilingualism and for that matter any linguistic phenomenon described as such must at least involve two language varieties (Dako, 2002). This study therefore, does not accept the position taken by Yevudey with regard to what code-switching is. This is because the phenomenon being investigated involves the use of language in its spoken form and in the case of this research, Fante, which is the L1 and the dominating language in the area under study and the approved language of instruction, English.

Poplack (2000) states that code-switching may occur when a combination of L1 and L2 elements do not violate a syntactic rule of either language. For example, in a Fante-dominated community where English language is taught as L2 and a medium of instruction, the possibility of code-switching is high, especially if at a point in time the two languages have the same sentence structure which will fit better without making major changes. As a result, code-switching is considered by some scholars as alternating between two languages in either oral or written expression (e.g. Thompson, 2006). Some scholars consider code-switching as language knowledge deficiency on the part of bilingual speakers. However, it is important to realize that the use of such perfectly helps to achieve specific goals in the conversation of those speakers. Ultimately, this connects to the identity, ethnicity and solidarity associated with each language (Shin, 2010). In this way, code-switching goes a long way to help build relationship between speakers and listeners in a particular interaction. Choy (2011) explains that code-switching is a strategic linguistic cost and a rewarding means of using languages to achieve a specific outcome. For example, in a classroom situation where the medium of instruction is the L2 to both students and the facilitator, it is highly possible that occasionally, code-switching would be employed strategically to achieve a particular learning outcome.

2.5 Code-Switching in the English Language Classroom

Bilinguals dominate the population of the world; as a result, several researches have been conducted on code-switching due to the importance of its functions to the speakers (Ariffin & Rafik-Galea, 2009). The classroom may be a fair representation of the concept of bilinguals because it contains learners of different languages and cultural backgrounds coming together to learn a second language. Muysken (2000) studied the main functions of code-switching in the English language classroom due

to the multi-lingual nature of the school system and the results confirmed earlier studies as follows:

One, code-switching is used for referential function, and this occurs when learners lack knowledge or facility in a language. This means that bilingual learners switch codes when they do not know a specific word or when a certain concept is not available in the L2. In the classroom when learners do not know a word to use in the L2, they code-switch to their L1 for such a word when communicating among themselves (pupil-pupil) or with the teacher (pupil-teacher). Code-switching is also used because it is more appropriate or suitable for teaching some particular topics. Some topics are peculiar and related to the culture of the learners to the extent that teachers need to switch codes for them to feel the import and the emotions contain in such topics. Two, code-switching occurs for directive function. This participant-related function of code-switching aims to include or exclude a person from a part of a conversation by using a language that is either familiar or foreign to that person. In the classroom situation, teachers may code-switch to the L1 of a student to create a sense of belonging where the learner is made to feel that he or she is part of a larger family or to reprimand a learner from repeating a bad deed that is not acceptable by the teacher and other learners. In learner-learner interactions, they code-switch when discussing personal issues that they would not like others to hear.

Three, both teachers and learners switch codes for expressive function: Here, learners use more than one language to stress their self-identity or feelings to others in the conversation to prove that they are also capable of speaking a particular language. Four, it is used for phatic function: That is, code-switching is used to show a change in tone and to emphasize parts of a conversation that are of importance. In the teaching and learning process, teachers code-switch to the L1 of the learners to

emphasize relevant points that they need to note and this usually makes them pay close attention to the concept being taught.

Different schools of thought exist on the use of code-switching in the classroom. Harsanti (2005) notes that bilinguals code switch as a result of the following: First, learners use the existing word or expression that they know of to fill a gap in the L2, rather than reaching out for the appropriate word in that language to use. This is in line with results obtained by Muysken (2007) and Skiba (1997). These authors conceptualize this as the referential function and refer to it as *facility of expression*. To them, code-switching is not a deficit of a speaker's knowledge, but a means which provides continuity in a speech. Second, code switching is used when the speaker would like to stress (emphasize) on certain important points or issues by using certain intonation types and facial expressions. Ferguson (2003) supports that code-switching is used for academic functions by placing emphasis on words. This confirms what Marasigan (1983) identifies as for emphasizing an important point within a conversation. Teachers use learners' L1 to stress on relevant points that he/she would like them to take note of. In addition, learners also code-switch when communicating among themselves and want their friends to understand them very well.

Third, learners code-switch to show in-group identity and to express solidarity with a particular social group. This commonly occurs when an individual wishes to be identified with a particular group of people or situation (Skiba, 1997). In the classroom situation, whenever a learner is affected negatively, their colleagues gather around him/her to show empathy, mostly in the L1 of such student. The affected student may feel being loved and cared for and part of a social group. In the teaching and learning situation, a learner may feel like a stranger when English is used throughout the

lesson, especially when the affected person does not understand or is not fluent in the English language as this creates a new and a strange environment for him/her. Fourth, code-switching is used to perform a poetic function. In the classroom, teachers sometimes code-switch to the L1 of the learners to create humor. This helps to reduce formality or tension on learners in the teaching and learning process (Wardhaugh, 2000). Also, when words, puns and jokes in one language are switched to another language for the purpose of amusement or entertainment, learners are entertained and feel being part of the teaching and learning process. This is done as teachers occasionally code-switch to the L1 to create humor. Eventually, this entertains learners and enables them to develop love for the topic.

Fifth, language is largely affected by three main factors; location (home, school, office), relationship among interlocutors (colleagues, siblings, mother, father) and topic under consideration. These factors influence the important roles played by code-switching. Sert (2005) argues that the function of code-switching is affected by three main conditions: (1) topic switch, (2) affective functions, and (3) repetitive functions. According to Sert (2005), a teacher's choice of language in the classroom is largely influenced by the topic under consideration. Research has shown that teachers code-switch more during lessons in Grammar. This is because the L1 is used to explain some complex rules in a particular topic to enhance understanding (Harmer, 2007). Sixth, code-switching performs affective functions, which are important in the expression of emotions, and building a relationship between the teacher and the learner. To this effect, teachers code-switch to show concern to learners, solidarity and to draw them closer, resulting in building a conducive learning environment for effective learning to take place in achieving meaningful instructional objectives.

Sert (2005) also explains that teachers code-switch for repetitive functions, using it to clarify a word. After instructing in the target language, the teacher switches to the L1 of the learners to repeat the main content. This is to stress on the importance of what is being said in the English language. It should be noted however, that, if code-switching is not done cautiously, learners may not pay attention to the formal (target) language of instruction in the classroom. This is because they know very well that whatever is said in the second language would be repeated by the teacher in the L1, hence, they would not see the need to pay attention during instruction in the second language. Seventh, learners on the other hand code-switch to determine equivalence. They are usually able to communicate smoothly in the target language even though there may be instances where they lack vocabulary to use. However, they may code-switch to their L1 to use a word which presents a difficulty in the L2. Here, code-switching functions as a defensive mechanism for learners as it gives them the opportunity to continue communication by bridging the gap resulting from foreign language incompetence (Sert, 2005). At times, learners cannot remember a word during interaction in the L2 and have to fall back on their L1 in order not to break the flow of communication which may result from the lack of fluency in the target language. Sert (2005) calls this function floor-holding on the part of learners.

Reiteration occurs in code switching in two different dimensions; when students have not transferred the meaning of what is said exactly in the target language, they may code-switch to reiterate for clarification and confirmation. Again, learners reiterate to prove to the teacher that they truly understand what was said by code-switching to the native language. In this case, the message in the L2 is repeated in the L1 through which they try to give the meaning by making use of a repetition technique. Eighth, according to Sert (2005), learners code-switch for conflict

control. Here, code-switching is utilized to avoid misunderstanding in a situation where a learner does not use an appropriate meaning in communication, resulting in potential conflictive language use by students. This means that the students tend to avoid misunderstanding or tend to utter words indirectly for specific purposes. Code-switching is therefore seen as a strategy to transfer the intended meaning and the tendency to use code-switching may vary according to the needs, intentions or purposes of the learners. Lack of facility is another major reason why students may code-switch in the English language classroom. When certain concepts in the first language are not available in the target language, students may switch code to express themselves and at the same time avoid unnecessary misunderstanding and loss of intended meaning (Malik, 1994).

In the classroom situation, because the students are not competent they may face difficulties in choosing appropriate words in the target language for specific topics. This may push them to code-switch when they are not equally competent in the two languages as a result of lack of appropriate register to use in the target language. Code-switching takes place when students are in different moods such as anger, anxiety or nervousness. Although the intended words are available in the target language, the student may code-switch due to the mood because the first may be to use less effort and time to be used at that particular moment (Malik, 1994). Teachers may code-switch on selected parts of a speech to make sure that listeners (students) know what to highlight and focus on in situations such as arguments. Students and teachers may code-switch because they are used to some common and fixed phrases such as greetings, commands, requests, apologies. This may happen because the student is used to such expressions and may take time to do away with them. Students code-switch to signify shared values and experiences by people of the same group or

culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group (Ferguson, 2003).

Code-switching may be used for effective self-expression, which helps to build intimate interpersonal relationship and continuity among students (Holmes, 2001). To this effect, the classroom is no exception since the students interact among themselves. Code-switching binds students and teachers together, promoting effective communication (Lin, 2013). This promotes close relationships between students and their teachers. Students find classroom interaction more natural and easy when code-switching is allowed (Cook, 2001). This comfortable atmosphere shows that code-switching is important in the teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstanding due to L2 shortcomings may be avoided (Simon, 2001).

Code-switching may be used to make teaching and learning more effective. When a teacher explains what is said in the curriculum or another academic text it can be useful to translate or explain some concepts further to the students" in L1 (Lin, 2013). Code-switching also leads to more efficient teaching for the simple reason that the students understand faster and more thoroughly. Hence, code-switching sometimes is an important tool for explanations and instructions (Cook, 2001).

Brice & Roseberry-McKibbin (2001) states some major factors that would push a language teacher to code switch in the English language classroom especially as reiteration, vocabulary checks, maintaining a flexible environment, native language appreciation, spontaneous language use, use of code-switching as economical instruction, flow of instruction, answering questions, and expanding vocabulary. Teachers code switch in the English language classroom during Grammar lessons to explain rules to students in L1 but construct sentences in the English language (target

language). This will make the students work independently because they fully understood the grammar rules that they are to work with. Rolin-Ianziti and Varshney (2008) also mention a number of functions such as imparting knowledge concerning the L2 medium, classroom management, anxiety, and motivation (positive and negative).

2.6 Code-Switching in a Bilingual or Multilingual Context

It is important to consider a bilingual or multilingual in this work as it has been shown that code-switching highly occurs in bilingual and multilingual environments. An individual is considered a bilingual or multilingual if the individual is able to use different languages. Therefore, code-switching only can be associated with bilinguals or multilinguals. According to Wardhaugh (2000), speaking more than one language is a natural way of life with a variety of factors such as situation, setting, topic, and other factors determining which language would be spoken on any particular occasion. In a bilingual or even in a multilingual situation, two or more languages are always in contact and it is clear enough that bilinguals have the ability to use at least two languages within their conversation. Bilingual speakers have more linguistic resources at their disposal than do monolingual speakers. Therefore, bilinguals often employ strategies for maximizing the potential expressiveness of their linguistic inventory. The alternation between two or more languages in conversations has long existed as a result of language contact and occurs commonly in bilingual settings and this is what is referred to as code-switching or code-choice (Ariffin and Rafik-Galea, 2009). This clearly occurs in the classrooms where interactions between teacher-student and student-student do happen because first language has influence on second language learning. In the school (classroom) situation, code-switching does happen to

enhance effective and proper flow of communication between students and teachers and among students themselves.

Li, Wei, and Wu (2008) states that code-switching means a change by a speaker (or writer) from one language variety to another one. Code-switching also can be seen as a changing of language varieties, as explained by Li et al (2008).It can take place in a different language; a person may start speaking one language and then change to another in the middle of their speech, or sometimes even in the middle of a sentence. In addition, Li et al (2008) on characteristics of code-switching observes that people are usually required to select a particular code whenever they choose to speak; they also decide to switch from one code to another or to mix codes even within every utterance and thereby create a new code. Based on these statements, the term code-switching in this study refers to moving from one language, variety of language, dialect or speech style: generally called code, in the conversation among members of a bilingual or multilingual society (Wardhaugh, 2000). The switch may be a word, phrase, clause within a single sentence or utterance; or sentences in a whole conversation or communication event. It is important to note that bilingualism may happen at the four language skill levels; speaking, listening, reading and writing. There is the need to consider carefully the means of acquisition, that is, whether each of the languages was acquired as a mother tongue, or a second language or a foreign language, since the means of acquisition affects the level of proficiency.

The bilingual speaker can have different commands over the various skills of a language based on the degree of development in each one of these skills. Research has proven that receptive skills are easily acquired and mastered than productive skills. For example, an individual who acquires the language in a natural context (environment) will be able to speak and understand the language better than read and

write it. Bilingualism will be more valuable if a bilingual has learned the two languages and spoken those two, and has been taught in both languages. This makes code-switching an extra resource for communication available to bilinguals (Ashika, 2010). In essence, code-switching is employed by bilinguals to enhance effective communication of which the Ghanaian classroom is no exception. The occurrence of code-switching is often seen as a natural and subconscious phenomenon in bilingual speech. According to Nomura (2003), speakers may not be aware that code-switching has occurred in their communication or be able to report which language they have used during a particular topic. However, research suggests that the phenomenon does not happen without a purpose. In a study by Ariffin and Rafik-Galea (2009), code-switching was a tool employed by speakers as discourse strategies used to effectively communicate their intents and express social and rhetorical meanings in their conversation.

Weinrich (1953) cited in Choy (2011) identifies three types of bilingualism based on the conceptual representations and cognitive organization of words in a bilingual mind. They are compound bilingualism, coordinate bilingualism and subordinate bilingualism. Compound bilingualism refers to the type where both first and second languages are acquired concurrently by a speaker under the same environment in early childhood. The speaker assigns identical meanings for equivalent words as the two languages merge at the conceptual level. Thus, two language systems are developed and maintained by the speaker, both similarly available in the speaker's linguistic repertoire (Nomura, 2003). This can be seen in speakers with bilingual parents or those growing up with different linguistic backgrounds (Choy, 2011). For example, when the parents of a child are of different tribes and speak their native languages respectively to the child (e.g. Ga and Ewe). It

is highly possible for the child to speak the two languages and associate the same action to the two different languages.

Secondly, coordinate bilingualism occurs when a speaker learns two languages under separate environments. This results in the speaker having distinctive conceptual representations for translation equivalents in the languages (Archibald, 2000). In other words, equivalent forms refer to different concepts in both languages with slightly different meanings assigned to each word. Here, the speaker may establish a first language in early age followed by a second language much later such as through formal education (Choy, 2011). Finally, Subordinate bilingualism is explained as a type of mediated bilingualism where the lexical and conceptual representations of a speaker's first language plays a role in facilitating the lexical representations of his/her second language. Dominant in the first language, meanings and concepts in the second language are understood with the help of words from the first language. Hence, one of the characteristics of subordinate bilingualism is low level proficiency in the second language (Choy, 2011), and this is what is mostly practiced in Ghana, which results in code-switching especially at the basic level of education.

Code-switching has been in existence long enough and several research has been conducted to understand its nature and the changes that are associated with it. The focus of this study is not to consider the types of code-switching but for the purposes of academic work it would be briefly discussed. Blom and Gumperz (1972, in Choy, 2011) identify two types of code-switching: situational and metaphorical. Situational code-switching arises when the participant, setting and topic change in a discourse or conversation; the language is likely to change to suit the need at the time. On the other hand, metaphorical code-switching is used when there is a total change in the topic that requires a complete change of language. It is mostly used to stress on

social values and to indicate association. Typically, what is being said is of no concern but the important thing is the switch that has taken place. Holmes (2001) also identifies tag-switch as one of the types of code-switching; however, this is synonymous with metaphorical code-switching. Metaphorical code-switching is a conversational strategy to assist conversational acts such as apology, request, complaint or refusal.

Ashika (2010) discusses four types of code switching: inter-sentential switching (outside the sentence or the clause level), intra-sentential switching (within a sentence or a clause), tag-switching (the switching of either a tag phrase or word, or both, from one language to another) and intra-word switching (within a word itself, such as at a morpheme boundary). Tag switching which involves the use of exclamations or a word from one language when the other language is being used. It may take place when the speaker lacks the necessary vocabulary in English, or simply because it comes up more easily and spontaneously. In this type of code-switching, the tags are subjected to few syntactic restrictions and can be inserted without interfering with the syntactic organization of the other language. Some examples of tags from English are *you know* and *I mean*.

Inter-sentential switch is found between sentences and often arises in sentence boundaries, marked with a short pause and between speaker turns where each clause or sentence is in one language or another. This type of code-switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages. Intra-sentential switch is another type of code-switching that occurs when both codes are mixed within the same sentence and is the most complex among the three. For example, „I am going to see you will go with me“, „The boy has an aim on his food“. This switching contains the highest syntactic risk and it is typically by

mixing code. Code-mixing occurs when the interlocutors change from one language to another in the course of a single conversation and even more precisely when switching back and forth within a clause. Code-mixing highlights hybridization. If code-mixing occurs because one does not know some words in one of the languages, then it is a meaningful discourse strategy.

Sometimes, there are unintentional interferences between the two codes. This can be seen in children who receive bilingual education. Bilingual children usually mix both languages and transfer words, syntactic constructions or phonological features from one language to another. Code-switching may be done consciously or unconsciously depending on the context and function. While chatting with friends, speakers may unconsciously code-switch. For instance, an English teacher may ask students whether they understand the lesson or not, and might use inter-sentential code switching. Example;

*–Do you understand? **Wɔte ase?***”

In this instance, the teacher consciously code-switched so that the students would understand what he or she is saying. Bilingual speakers have more linguistic resources at their disposal than monolingual speakers. Therefore, bilinguals often employ strategies for maximizing the potential expressiveness of their linguistic inventory. As bilingual speakers communicate, they frequently integrate linguistic material from both their L1 and other languages that they can speak within the same discourse segment (Bonvillain, 2003). Hoffman (1991) discovered emblematic switching which is the use of exclamation to establish continuity with the speaker. It involves a change of pronunciation at the phonological level of a word within a sentence. This form of code switching is uttered within a sentence involving nouns, adjectives, and verbs.

2.7 Teaching English Language in Junior High Schools in Ghana

Going by the current language policy in Ghana, students at the Junior High Schools in Ghana and for that matter Asikuma-Odoben-Brakwa district are to speak and learn using the English language. But in most schools, the reverse is what we see, contrary to the policy. This may be because Ghana is a multilingual country and English is a second language to the students. This makes it difficult for the English language teacher to teach effectively in the target language since he or she has the responsibility to meet the needs of students inasmuch as language is concerned. An English teacher should know three main things about his or her students: reasons for learning, different contexts for learning and learner differences of his or her students. Students have different reasons for learning, especially English language, and it is the duty of the teacher to identify the purpose behind student's choice. Some students learn English because it is in the curriculum while for others, it is a choice that they have made. Some students study English because they have moved to the target-language community where they need to learn the language to operate successfully. Some students also need English for a specific purpose such as for legal language, or the language of tourism, banking or nursing while some study English for effective international communication and to travel. No matter the needs of the students, the English teacher should consider the reasons for learning of his or her students (Harmer, 2007). He goes further to opine that the purposes students have for learning will have an effect on what it is they want and need to learn as a result will influence what they are taught. Therefore, this knowledge would help the teacher to decide on the most appropriate method to use when teaching English.

There is a distinction between people who study English as a first language (EFL) and those who study it as a second language (ESL). The language teacher has the responsibility to identify the type of students he or she is about to teach as first or second language student. This may help the teacher to use appropriate strategy for effective teaching. Learning English in a country where English is their native language is not as difficult as in a country where the target language is occasionally spoken (Tang, 2002). Speakers of English in Ghana are considered ESL users. This is because similarly to countries such as Nigeria or India, its people were colonized by Britain. In effect, an ESL speaker is someone who has a first language and learns or uses English as an official language.

The challenge the Ghanaian teacher is faced with is that students come to the class with rich experience in their first language (Fante) and minimal English. Students come to the classroom without knowing the need to study English and some students do say that they do not want to learn English because it is not their language. When an English teacher wants the students to adopt a positive attitude and active approach to learning the language with a clear sense of direction, he or she must succeed in giving students an effective approach (Tang, 2002). Moreover, in an English class, an English teacher should use English for classroom interaction with learners to imitate (Harmer, 2007). There may also be times when an English teacher needs to use the students' native language to help introduce activities, but if possible he or she should try to use English accompanied by mime and gesture. In a feedback session where the aim is for the children to express their feelings and attitudes, it would be counter-productive to expect them to use their limited knowledge of English (Tang, 2002). This will make teaching and learning process become "counter-productive" if an English teacher still forces his or her students to use only English in

whole English class time. Furthermore, Tang (2002) proposes that what is important is that the children are given clear guidelines on when they are expected to use English and when to use their first language.

In summary, students have different background and experiences inasmuch as English language is concerned. The importance of learning the target language should be made known to the student so that the student knows what he or she is about learning. Teachers code-switch to instruct students and also makes the English language classroom interactive and promotes intimate relationship among students. Teachers must ensure that appropriate methods are used to minimize the code-switching in the English language classroom.

2.8 The use of Code Switching in the English Language Classroom

African educational authorities are not in support of code-switching in their classrooms (Clegg & Afitska, 2011). This is based on a study conducted to find out the importance of code-switching on academic performance in the sub-Saharan region of Africa. Students at the junior high school (JHS) are expected to master the English language and speak it in the classroom, especially during English lessons. With this, the teacher would also want them to speak only English during his or her lesson (Clegg & Afitska, 2011). But then, students may easily relapse into speaking their native language which may be due to the fact that they are ESL learners. The English teacher in the Ghanaian classroom should consider two elements of the use of code-switching in their class: (1) code-switching results in English language interference in classroom context. This means the teacher should assess the situation to find out if code-switching fully or completely prevents the students from learning the target language. This is to say the teacher needs to manage the rate at which the native language of students is spoken in the English language classroom and (2) uses

students' L1, since most of them are ESL learners (Tang, 2002). The native language of the students should be used as a last resort only when all other means of communication in English fail. This is what Yevudey (2013) describes as contradiction; the differences between what is actually done, i.e. using code-switching in the classroom context to achieve certain teaching and learning goals, and what is said to be done, i.e. the perceptions of students and teachers towards code-switching. Code-switching, when well used, would not interfere with the target language in the English language classroom and it is appropriate for the English teacher to use to enhance students' understanding (Tang, 2002). However, the L1 should not be used frequently within the learning process. According to Skiba (1997), code-switching can be both beneficial and an interference, depending on the situation and the context in which it is used. Code-switching becomes interference in the English language classroom when students consider it as an acceptable form of communication in the society and to that effect, would be comfortable switching languages in every day normal conversation. Allowing this to happen in class would, "put those who are not bilingual at a disadvantage, because they are not able to communicate effectively" (Skiba, 1997, p. 15). In addition, it may disturb other learners who want to practice their English during the English class.

Brew-Daniels (2011) studied the code choice of teacher trainees in selected Colleges of Education in the Ashanti Region of Ghana. The focus of the study was to find out if teacher trainees switch code during teaching practice and if they do, whether such switching has any influence on the learning outcome of the pupils whom they teach. The study established that there was frequent use of code-switching by the teacher trainees, both inside and outside of the classroom. The study revealed that not only did the teacher trainees use code-switching to enhance the understanding

of the pupils, they also used it to encourage pupils' participation as well as used it to cover up their own linguistic deficiencies. The author concluded that code-switching is not a hindrance to learning as some people have perceived, but rather improves the academic performance of pupils. He therefore recommended that the use of code-switching in the classroom should be regulated. What we see here is that Code-switching is beneficial to both the students and the language teachers in that it is used to supplement speech (Skiba, 1997). In a situation where a student is unable to express him or herself, code-switching provides continuity in speech rather than presenting interference in language.

This enables the students to maintain fluency in speech or conversation than getting stuck because they lack the appropriate word or language in a conversation. Code-switching is not a sign of communicative deficit; it does not usually indicate lack of competence on the part of the speaker in any of the languages concerned, but results from complex bilingual skills. Code-switching is a helpful strategy, not a sign of linguistic deficit. Some scholars may view code-switching as an extension of language for bilingual speakers rather than interference and from other perspectives it may be considered as interference. The use of code-switching may depend on the situation and the context in which it occurs (Skiba, 1997). It is therefore necessary for any English teacher to establish the rules that only English is allowed in the English language classroom, and then relax the rule for special situations such as asking some questions or explanation of difficult concepts.

2.9 Reasons for Code Switching in the English Language Classroom

Code-switching in the classroom situation is used by both students and teachers to achieve a specific purpose in the English language classroom (Borlongan, 2009). Teachers effectively employ code-switching as a strategic tool in teaching the various skills in a target language (Kasperczyk, 2005). Code-switching may occur consciously or unconsciously in the teaching and learning process. A teacher may code-switch to introduce a new topic to students with the intention of explaining some key terms in the topic so that students will understand and enjoy the lesson (Kasperczyk, 2005). In some situations, code-switching is unavoidable by the time the teacher realises, he or she has code-switched for the benefit of the student (Qing, 2010). One of the major aspects that code-switching is seen most is when treating the grammar section of the English language. Teachers code-switch to explain grammatical rules to the students (Jingxia, 2010). This is done using the L1 of the student to do the explanation since the student understands better in the L1 before the lesson proceeds in the target language. The use of L1 enables the teacher to teach from known (L1) to unknown (target language). Another important reason why teachers code-switch is to create the sense of belonging on the part of the student (Ferguson, 2003). The students open up when the teacher occasionally speaks their L1 to either explain some relevant points or talk to the student one on one. It makes the student feel someone cares about him or her and it is enough motivation factor for the student to learn the target language (Sert, 2005).

Furthermore, Ahmed and Jusoff (2009) opine that code-switching helps to facilitate the flow of classroom instruction since teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise. It is important that students understand every

bit of word used in the classroom to make the place very friendly. The students are able to communicate better and appreciate the target language when they understand what they read and hear from teachers. Teachers often code-switch when the level of English used in a textbook or to be taught is beyond the learner's ability or when the teachers have exhausted the means to adjust his speech to the learner's level (Hamidi & Sarem, 2012). It then becomes prudent for the teacher to code-switch to the original language that the student understands better. Using only English language may sometimes lead to frustration on the part of students and to avert that teachers use code-switching to make the student develop interest and love for learning the target language (Richards & Rodgers, 2001). Interestingly, the English language classroom is not the same as the industrial sector where the same raw materials can be used to produce the same products at a time.

The classroom consists of students with different abilities and their understanding level is not the same. The same method and language cannot be used to teach at the same time. Code-switching becomes a useful tool for low proficiency students especially in the English language classroom to catch up with the lesson (Tien & Liu, 2006). Teaching and learning is a give and take affair and if the message is not well received from the sender, the recipient may not respond appropriate to the message. In the same vein, if teachers do not communicate well to the understanding of students, it may be a challenge for the students to understand the message and respond appropriately. To help prevent this challenge from happening in the English language classroom, code-switching provides the opportunity for language development because code-switching allows the effective transfer of information from the senders to the receivers (Skiba, 1997 cited in Hamidi & Sarem, 2012).

Moreover, if a student lacks a word in English due to limited vocabulary, this student tends to code-switch by using the lexical component from his or her first language instead of English. Therefore, the reason for code-switching here is to overcome the language barrier to meaning making (Kow, 2003). In order to transfer the new content and meaning, code-switching is used as a bridge to transfer precise meaning and understanding and therefore enhance clarity. Code-switching helps to deal with a number of affective issues in the classroom. Code-switching encourages students when they are trying to understand the language by speaking, as they participate it motivates them (Susana, 2002). It works as a cycle where students who understand a topic with the help of code-switching participate more and may achieve better results. Once the students get good results, their motivation is boosted and automatically develop love for the target language.

Gumperz (1982) argues that code-switching closes the status gap between the teacher and the students. Code-switching to the students' mother tongue during instruction softens the atmosphere as there may not be equivalent words in English that have the same meaning both literally and culturally as the mother or first language of the student (Amuzu, 2012). In this regard, the teacher creates the impression in the minds of the students that he or she can understand the students' language and is therefore culturally closer to them compared to a foreigner who cannot speak their language (Ferguson, 2003). Code-switching boosts students' confidence in the classroom because students know very well that they have someone who understands their language. Students are so much motivated to learn the target language because the teacher's ability to speak their language makes the students feel closer to their teachers and feel that they are supported (Susana, 2002). The students become more willing to break the boundaries of confidence that limit them from

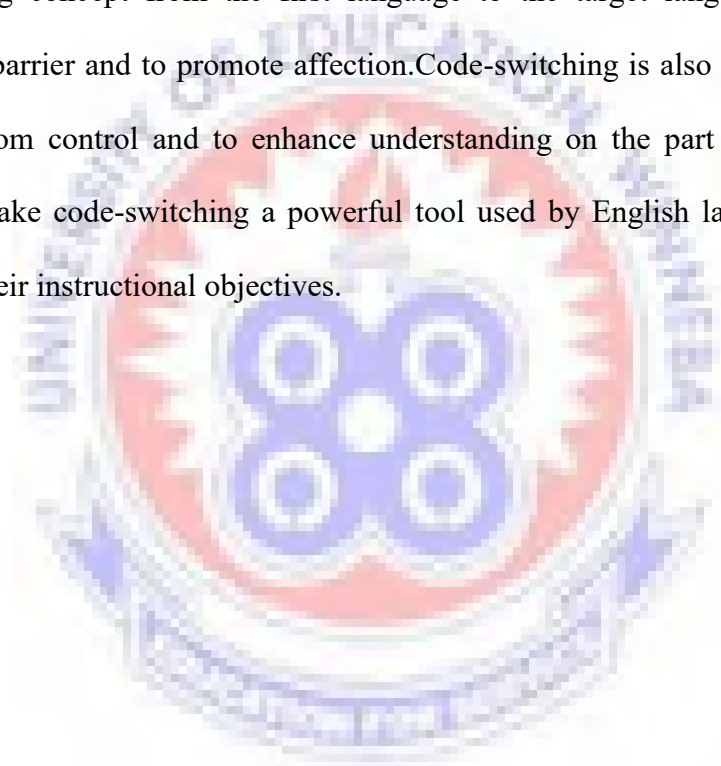
learning the new language. As students know that if they cannot produce correct utterances in English and they may use the L1, their teacher will understand them. This leads to continuity in speech and prevents the situation where just a section of students is comfortable to express themselves in the target language (Eureka, 2016).

Another significant reason for code-switching is to deliver content of a lesson. Some contents are so challenging that teaching them in the target language makes it difficult for students to grasp the concept (Bashir& Author,2015). Teachers then code-switch to the native language of the students to enhance understanding. Class control is crucial for every lesson to be successful and if students do not fully understand and follow rules giving in the classroom, it would be difficult for students to obey (Bashir& Author,2015).Teachers can code-switch to the native language of the students in setting classroom rules for full compliance. In the course of teaching, teachers switch codes to find out any disturbances that happen in the classroom to promote discipline in the teaching and learning process. One significant reason for code-switching is to show identity in the English language classroom (Ferguson, 2003). Students switch code to the native language to show that he or she can also express him or herself in that particular language. Teachers on the other hand switch code to make the students feel the sense of belongingness. Code-switching is a natural, creative and innovative way of communication among bilingual teachers and students where it is used as a technique for facilitating students in classrooms. Code-switching also serves as an inspirational strategy for the learners because it provides a care-free classroom atmosphere (Yataganbaba, 2014). In this way, students are free to communicate in both the target and the native languages which obviously enhance students' comprehension. Code-switching is therefore a powerful tool that assists students positively.

To facilitate the way of achieving some important notes by learners, teachers apply code-switching to gain the learners' attention. Code-switching is applied by teachers in the English language classes to transfer points between the target language and mother tongue (Agneta & Ana, 2010). Typically, students tend to reason in the first language before transferring into the L2. Thus, teachers may code-switch to the first language of the students to enable the students have some time to reflect and think before making any presentation in the target language. Code-switching assists learners to feel relaxed, decreasing the anxiety and stress in the classroom when using the target language. English language teacher's use of code-switching may not be a conscious selection all the time and teachers and students are aware of the results of the code-switching process in the English language classrooms (Agneta & Ana, 2010). Again, code-switching may be used to compliment a statement which helps to reinforce the intention or meaning of a speaker. It often occurs when the teacher wishes to compensate for a lack of a verbal equivalent in the target language (Baker, 2007). Code-switching may therefore be used when words or phrases do not have one-to-one correspondence with those in the L2. The student may switch to the first language to express a concept that has no equivalent in the culture of the other language (Baker, 2007). Teachers in the classroom setting may use code-switching for pedagogic reasons (Setati et al, 2002). Due to the fact that students are surrounded by speakers of the first language, it poses a challenge to the students themselves and to the teachers when using English throughout the lesson. This is because the students have difficulty grasping the concept so the teachers employ code-switching to aid understanding.

2.10 Summary

Code-switching plays an important role in the English language classroom for the benefit of students and teachers. In broad terms code-switching is used for academic, socialization and for the reason of classroom management. These are seen in introducing new topic, explaining grammatical rules, creating the sense of belonging, for continuity in speech, explaining some major terms used in text books, motivating students to learn the target language, to meet individual needs of students, transferring concept from the first language to the target language, to overcome language barrier and to promote affection. Code-switching is also used for the reason of classroom control and to enhance understanding on the part of students. These reasons make code-switching a powerful tool used by English language teachers to achieve their instructional objectives.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology adopted for the present study. The chapter has been divided into five sections and justification is given to the methodology used for gathering data for this research. The design of the research is well explained. Sample and sampling procedure are presented after which data collection instruments are thoroughly discussed. The procedure for data analysis is also discussed. The chapter ends with a discussion of the validity of the instruments.

3.1 Research Design

The research design that was adopted for the study is a qualitative case study. This design was employed to assess when English language teachers code-switch, to determine the reasons that account for code-switching in the English language classroom, and to examine the functions of code-switching in the English language classroom at the J.H.S level. The topic under investigation involves the use of words in a bilingual classroom; it is therefore prudent to use a qualitative approach which involves audio-tape recordings, interviews and observation of the classroom interaction between teachers and pupils. The main purpose of using a qualitative case study is to evaluate policy and develop interventions of a particular problem (Yin, 2003).

3.2 Population

Population is a group of individuals or people with the same characteristics and in whom the researcher is interested (Kusi, 2012). The population under consideration involved all teachers in the Asikuma-Odoben-Brakwa District in the Central Region of Ghana. The target population for the study comprised all teachers who teach language and literacy in the Asikuma-Odoben-Brakwa District in the Central Region of Ghana. The accessible population was all teachers teaching English language from J.H.S 1 to J.H.S 3 in public Basic Schools in the district. The sample population for this study consisted of J.H.S 1 to JHS 3 students and English teachers of the selected schools. It is impossible to study every single person in a target population, hence, researchers select a sample of the population that is likely to be representative of the target population we are so much interested in (McLord, 2014). It is thus argued that the number of schools and teachers sampled is a fair representation of all schools in the district.

3.3 Pilot Study

A pilot study was carried out with two teachers in two Basic Schools in two different towns in the District to identify any ambiguity in the items. These two schools were however excluded from the main study.

3.4 Sample and Sampling Procedure

Conducting the study in all the Basic Schools in the district would require huge resources but the research was time-bound and impracticable to every school in the whole district. Two sampling techniques were used: a convenient sampling technique was therefore used to select six JHS teachers from six schools from six towns in the District. The quota sampling technique was adopted in this study on the

assumption that each town in the district should be equally represented. Having obtained the data of schools from the District Education Directorate, the researcher selected a town to represent the three major towns and a village under each of these towns. The three urban towns are; Asikuma, Odoben and Brakwa and the villages are; Supunso, Asarikwa, and Eshiem. The schools selected for the study were Asikuma R/C Boys' JHS, Brakwa Presby JHS „A“, Oboben R/C JHS, Supunso D/A JHS, Asarikwa JHS and Eshiem D/A JHS. The researcher observed lessons and audio tape recorded them. Teachers were also interviewed to gain insight into some of the actions they took in the course of teaching and to find out their views on the importance of code-switching.

3.5 Data Collection

This study is a purely qualitative research paradigm and qualitative data collection instruments were used. Interview, observation (students' and teachers' expressions, their speech, body language, physical surroundings and the exact conversation) and audio-tape recording were the main instruments. This was because I wanted to understand the situation and report it as it was. Denzin and Lincoln (1994) explain qualitative research as:

...a multi-method in focus, involving and interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. (p. 1)

The instruments used were supplemented by note-taking on what was physically taking place in the classroom but could not be captured on the audio-tape recorder (Tsaona, 2011).

Due to the nature of the research, I had to pay attention to a number of ethical concerns. As I was required to conduct research in public schools, I had to obtain the consent of a number of stakeholders in Education in the district. Permission to gather data for the study was obtained from the District Director of Education and the various head teachers of the six schools as well as the teachers in whose classes the study was to take place. Teachers were informed beforehand that the visits to their classes were solely for research purposes. Neither the teachers nor the learners were told what the study was about: this was an attempt to prevent any conscious code-switching (or lack of code-switching) and to ensure that the teachers and their learners were relaxed and had spontaneous discussions (Dawid, 2010). Initially, the researcher's physical presence in the classroom and the visible audio tape recorder used to record the lessons created uneasiness among some learners and teachers. However, as the lesson progressed, the learners relaxed and the dynamics of the lessons became normalized. The researcher is confident that his presence in the classrooms and the recording of the lessons had minimal effect on the participants (both the teachers and learners), hence, the recorded data were authentic. Consequently, its analysis and interpretation provided a genuine picture of what transpired in the classrooms observed. It is important to acknowledge that the reasons for which teachers code-switched vary due to the students' level of language proficiency and the instructional objective at hand. It seems that more L1 is accepted at lower levels of proficiency and gradually the use of L1 was reduced according to the higher level of proficiency.

Interview was chosen as a way to create a space for conversation between the English teacher and the researcher. Specifically, the researcher used semi-structured interviews with a number of questions (see Appendix A) to guide the dialogue

between the interviewer and the teacher participants. The researcher also tried to let the interview evolve depending on the interviewee's responses. Seedhouse (2004) observes that between five (5) and six (6) lessons observed would be enough to do a good analysis qualitatively. The researcher observed the lessons of six teachers, one (1) each from the three main towns within the district and one each (1) from three villages. Teachers who agreed that their teachings should be audio-tape recorded were interviewed after the lesson to find out the reasons for some actions and inactions in the course of their teaching. To audio record and observe the teachers, Patton (2002) holds the view that observation is important in research since it helps to collect data on non-verbal behaviors and importantly when one wants to study in detail the behavior that occurs in a particular setting. As a result, students' and teachers' code-switching in the English Language classroom was closely monitored. Observations are important because articulated beliefs and attitudes may not fully reflect the actual pedagogical practices (Borg, 2006). Beliefs and attitudes must be inferred from what people do in reality. The researcher observed that teachers code-switched for example, to build rapport, maintain discipline and explain grammatical concepts. It is suggested that people may lie about their use of code-switching in their reports, so to crosscheck if what the participants believe in (as found in the interview) are truly practised in their actual teaching, so classroom observations were conducted (Zacharias, 2004; Atiemo, 2015). Observations and interviews were used by the researcher so that triangulation could be effectively done and one of the commonest forms of triangulation is to combine interviews with observations (Woods, 2006).

Best and Khan (2006) explain interview as an oral questionnaire and the major reason for interview is the fact that many people would like to talk more than to write, thereby providing data more readily and fully than on a questionnaire. This view was

strongly demonstrated in the study by the respondents interviewed as they expressed their views on the issues raised. Indeed, several benefits accrue from a friendly interaction in an interview than can be obtained in a limited impersonal questionnaire contacts. The teachers whose classes were observed and recorded were also interviewed and asked if they sometimes code-switch when teaching English. It was a semi-structured interview administered to only teachers to equip the researcher with information needed for the research, Here, the questions were not rigidly followed (Owu-Ewie, 2012).

3.6 Validity

In ensuring validity of findings, the responses of the respondents were recorded on voice recorder and played to the respondents to make sure that what were recorded were really their views. An opportunity was created for respondents to listen to their versions of the interviews and teachings as the true reflections of their voices.

3.7 Data Analysis

The audio recordings of lessons, observations and interviews were transcribed and grouped into themes and the analysis focused on answering three research questions: When exactly in the teaching and learning process do J.H.S teacher code-switch in the English language classroom? What interactions necessitate code-switching by J.H.S teachers and students in the English language classroom? and to what extent does code-switching benefit the JHS teachers and students in the English language classroom to attain instructional and educational objectives?

The study revealed that teachers code-switched at four stages in the English language classroom: introduction, delivery, closure and evaluation. Code-switching at these stages are not static but are dependent on what the teacher and students want to

achieve at each stage with the view of enhancing understanding. English language involves arts that help develop skills which are mainly grouped into two, receptive and productive skills. These translate to listening skills, reading skills, speaking skills and writing skills. The types of interactions that may necessitate code-switching in the English language are teacher-whole class, teacher-pupil, pupil-pupil, and pupil-teacher interactions. These interactions are geared towards performing academic, management and socializing functions of code-switching. The researcher listened to the audio-tape recordings and interview repeatedly and orthographically transcribed the lessons. Notes taken during observation were also useful to the researcher since they reflected or captured most of the things that the audio-tape recorder could not capture. From all these different sources of data, the researcher categorized the findings into themes.

3.8 Conclusion

The study is a purely qualitative survey which used instruments such as audio-tape recordings of classroom lessons, observation and interview to gather data on when teachers and students code-switch in the English language classroom. The sampled population for the study was English language teachers from Junior High Schools from six different towns in the Asikuma-Odoben-Brakwa district. Three schools from three towns and three schools from three villages were selected to help make a qualitative analysis of the recorded English lessons.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results obtained from the analysis of the data collected. In total, seven English Language teachers were interviewed and six out of the seven teachers' lessons were observed and recorded. The analysis shows that all the teachers observed code-switched in their lessons. The reasons for code-switching ranged from helping their students get a better understanding of the lessons, managing the classroom, and explaining complex grammar points. They also included creating a sense of belongingness and humor. One of the teachers did not code-switch because he did not understand and cannot speak the students' native language and the teacher holds on to a philosophy for strict adherence to the policy governing language use in JHS English classroom. The chapter is divided into three sections: the first section presents the analysis of when code-switching is done in the teaching and learning process. The analysis showed that some English language teachers code-switch when teaching the various aspects of the language: Grammar, Composition, Comprehension and Literature. The analysis also indicates that teachers' code-switch to elicit responses from the students and to create a conducive atmosphere in the classroom.

The observations also revealed that code-switching plays a supporting and facilitating role for both teachers and students, and this helps in achieving their instructional objectives which helps students to learn the target language. The second section discusses the various uses of code-switching in the English language classroom. Finally, the analysis looks at the functions of code-switching in the English language classroom.

The study revealed that some teachers code-switched and would continue to code-switch in as much as they remain teachers because they want their students to get a better understanding of their lessons. For other teachers code-switching to the native language of the student is against their teaching policy, but it is argued that code-switching to the native language plays a very important role in the language acquisition process. As a result, teachers are to determine when, reasons and functions of code-switching to the native language of the student in order to facilitate the teaching and learning of English.

4.1 Analysis of when code-switching occurs in the classroom

In as much as teachers are aware of the current policy governing the MOI, there may be some conditions and situations that compel them to code-switch to the L1 of the students in the English classroom. This is because the study indicates that respondents have fair idea of the current language policy for teaching. One of the teachers remarked that:

Extract 17

I code-switch when I want to ask a question; I most at times start with the L2 but when I see that the students are not getting the actual meaning of what I am asking them, then I try to ask the question in L1 for them to get the meaning of the question very well.

The answer given by the teachers confirms Ferguson (2003) view that teachers code-switch for academic purposes by asking questions from students to identify the extent of learning and for remedial teaching. The response from the teacher emphasized that students are not able to do well because understanding questions that are asked in the English language could be challenging, which may hinder performance of the student. Another teacher remarked:

Extract 18

When concepts are in the abstract as soon as you mentioned the name of the item or object in their L1, students are able to form the mental picture of the said item.

The teacher was drawing attention to the fact that code-switching is used to enhance teaching by helping students to be associated with objects or materials that are not readily available to the teacher and students in the classroom to see and make use of. The name of the object mentioned in the native language makes the student identify him or herself with such object thereby getting the child involved in the discussion or learning environment. This implies that students have enough experiences (vocabulary) in their first language and when opportunity is created, by speaking the (native language) students would bring these experiences to support the learning of the target language. Another teacher remarked that:

Extract 19

We cannot take away code-switching in the L2 classroom, because there may be a word used in a text. I may try to explain using the L2 but when the students still do not understand then I have no option than to code-switch to the L1 of the student to explain perfectly for them to understand.

The argument is that code-switching can be used in different situations; among them is for explaining complex grammatical points, explaining new or unfamiliar words checking understanding on the part of students. However, teachers should not always code-switch to explain key points at a particular stage of the lesson. Based on the context of a specific situation, the teacher can decide which situations code-switching should be used in. It is true that explaining the meaning of terminologies and difficult words in English only is time consuming and mostly ineffective. Code-

switching is used to explain or instruct which helps students understand a word or lesson better and clearly.

Code-switching is a very powerful tool that teachers use in the English language classroom though the policy surrounding the teaching of English at the JHS level in Ghana frowns upon it but it is being used by most teachers to achieve result. When exactly is code-switching done is a critical question that most people may be interested in. Code-switching may occur at the introduction stage of the lesson, delivery stage, closure or the evaluation stage of the lesson.

4.1.1 Introduction stage

It is important to acknowledge that code-switching happens depending on the need of the students at any particular stage of the lesson and what the teacher wants to achieve at each stage of the lesson. At the introductory stage of a Reading Comprehension lesson, the teacher code-switched because she wanted the students to predict the name given to a particular activity (event) so she code-switched so that the students could relate to and come out with the answer. This the students were able to understand the scenario created by the teacher and responded to the question because the language used was brought to their level which made the students understood the effect since the situation does happen in their communities.

Extract 20

Teacher: close all your books (-) don't open any book. Today we have reading but ansaana ye bɔkɔ akenkana no do[before we proceed with reading] I want to ask you a question, wo nyim a nna eyi m'ano[answer if you know the answer].eyaa mpen bebre no anaa most of the time se skuulfo na adze ye ye adze we skuul anaade, yepɛ de ye be yi skuul no dze kyere wɔ organise biribi we skuul we na ye befrɛafofor[if the school wants to showcase its activities to the public, they organize something where]alot of people would be invited to the school so that when they come, they would come and do something for the school by giving us money, the school would also perform a lot of things in the school then at the end of the day we would get money.

Dem adze aeyɛ a yeyɛ no wɛ frɛno dɛn? [what name is given to such event]Sarah!!

Student (Sarah); open day

Teacher: good, any other. edzin fofro bi so ɛwɔhɔ a obi nyim? [is there any other name that someone knows?]Then let us clap for her

Students; clapped

Teacher:ntsi sɛ yaa yɛhwɛ nkomodzi a yɛredzi like the way we have talk and discuss about it sɛ wɔhwɛ a ndɛdɛn na yɛrɛ bɛkasa afaho? [what do you think the reading would be about?]what are we going to read about? yɛ bɛ kan dɛn dɛn paa? mɛ pɛ nsa fofro[read about what? I need a different person], I don't want them, sɛ obi wɔkaka dɛm a nna wɔhwɛ a dɛn na yɛrɛbakasa afaho. Wo nyim a ma wo nsa do na kasa, yes!

Student; open day

Teacher; open day, good. let us clap for him

Carefully studying the extract indicates that the teacher code-switched at the introduction stage which was strategically employed to yield the desired result of students predicting what the passage to be read would be about and importantly, it also increased students' participation in the lesson. In essence, teachers code-switch when they want students to be highly involved in the lesson. This helps the students to understand the lesson better making concepts learnt permanent on the part of students.

Again, at the beginning of a composition lesson in JHS 1, the teacher code-switched to elicit response from students on who has ever written a letter to a friend before. The teacher used code-switching in this case as an eye-breaker and to initiate discussion in the class.

Extract 21

Teacher: Church of Christ at where Asikuma or Brakwa, Mankessim so that letter you wrote to your friend is a friendly letter right. Who has also written a letter to his or her friend before this year 2018 woana na woakyɛrɛw letter akɔma ne nyanko bi (-) you don't write letters to whom did you write letters to (-) is good to write letters ɛɛ.

The teacher strategically employed this to know the students' previous knowledge and to set students' thinking of what the topic for the day would be. The teacher code-switched to explain the question to the students to enhance understanding so that the students would effectively contribute to the discussion. To add to the above, a teacher switched code to review previous lessons and to correct mistakes that students made, this reflected in the English comprehension of a teacher who taught form one English:

Extract 22

Teacher: my name is Kofi Sarpong. It means me bisaa de wo dzin dze den? wɔfrɛ wo den? [when asked, what is your name?] you won't say wɔfrɛ me [my name is] Kofi Mensah na wieho sɛ, Wo dze ne nyinaa bɔmu kor a, if someone ask you a question like you are seeing on the board. How many chiefs had the Empire? Three (3) in comprehension this is how it is supposed to be answered. Do you understand that?

Students: yes, sir.

Teacher: short, short answers because sɛ woakyerɛw [if you do not provide brief] short answers a, den na me ka yi [what did I say?], grammatical mistakes. Mo atse ase? [do you understand?]

The teacher code-switched to stress on the explanation he gave to the students on the need to give short answers when answering comprehension questions in order to avoid committing more grammatical mistakes which can affect students' score in examination. Teachers also code switch to further explain some key words in the passage that students' have read to ensure firm understanding and proper usage of such vocabularies:

Extract 23

Teacher: who is a looter? Ewi,ewi kromfo. The great looter didn't go to steal corpse oo! Nnye dead body na ɔkɔ wiea oo. Ndzɛma a wɔdze sie ɔhen no [the corpse was not stolen it was the items the body was buried with that they stole]. wotse dza me kaa no? [do you understand?] sɛ corpse wɔ wiea a nna wɔ dze rekɔ hen? [what will the thief use the corpse for] Wɔdze rekɔ to ne da mu anaa de hemfa. But ndzɛmba a, nna gold, mpabowa, kyɛn na adze a, wɔ sie ɔhen no nna ɔwiea dze kɔ. wotsee dza me kaa no.

Students: yes, sir.

In this extract, this teacher code switched to ask who a looter was and explain the word with respect to the passage as well as mention some items that were looted. The teacher used the L1 to explain which enabled the students to relate with the concept and understand the meaning of the word better as this will guide students to use the word „looter“ appropriately.

4.1.2 Delivery stage of a Lesson

Code-switching does occur at the delivery stage of the lesson especially when the teacher wants to explain some major points to the understanding of the students, to reduce tension in the class; when the class becomes so tense that makes it difficult for the students to concentrate or the teacher to teach, the teacher then code-switches to create a relaxed classroom environment for students to feel motivated to study and to concentrate at the delivery stage. Mostly, it is at this stage that interaction between teacher-class, teacher-student, student-teacher and student-student do mainly occur which makes this stage very important.

Extract 24

Teacher: nsu ne plura wc hen mmfa dem so na wo ba proper nouns no a common noun a difference wo mu. Wo ka proper nouns a edzin a bebiara ehye biara no capital letter eye den no tsena ase (-) se ewc mfinimfin oo se ewo ekvir oo capital letter na startse [where ever a proper noun is used; middle, center or at the end of a sentence, it should begin with a capital letter]so if I ask you, what are proper nouns what will you say, give me your own definitions give me nice definition you write it on the board. What is a proper noun dza y'akyerew gu ho yi dzi wo de obiara tum keka bi dza yekeka yi a yes!

Student: proper nouns are nouns that are used in place of value nouns tables

Teacher: okay, good table look at table 'I have a table' look this the definition that she gave I have a table me wo pon, I have a table dem table yi ewo de me pepa table yi na me ye no [do I have to wipe the small 't' and make it] capital T de bi [no] eye small t but se oye Kumasi a nka oye capital K osiandeyi onnye proper nouns oye common nouns therefore: what are proper nouns? Hmm!

Student; proper nouns are nouns that begins with capital letters.

Communication is a two way affair which should take place between the teacher and the student in the classroom. It therefore becomes dangerous and a waste of time when a partner in the communication process cannot understand the other partner due to the language used. From the extract, the teacher was teaching on the differences between proper and common nouns. As a result of the technical nature of the topic and because the teacher wanted the students to clearly distinguish the two, he code-switched to the L1 of the students to enhance effective understanding (Ferguson 2003) and it did help the students to define the concept proper noun in their own way, which is a very good initiative for the teacher and the students.

Extract 25

Teacher: Ntsi woa wo dzi wiane bubua ye yi nyimpa dzin to nkyen, a ye yi kurow dzin to nkyen a den bioso nna dabiara [apart from names of persons and town, what other example of proper nouns begin with]capital letter starting ono na ye benya biribi more examples or let even say categories. Where is the duster?
Student; duster no hɛ desk no ase [it is under the desk]

Code-switching helps create the sense of belongingness which enables the students to express themselves freely without any fear or intimidation. This is because the language used in the classroom creates that sound environment for the student to feel relaxed to associate and express him or herself effectively which promotes teaching and learning (Bloch & Trager, 2009). The extract above gives the indication that code-switching gives the students an alternative means of expressing themselves, when the student lacks the appropriate vocabulary or register to use. The teacher code switches in the class, for example when the teacher sought for the duster, the student quickly replied with the L1 due to the environment that has been created by the teacher.

Extract 26

Teacher: what does it mean if you say homoho festival is good. What does it mean?

Student: sir, in fante mm! ɔpɛ akyerɛ dɛ homoho festival eyɛ [to say Homowo festival is enjoyable].

Students use code-switching as means of continuity in speech which helps to bridge the gap that would be created because in an interaction process, when the student lacks vocabulary interaction would be very difficult which obviously would result in a pause in communication (Choy, 2011). In a situation where the teacher code switches and allows the students to switch code as well when the need be, the student would have an alternative vocabulary or words to fill the gap or other words to use to enhance effective interaction in the classroom. In addition, code-switching helps to meet the individual needs in imparting knowledge in the classroom (Bista, 2010). The classroom is made up of individual students with different learning abilities and this is what code switching seeks to address by bringing the language to the level of the student in order to benefit from the instruction:

Extract 27

Teacher: So use Odwira to form a sentence for us. Fa Odwira ye sentence (-) ka no fante na me tsie ye wie ayɛ dze bɔkɔ brɔfo mu [say it in fante, we shall transcribe it to English]. Wo pɛ akyerɛ dɛ wonntum nka hwee mmfa Odwira ho [do you mean to say that you can't say anything about Odwira]. Wonntum mmfa Odwira nyɛ sentence [can't you construct sentence using Odwira?], (-) ntsi fa Odwira ye sentence na me tsie [use Odwira to construct sentence for the class].

Student: yes, sir

Teacher: ka no brɔfo na yɛnkɔ [say it in English]. Keep quiet, keep quiet.

Student: Odwira festival is so happy

Teacher: Odwira festival is so happy (-) Ka no fantse na me hwe [say it in English]. Odwira festival is so happy ne fantse beyɛ dɛn [how will you say it in fante] (-) ɔpɛ akyerɛ dɛn [what do you mean to say],

student: *Odwirafo woa fahyɛɛ no ɔyɛ dɛ [the festival of the people of Odwira is sweet].*

Teacher: *Ok, ntsi ye ka dɛ odwura afahyɛɛ no nye dɛn.*

Student: *Ɔyɛ enyigye [is happiness]*

Teacher: *odwurafo afahyɛɛ no ɔyɛ anigye [the festival of the people of Odwura is full of happiness]. Ye fa nkɔ brɔfo na ye nhwe[let us translate it to English and see] (-) obi mfa kɔ brɔfo mma hɛn [someone should translate it for us]. Odwura afahyɛ no ye enyigye ne brɔfo wɔka no dɛn.*

Student: *odwura festival is happy.*

Teacher: *ok, yes*

student: *Odwura festivals are celebrated with happiness.*

Teacher: *Again*

Student: *Odwura festivals are celebrated with happiness.*

Teacher: *odwura festivals are celebrated with happiness. Ɔkyerɛ dɛ wɔdze enyigye na wɔdze dzi afahyɛ no but eyi no ye pɛ dɛ yɛkyerɛ dɛ afahyɛ no naakasa no ɔyɛ dɛ. So we can simply write this Odwura festival is very edziban ye dɛw a is sɛ ekutu ye dɛw is afahyɛ so ye dɛw a ɔyɛ happy [we don't use sweet for festivals but full of happiness or enjoyment].*

Based on the extract of the transcription, the students lack the appropriate term to use so the teacher had to switch code to the L1 of the students as well as use probing questions until the correct register was discovered. This made it easier for the teacher to achieve his aim and the students to discover the word that is appropriate but teacher would have been difficult for the teacher had he not code switched. Code switching is a powerful tool that when used well will make ESL very simple and interesting to both teachers and students.

4.1.3 Closure stage

The closure stage of every teaching and learning is very important to the teacher and the student. It is the summery of the key issues in the classroom interactions that students especially need to note. It is the highlights of what the student is to carry with him or her and what forms the foundation of the students understanding of the concept delivered. In essence, closure should form part of every lesson for the utmost benefit of the students. Closure can be weekly, daily or monthly but it is geared towards the benefit of the students by promoting understanding of concept discussed.

Extract 28

*Teacher: naaka obɛgye letter no na woahwe mu. Because this one is your friend so you can write a lot of things so, I don't except to write deto, deto (-) you can pick some of the words so you can bring your introduction. I am very excited, if you are writing I am very excited you can also write I am very happy. You rather write happy or excited. To write you can say to can this letter, am fine you can say I am doing well I am strong, I am fit and I hope you are also doing great. You can say I am also doing fine. Chale, you decide to use Booso, I have you stopped eating osobo at night? You can have stopped eaten raga at night? Aha yi mepɛ sɛ mo yɛ no moa ankasa mo dze a mo pɛ[**I want you to do it yourselves**]. mɛfa medzi no bi[**you can pick some of my words**]. Ntsi yɛ wodze na fabra sesiara na me marking. One minute. Kyerew ma ɔyɛdɛw, kyerew ma wo tsir mu nyɛ wo dɛw [**be creative in your writing**]. ma wo nyanko a wo kyerew akɔ ma no no nyɛ nodɛw [**write it for your friend to enjoy it**]. fa woa wo brofo [**use your own words**]. Beginning with a paragraph you leave a space. You see that when I wrote hi, fred, I left a small space here before I started writing here. Hello, comma you leave a space here before you will start writing. Wo botum dze ruler ato ho na woa measure wo inch no. you have the centimeters you can use it. One centimeter ok uses it wo so susu. One centimeter nyɛ nyi, wo hia ahɛn? two centimeters.*

The extract from the transcription above indicates the use of code-switching by the teacher during a composition class to summarize major points in the lesson on how to write an effective friendly letter. The teacher code switched to highlight

relevant areas that students need to pay particular attention in writing standard, readable and enjoyable friendly letter.

4.1.4 Evaluation stage

Evaluation is a continuous (formative) process in teaching and learning, so teachers ask questions to elicit response from students to know where exactly the teacher needs to stress and to give indication to students of key areas that the students should consider important. Some teachers then switch code to the native language of the student in order to achieve the intended purpose but not in all cases. This is because most teachers think whatever needs to be explained to the students has been done at the delivery stage, therefore there is no need to code switch at the evaluation stage. This explains why there was no code switching at the evaluation stage of this study; from the data gathered, code-switching predominantly occurred at the delivery stage as compared to the other stages, because it is at the delivery stage that most interaction happens between teacher-student, teacher-whole class, student-student and student-teacher. It is therefore important to note that code switching can occur at any stage of the lesson when there is the need to use it for the benefit of the students and should not be limited to just one particular stage of the lesson.

Types of interaction for code-switching in the classroom

Teaching and learning takes place when there is effective interaction between the teacher and students, and the various stakeholders acknowledge that English is the MOI in the English language classroom. Teachers as experienced as they are, are able to apprehend when students do not understand what they are teaching as a result of the language being used. Some challenging situations compel teachers to code-switch to the L1 of students to explain words or phrases that students do not understand in

order to teach effectively, so teachers do initiate code-switching depending on the language level of the students and the situation at hand as well as the topic under discussion. Code-switching occurs under four different conditions or levels;

- (a) Teacher-whole class code switching
- (b) Teacher- student code switching
- (c) Student-student code switching
- (d) Student- teacher code switching

4.1.5 Teacher-whole class code-switching

Interaction in the classroom situation can take different forms and teacher-whole class code switching occurs when a teacher initiates interaction with the class in the target language but upon the teacher observing a situation code-switches to the native language of the students to probably enhance communication (Heller, 1998). This was confirmed from the transcribe when a teacher taught English-Grammar in the English language class only to ask a student to respond to a question when the student stated that he did not understand what the teacher taught. This was as a result of the medium of instruction used which has been a barrier to the student's understanding and the teacher had to code-switch to enable the students understand the lesson, Ferguson (2003) refers to this as code-switching for academic reasons and specifically for the purposes of explanation. The teacher code-switches to the native language of the students and not to only one particular student because the interaction was between the teacher and the whole class, there may be some students who could not understand the lesson but may not have expressed it though had challenge understanding what the teacher taught.

Extract 6

Teacher: very good, so all the underlined words become the subordinate clause. Very good, (-) okay now let me go round so that you can tell me or give me examples of complex sentence. Now that you have realize that a complex sentence is made up of a main clause and a subordinate clause, please study the examples and come out with your own aah! I will start from here, an example of

Student: sir, mese dza Ekae no manntse noyie [I do not understand whatever you said]

Teacher: you did not understand

Students: yes, sir

Teacher: [TURNS TO CLASS] ooh, I was saying that we have come to a conclusion or observed that a complex sentence is the one that has two components. The first is, it must have a main clause and a subordinate clause and I have been giving many examples so study it and come out with your own. Sɛ me hwɛ ɛyɛ me dɛ adzɛ amekyerɛ no, homannhyɛ da anntse ase [I think you do not understand what I have taught]. Ma me fa bra hom kasa mu na hom tse ase yie[I will say it in your own language so that you understand it very well], yɛka complex sentence a ekyerɛ dɛ asentwɔ a ebɔ mu, dza yɛ frɛ no main clause[is a complete sentence containing a main clause and a subordinate clause]. Yɛ ka main clause etum gyina no doa a ntease wɔmu[main clause can stand on its own and make sense] _I know it', me nyim what my parents would sa, yɛwɔha na obi aba dan mu ha _mɛ maame bɛka dɛ' woana bɛ tse ase?[is someone just enter the room and remark that 'my mother will say'] Wo bebisa dɛ wo maame beka dɛn. Dɛn asem na aba na wo maame bɛka dɛ, anaã me boa?[what has happened and what will your mother say?]

Students: yes, sir

Teacher: when it happens like that we called it, that one, subordinate clause, now yen hwɛ next eyi nso [let us consider this one] _Mary likes what you just said' me ba dan mu ha na me ka dɛ what you just said dza wo kae no, wo bɛhyɛ ase ebisa me question. nnye dɛm a?[you will then begin to question me, right?]

For this, the teacher code switched to explain concepts on complex sentence to the entire (whole) class which helped the teacher to achieve the instructional objective though it was against the language policy at such level but it is an important tool that the teacher used when the attempt of using the target language failed.

Again, teachers code-switch to elicit response from students after the teacher asked a question in the target language and students are unable to answer due to the fact that maybe the students did not understand the question as a result of lack of clarity (Carless, 2007). The teacher then initiates code switching to ask the question in the native (L1) language of the student since research has proven that students reason and understand best in their own language. The data collected brought to light instances when the teacher asked questions in the target language but students had difficulty understanding so could not answer the questions. Questioning is a powerful technique used by teachers (facilitators) and it can be at the introductory, delivery or the evaluation stages of a lesson; responses from students inform the teacher of the next line of action in the teaching and learning process. It had to take the teacher code-switching to L1 for the students to understand the meaning of the question before they could answer.

Extract 7

*Teacher: close all your books (-) don't open any book. Today we have reading but **ansaana ye bɔkɔ akenkan no do no [before we continue with the reading]** I want to ask you a question, ntsi enyim a nna eyi me ano **[answer if you know]**. *eyaa mpɛn bebreɛ no anaa most of the time sɛskuulfo na adze yeyɛ adze wɔ skuula, anaa de yɛpɛde yeyi hɛn skuul no dzekyerɛɛ a [when we want to showcase the school], we organise biribi wɔ skuul hɔdɛ bɛfrɛ afofor [we organize something and invite] a lot of people would be invited to the school so that when they come, they would come and do something for the school by giving us money, the school would also perform a lot of things in the school then at the end of the day we would get money. Dem adze no a eyɛa yeyɛ no, wɔ frɛ nodɛn? [how do we call that] Sarah!! Ok wɔakyerɛ n'adwen**

Student: open day

Teacher: good, any other. edzin fofor bi so wɔ hɔ aobi nyim a? [is there any other name?] Ahen let us clap for him

Students; clapped

Extract 7 proves that teachers code-switch to ask questions in order to check students' understanding on the topic taught in the English language classroom but one of the student's drew the attention of the teacher that he did not understand what the teacher taught. The teacher code switched to enable the students respond. It largely encourages students' participation in class since code-switching enhances understanding by bringing concepts to the language level of the students (Weng, 2012; Greggio & Gil, 2007). Code-switching is used to motivate students to do more which makes the students feel acknowledged in the teaching and learning process.

Motivation is a power technique that helps the students to be innovative and boost students' interest in learning the target language (Canagarajah, 2001). In an English Grammar lesson on the topic „clause“, after the accuracy stage of the lesson and students were to construct their own sentences. The students were then following a particular trend by beginning with the subordinate clause but a student took the initiative starting the sentence with the main clause. The teacher then switches code to the native language to acknowledge the student and to encourage the other students to do same;

Extract 8

Student: The man is a teacher who teaches in the Nwomaso Methodist JHS

Teacher: very good, some of you are even trying to impress me much, wɔahye ase wɔde [some are starting with the subordinate clause] subordinate thus very good, yes!Entsi wo so fa wɔdze bra, yes! [so construct yours]

Yes, though a student took that initiative, the teacher recommended it also used the opportunity to encourage and address the entire class to do same. Moreover, the teachers code switch to instruct students especially when students have difficulty grasping the concept in a lesson (Kim & Elder, 2008; Rolin-Lanziti & Brownlie,

2002). Teachers instruct in the native language when they want the students to understand the concept in order to perform a peculiar activity;

Extract 9

Student: sir, mese dza wo kae no m' anntse no yie [I do not understand what you said]

Teacher: you did not understand

Students: yes, sir

Teacher: ooh, I was saying that we have come to a conclusion or observe that a complex sentence is the one that has two components. The first is, it must have a main clause and a subordinate clause and I have been giving much examples so study it and come out with your own. Se ye hwε a eyε me dε adze no a me kyerε no, mo annhyε da anntse ase [I think you do not understand all that I said]. Ma me mfa mbra mo kasaa mu na mo ntse ase, yεka [I will repeat it in your own language so that you understand better] complex sentence a ekyerε dε asentcw a ebohu dza ye frεno [a complete sentence] main clause. Ye ka main clause a etum gyina noho do a ntsease womu [it can stand on its own and make complete sense]. I know it', me nyim what my parents would say ye wo ha na obi aba dan mu ha me maame bεka dε' woana betse ase? ['my mother will say', will you understand?] Wo bebisa dε wo maame se den? Den asem na aba na wo maame bεka dε, anaa me boa? [you will then begin to ask questions, what will your mother say and what has happened].

Students: yes, sir

Teacher: when it happens like that we called it that one subordinate clause, now yεnhwe next no so Mary like what you just said' me ba dan mu ha na me ka dε [someone enter the room and say] what you just said dza wo kae no, wo bεhyε ase ebisa [you will to ask questions]. Nnyε dεm a? [isn't it]

Students: eyε dεm [yes, it is].

Teacher: dzannyi ntsease wc mu a εwε dε ye ka biribi ka ho ansaana ntsease abamu [the sentence which does not make much sense], we call it what subordinate clause. Dza ntsease womu no [the sentence that is well understood] we call it main clause

Students: main clause

Teacher: ye tse wo asea nna dza ye sua no ye frεno complex sentence ekyerε de εwε de ye nya asentcw ebien ansaana ye ka hcn abom ansaana aye den? [therefore we combine two simple sentences to do what?] Yehu biribi a ye frε no [we have had several examples on] complex sentence, is that so ye hwe sentences yi a maayε [let us

consider this one] _the boy is a skillful player who scored all the goals and one of you said that _the boy is a skillful player' is the main clause _banyimba onyim agor dzi yeye wo boolom ye paa, ye fa no dem na another one se _who scored the goals', ntsi me ba ha na me ka _nyimpa a chye goal' [if I say 'who scored the goal'] ebebisa hena na chye? [you then ask 'who']

Students: yes, sir

Teacher: chye ase ebisa dem nawo frɛ no [as soon as you begin to ask questions, you should know that that part of the sentence is the] subordinate clause ntsi ehwe sentence yi a name noas sentence three (3))kyere dza a otum gyina noho do nna dza nnkotum egyina noho do na ye ka bomu ansaana ye nya biribi a ye frɛ no [so a complex sentence should contain a main and a subordinate]. Is that okay?

Students: yes, sir

Teacher: ntsi wo so fa wo dze bra [construct your own sentence on the topic], yes!

The extract gives an indication of a teacher who had code switched to instruct in the native (L1) language in a Grammar lesson because he had wanted the students to construct examples of complex sentence in which there could be main and subordinate clauses but a student drew the teacher's attention that he (student) did not understand the lesson. The teacher then code switched to the native language to instruct the students making understanding clearer and the students were able to construct so many sentences of their own.

4.1.6 Teacher-student code-switching

Again, classroom communication is a two affair where teacher talks to student and a student also talks back to the teacher for effective teaching and learning to take place. In the teaching process when the teacher realizes that some students are not paying attention, the teacher sometimes code-switches to the native language of the student to find out the situation and maintain discipline in the classroom (Levine, 2003). The extract below from the transcription is an interaction between a teacher and a student who is in charge of the school clock, he was debating on the proper

functioning of the clock in the causes of teaching and the teacher had to find out the reason to maintain order in the class. Ferguson (2003) confirms that code-switching is used for class management and that was exactly what the teacher did.

Extract 10

Teacher: what is happening over there?

Student: our time

Teacher: mo time no aye den? [what has happened to the time]

Student: battery no ewu [the battery is weak]

Teacher: okay, then go and do what you are supposed to do. Se ɔwɔde esesa, sesa [if there is the need to change do that].

The observation revealed that after the teacher's instruction and order, there was discipline in the class for total concentration and contribution from students to the lesson, this was as a result of the effect of code-switching. Additionally, teachers code-switch to motivate their students to continue with a good work or to encourage students to do more than what has been done which creates the sense of belongingness in the students, thereby promoting high performance in their academic work (Liu, 2010). For example, a student constructed a sentence in class on the topic „clause“ and the teacher was so excited that he switched code to the L1 of the student to appreciate him and to encourage him to continue with such good effort.

Extract 11

Student: we will go to the room when my sister returns

Teacher: clap for him. Yes, woabɔmbcdzen aka wo so wo dze [he has done well, it is now your turn], (-) nti wo so fa wo dze bra [construct yours], yes!

It is interesting to note that students feel valued and appreciated when teachers switch code to their native language specifically to motivate them. The students become happy and feels he or she is part of the class which boost the morale of the

students to learn the target language better due to the recognition given to them. Code switching in this instance also plays a significant role by motivating other students who might be passive to be active in class.

Furthermore, teachers switch codes to explain and draw students' attention to some important points that the students are to note. It is not always the case of addressing the entire students in the class but sometimes the focus is on one particular student who the teacher would like to concentrate on when there is a special need to meet (Duff & Polio, 1990). The teacher then code switches to explain some relevant points on the topic under study to such a particular student which helps to enhance understanding and address whatever challenge that the student may be facing. The teacher again code-switch to emphasize key issues in the teaching and learning process for the student to pay particular attention to and to avoid making any mistake that may cause the student dearly, especially during one-on-one tutorials.

4.1.7 Student-student code switching

Code switching is a system employed by two or more people to enhance communication which occurs in the classroom among students (Wardhaugh, 2010). Student-student code-switching mostly occurs at the evaluation stages of the lesson. The different languages spoken by the individual students in the classroom gives a fair idea of the numerous indigenous languages in Ghana. This means the students in the classroom are not so conversant with English language and may switch code to communicate to their colleagues. Students are exposed more to L1 than any other language and would be difficult for any ordinary Ghanaian student to master and speak English fluently without any help outside the classroom (Lightbown, 2001).

Students also code-switched among themselves in the classroom during instructional time even with the presence of the teacher. Students code-switch to supplement speech (Skiba, 1997) especially when they are given group assignment to work on, they code-switch to the language that majority can speak and understand for discussion on the topic given. This enables them to express themselves better which obviously enhances understanding and effective presentation of work. In a presentation by a group in English-composition, a student had to code-switch to the native language of another student to explain a question asked by an audience to enable the leader answer the question: as they work in groups and even when teachers asks questions some students code-switch to explain for other students to understand the question before answering. In a situation where a student is unable to express him or herself, code-switching provides continuity in speech which enables the students to flow in speech or conversation than the student's inability to express himself due to lack of appropriate word or language in a conversation. The extract below is an interaction between two students observed during a lesson.

Extract 12

*Student 1: you did not erh mepɛ dɛ mekyerɛ dɛ woannka biribiara ammfa ahosesei a woyɛɛ ansaana worebc match no***[I mean to say that; you did not say anything about preparations before the match].**

*Student 2: mekaa dɛ skuulfo dɔɔw park no na wɔhyehyɛɛ nkogua nyinaa***[I did; the students kept the immediate surroundings clean and arranged the desks].**

The extract from the transcript reveals conversation between two students where the Student 2 did not understand a question asked by a member of the class after a group presentation on a football match among schools in the circuit. Student 1 tried to explain the question in the English language but could not express herself well due to insufficient vocabulary in the target language so she switched code for student 2 to understand in order to respond. This confirms the fact that code-switching also

happens among students when they want to express themselves well for other students to understand exactly what they mean to say.

4.1.8 Student-teacher code switching

For effective teaching and learning to take place, there is the need for two-way communication between the teacher and the student. This is exactly what the English language classroom seeks to do in that English is based on developing the four main skills of the individual (listening, speaking, reading and writing). The student communicates with the teacher either to ask question, contributes to discussion or to draw the teacher's attention to important happening in the classroom (Adjei, 2010). Code switching happens every day in the English language classroom between students and teachers, especially when students talk to the teacher because the student has not mastered enough vocabulary in the English language (Opoku-Amankwa & Brew-Hammond, 2011). Students respond to teachers in the very language in which they are spoken to, importantly when the student is not fluent in the target language.

Extract 13

*Teacher: mo time no aye den? [what has happened to your time?]
Student; battery no ewu [the battery is weak].*

From the extract, there was a disturbance in the cause of teacher's delivery and the teacher had wanted to find out from the student the reason for talking. The student then mentioned that the clock was not functioning effectively but since the teacher code switched in the process, the student also did same. The student code switched maybe due to the fact that the student lacks the appropriate word to use, but the student did effectively use a word in Fante that appropriately suit and answered the teacher. Again, students code switch to express themselves in the teaching and learning process. Analysis of the transcription revealed that a teacher asked a student

to construct a sentence after the teacher had taught a lesson on „clauses“ solely in English. The student expressed herself in L1 (Fante) that she did not understand what the teacher said in English (Ferguson, 2003).

Extract 14

*Student: sir, mese dza wo kae no m' anntse no yie***[I said that I do not understand what you are teaching]**

*Teacher: [To student] you did not understand. Se ye hwe a eye me de adze no a me kyerε no, mo annhyε da anntse ase***[it seem you do not understand what I am teaching]. Ma me mfa mbra mo kasaa mu na mo ntse ase** **[I will explain it in your own language], yεka complex sentence a ekyerε de asentɔw a ebohu dza ye frεno** **[is a complete sentence called]main clause. Ye ka main clause a etum gyina noho do a ntsease wɔmu****[is a complete sentence that can stand on its own and makes sense].** *I know it', me nyim what my parents would say ye wɔha na obi aba dan mu ha* *me maame beka de* *' woana betse ase?* *[assuming someone entered the room and said* *I what my mother would say]. Wo bebisa de wo maame se den?***[you will ask 'what will your mother say]. Den asem na aba na wo maame beka de, anaa me boa?****[what has happened for your mother to ask that]**

Students; yes, sir

Teacher: when it happens like that we called it that one subordinate clause, now yenhwe *[let us consider] next no so* *Mary like what you just said' me ba dan mu ha na me ka de***[if I just enter the room and say] what you just said dza wo kae no, wo behyε ase ebisa me question. Nnye dem a?****[you will begin to ask questions, isn't it?]**

Students: eye dem **[yes, it is]**

Teacher: dza nnyi ntsease wɔmu

*ɔwɔ de ye ka biribi ka ho ansaana ntsease abamu***[the other part of the sentence that seem not to make sense], we call it what subordinate clause. Dzantsease wɔmu no we call it main clause**

Students: main clause

Teacher: ye tse wo asea nna dza ye sua no ye frεno *[if we understand then, what we are learning is called] complex sentence ekyerε de ewɔ de ye nya asentɔw ebien ansaana ye ka hcn abom ansaana aye den?* **[it means that we need to get two parts of the main sentence. Isn't it?]** *Yehu biribi a ye frε no complex sentence, is that so ye hwe sentences yi a maaye this one* *the boy is a skillful player who scored all the goals and one of you said that* *the boy is a skillful player' is the main clause* *banyimba onyim agor dzi yeye wo boolom ye paa, ye fa no dem na another one se* *whoscored the goals', ntsi me ba ha na me ka* *nyimpa*

a ɔhyɛ goal' ebebisa hena na ɔhyɛɛ? [if I just enter the room and said 'the person who scored the goal', you will ask who scored the goal. Isn't it]

Students: yes, sir

Teacher: ɛhyɛ ase ebisa dem na wɔ frɛ no [as soon as you begin to ask questions, then that of the sentence is called] subordinate clause ntsi ɛhwɛ sentence yi a name noas sentence three (3) ɔkyere dza a otum gyina noho do nna dza nnkotum egyina noho do na ye ka bomu ansaana ye nya biribi a ye frɛ no [therefore, we need to combine a main clause and a subordinate clause in order to get] complex sentence. Is that okay?

Students; yes, sir

The teacher employed code switching to repeat all that he taught in English to enable the student understand in order to contribute to the discussion. The teacher used repetitive code switching due to the low comprehension of concept introduced in L2 (Yevudey, 2013). Both teachers and students have positive attitude toward code switching because they believe it is the code choice that would increase student's understanding and contribution during lessons (Adjei, 2010). Teacher after code switching to explain concept to the student, which helps to increase student's participation and contribution to the lesson. This confirms earlier studies conducted by (Amekor, 2009; Ezuh, 2008; Adjei, 2010; Amuzu, 2012; Yevudey, 2013; Atiemo, 2015) that code switching enhances student's understanding and participation in class.

4.1.9 Summary

Teaching and learning goes through stages to ensure systematic presentation of concepts and effective understanding on the part of students. These four main stages are introduction, delivery, closure and evaluation stages. Teachers may code-switch at each of these stages but for various reasons; prediction, eye-breaker, increase class participation, explanation, translation, for the sense of belongingness among others. The importance of code switching cannot be underestimated because it

helps teachers to achieve their instructional objectives at the various stages of teaching and learning. Code-switching helps to meet the multi-purpose needs of students in the teaching and learning process since teachers use it strategically to help students understand lessons in the English class.

4.2 Reasons for Code-Switching in the English Language of Classroom

Patton (2002) holds the view that observation is important in research since it helps to collect data on non-verbal behaviors and importantly when one wants to study in detail the behavior that occurs in a particular setting. As a result, students and teachers use of code-switching in the English Language classroom was closely monitored. Observations are important because articulated beliefs and attitudes may not fully reflect the actual pedagogical practices but must be inferred from what people do in reality in the classroom (Borg, 2006). It is suggested that people may lie about their use of code switching when interviewed. So to crosscheck if what the participants believe (as responded to in interviews) are truly practiced in their actual teaching, observations were conducted (Zacharias, 2004). Observations and interviews were used by the researcher so that triangulation could be effectively done and one of the commonest forms of triangulation is to combine interviews with observations (Woods, 2006). While observing the teaching sessions, the researcher adopted a non-participant posture making sure his presence did not impose any kind of influence on either the participants or the environment. The choice of the classroom for observation is a valuable source of data that would add to the cumulative understanding that would benefit the profession, and for that matter, researchers need to observe interaction in its place of occurrence, which is the classroom. The researcher sat at the back of the class to minimize visibility from the learners, which could perhaps detract the students from or even affect their behavior in class. The

researcher neither asked any questions nor made any comment during the lesson, as the researcher was a non-participant observer. Participation in the lesson was not necessary as the data required were naturally generated during the lesson by the participants (the teacher and learners). This aspect is what differentiates data collection in a formal situation such as the classroom from data collected from a social setting where participation of the researcher may be necessary in some cases, or even inevitable (Mandubu, 1999).

Table 1 presents a summary of the observation of lessons in the six schools. This shows the number of teachers, names of schools, classes or forms, aspects of English language observed and the total number of students in each class from which data was collected.

Table 1: Schools and Teachers Observed

Teacher	School	Aspect	Class/Form	Number of Students	
T1	Asikuma R/C Boys" School	Reading/comprehension	JHS 1	74	
T2	Odoben R/C JHS	Literature	JHS 2	28	
Tε	Supunso D/A JHS	Grammar	JHS 3	49	
T4	Brakwa Presby JHS	Composition/Writing	JHS 1	54	
T5	Asarikwa JHS	Grammar	JHS 2	60	
T6	Eshiem	Reading/Comprehension	JHS 2	58	
Total:	6 Teachers	6 Schools	Total: 4 Aspects	Total: 6 Schools	Total: 323 Students

In all, six (6) English language teachers from six Junior High Schools were observed in 4 different aspects of English from six different communities in the Asikuma-Odoben-Brakwa district. The aspects were Grammar, Composition, Literature and Comprehension delivered to 323 students in all. Teacher T1 taught reading/comprehension in JHS 1 to 74 students, Teacher T2 taught literature in JHS 2 to 28 students, Teacher T3 taught grammar in JHS 3 to 49 students, Teacher T4 taught composition/writing in JHS 1 to 54, Teacher T5 taught grammar in JHS 2 to 60 and Teacher T6 taught reading/comprehension in JHS 2 to 58. The observation revealed that code switching was used in the classroom for the following:

Firstly, a teacher used code switching in a reading comprehension lesson to enable students predict what the passage would be about. This the teacher did so by brainstorming students on activities that schools engage in to raise funds and to showcase the school to the public. Obviously, code switching helped increased the students' participation in the lesson since there was no barrier to their communication (Gulzar, 2009).

Extract 1

Teacher: [address students] close all your books, don't open any book. Today we have reading but ansena ye beko akikea noso[before we proceed] I want to ask you a question, enyimaa na eyi me ano[answer if you know the answer]. eyaa mmpren bebreeno [many atimes] anaa [or] most of the time se skuulfo na adi wɔ skuul anaase, ye be se ye be se ye ye skuul no di kyerea [if the students or school authorities would like to show case]or organise bibi ewc skuul hc senea ebeye ye befre afofro[organize some activities in order to invite other people to assist] alot of people would be invited to the school so that when they come, they would come and do something for the school by giving us money, the school would also perform alot of things in the school then at the end of the day we would get money. de ma de naa eyaa ye no wɔ fre no den? [what name is given to such activities] Sarah!!

Student: open day

Teacher: good, any other. edzin fofro bi enso wehɔ a obi nim? [is there any other name given to is?] then let us clap for him

Students: clapped

Teacher: enti se yaa yehwea nkomodzi a yeredzi [so if you consider the conversation] like the way we have talk and discuss about it se wɔhwe den na yere bekasa afahu? [what are we going to read about?] ye be kaen den paa? me pe nnsa fofroɔ, I don't want them, se obi waka dem na wca wuhwe den na yen baabe kasa afahu. wunimaa ma wusa so na kasa, [if you know the answer put up your hand and say it] yes!!

From the first extract, the teacher strategically code switched so that the students could relate very well with the situation and predict the expected answer from the teacher. This is one important use of code switching observed in the English language classroom which happens almost every day. It again increased students' participation in the lesson which would make learning permanent on the part of students (Amuzu, 2012).

Secondly, the research observed that teachers code switch to emphasize points and concepts explained in English. Teachers want to meet the individual needs of students academically hence after a lesson is delivered in English, teachers code switch to the L1 of students to stress on what was said in English in order to benefit all students especially students who may have some challenges with the English language (Yevudey, 2013).

Extract 2

Teacher: contribution ben? Pen contribution anaa book contribution?

Yes, Felicia

Felicia: money

Teacher: money! good muma yen bo ensem ma [clap for] Felicia. Enti ye kase fund da wu be hu word biao ye ke se [if we say fund] fund then it is talking about money. Kyire se yebe gyie sika wuhu de a ye a adze [we shall solicit for money for projects] so that is fund raising. Enti fund raising so yen a twamu

In extract two, the teacher was discussing the meaning of unfamiliar words with the students before the reading stage. The teacher had to stress on the unfamiliar words using several examples in the L1 to enable the students understand the word and explain in the English language or give a synonym to the actual word.

Extract 3

Teacher: [turns to students and use examples to explain subordinate clause] when it happens like that we called it subordinate clause, now yen hwe [let us consider]next _Mary like what you just said' me ba dem ha na me kase[if I enter the room and said]what you just said dae wu kae nu, wu be hye ase ebesa me question. enye saa?[you would stir at me and question some questions, isn't it?]

Students: eye saa[yes, it is]

In this extract (three), the teacher was teaching on the topic „clauses“ and after he had explained the kinds of clauses in English, he code switched to explain further in the L1 for better understanding using a lot of examples in L1. Again, the observation revealed that teachers code switch to instruct students. The main focus of teaching and learning is to enhance understanding which leads to a particular desired change (Gulzar, 2009). Teachers are so innovative and creative that they are able to discern when students have difficulty understanding concepts or lessons. The teachers quickly code switch to instruct the students in order to avoid any barrier that would hinder students“ understanding.

Extract 4

Student: sir, mese dza Ekae no manntse no yie [I did not understand what you just said]

Teacher: you did not understand

Students: yes, sir

Teacher: [TURNS TO CLASS] ooh, I was saying that we have come to a conclusion or observed that a complex sentence is the one that has two components. The first is, it must have a main clause and a subordinate clause and I have been giving many examples so study it and come out with your own. S me hwɛ ɛyɛ me dɛ adze amekyerɛ no, homannhyɛ da anntse ase [I think what I said so far in english, you seem not to understand] Ma me fa bra hom kasa mu na hom tse ase yie[let me repeat it in your own language]yɛka complex sentence a ekyere dɛ asɛntcw a ebɔ mu, dza ye frɛ[two separate sentences that has been brought together] no main clause. Ye ka main clause etum gyina no doa a ntease wɔmu [main clauses make complete sense] _I know it', me nyim what my parents would say , ye wɔha na obi aba dan mu ha _me maame bɛka dɛ' woana bɛ tse ase? [if someone just enter the room and say 'I know what my mother will say'] Wo bebisa dɛ wo maame bɛka dɛn. Den asem na aba na wo maame bɛka dɛ, anaa me boa? [you will begin to ask so many questions like 'what you will your mother say']

Students: yes, sir

Teacher: when it happens like that we called it that one subordinate clause, now yen hwɛ next eyi nso [let us consider this as well] _Mary like what you just said' me ba dan mu ha na me ka dɛ if I just enter the room and remark] what you just said dza wo kae no, wo bɛhyɛ ase ebisa me question. nnye dɛm a? [you then begin to question me, isn't it?]

Extract 4 is an indication of a teacher who has code switched to instruct students in the L1 after the teacher taught in the English language and wanted the students to construct sentences of their own on subordinate and main clauses. A student then drew the attention of the teacher that he the student did not understand what the teacher taught due to the language used. The teacher quickly code switched to the L1 of the students to teach the lesson again. As a non-participant in the teaching and learning process, I observed that the students were not active in the teaching and learning process when the teacher used English to instruct. Surprisingly, students''

involvement was so high making the class very active when the teacher started teaching using the L1 because the students understood the language very well.

To add to this, the researcher observed that English teachers in the JHS classroom code switch to enable students express themselves fluently and to use the appropriate terms (Ferguson, 2003). English language mainly deals with skill development: speaking, listening, reading and writing. The amount of vocabulary that the student has may enable such student to master these skills, so there should be avenue for continuity in speech even when the student lacks the appropriate register to use (Yevudey, 2013).

Extract 5

Teacher: [TALKS TO CLASS] so use Odwura to form a sentence for us. Fa odwura ye sentence (-) ka no fantse na me tsie ye wie ye dze bɔkɔ broɔfo mu[say it in Fante and we shall transcribe it to English later]. Wo paa kyere se wontum nka hwee nfa odwura ho [can't you say anything about Odwura festival?]. Wontum mfa odwura nye sentence, (-) ntsi fa odwura ye sentence na me tsie [construct sentence using Odwura festival]

Student: yes, sir

Teacher: ka no broɔfo na yenko[say it in English]. Keep quiet, keep quiet.

Student: Odwura festival is so happy

Teacher: Odwura festival is so happy. Ka no fantse na me hwe[say it in Fanti]. Odwura festival is so happy ne fantse beye den[how should we say it in Fanti?]. Opaa kyere den [what do mean to say]

Student: Odwurafo woa fahyee no ɔye de. Odwurafo woa fahyee no ɔye de[Odwura festival is sweet].

Teacher: Ok, ntsi ye ka de odwura afahyee no iye de[do we say Odwura festival is sweet?].

Student: ɔye enyigye [is happiness]

Teacher: Odwurafo afahyee no ɔye anigye. Yen fa nko broɔfo na yen hwe obi nfa ko broɔfo nma hen[someone should transcribe it to English]. Odwura afahye no ye eyigye ne broɔfo woka no den [what should it be in English].

Student: *Odwura festival is happy.*

Teacher: *Ok obi so n try, Odwura afahye ne broɔfo na ye hwehwe e! ɔye eyigye [Odwura festival is happiness in English]*

Student: *Odwura festival are very excited*

Teacher: *again*

Student: *Odwura festival is very excited.*

Teacher: *Ok*

Student: *Odwura festival are very excited*

Teacher: *somebody should also try Hallemah mho, Odwura afahye ɔye eyigye ne broɔfo*

Student: *Odwura festival is happy*

Teacher: *ok, yes*

Student: *Odwura festivals are celebrated with happiness.*

Teacher: *Again*

Student: *Odwura festivals are celebrated with happiness.*

Teacher: *Odwura festivals are celebrated with happiness. ɔkyere de wɔdze eyigye na wɔdze dzi afahye no[**it means that Odwura festival is indeed celebrated with happiness**] but wie no ye pɛsɛ yekyerɛ de afahye no naakasa no ɔye de [**do we mean to say that the festival by itself is happy?**]. So we can simply write this *Odwura festival is very edziban ye dɛw a is sɛ ekutu ye dɛw is afahye so ye dɛw a ɔye happy**

Student: *no, sir*

Teacher: *ɔye dɛn*

Student: *gladness*

Teacher: *ok another person come in ekutu ye dɛw ɔye sweet afahye ye dɛw ɔye eɛɛ [**we can use sweet for an orange so what about festival?**]*

Student: *sadness*

Student: *[another student] sadness no ye awrɛho.*

Teacher; *Ok, now let see if we can try this option A, B, C,*

1. *The Odwura festival is very.....*

- (a) *logo*
- (b) *happy*
- (c) *interesting*

Teacher: [which of these answers should we choose]ntsi nea hen na eno na yenfa ma no.

Students: c, c, c

Teacher: c εε!

Student:yes, sir

Teacher: so what is the word there?

Student: interesting

Teacher: so we can say Odwura festival is very interesting (-) so master that is your answer. Stand well and tell us.

Student: Ewurade! Odwura festivals are very interesting.

The observation revealed how creative some teachers can be with the use of code-switching. From extract five, the teacher wanted the students to use some examples of noun to construct sentences of their own. But the teacher realizing the challenge that some students may go through, the teacher quickly ask the students to code switch by forming the sentence in L1 (Fante) before translating it to English. This strategy increased students' participation in the lesson and gave students enough time to think through the appropriate expression or word to use in translating the sentence to English. This strategy may inform students that their native language is no different from the second language as they may think. It may also inform the students that they can reason in their first or native language before expressing themselves in the English language. Importantly, the extract helped the students to identify the appropriate word to use for a particular item or situation.

4.2.2 Summary

The observation revealed that English teachers are not so much interested in speaking the L1 to their students in class. A particular situation informs what the teachers should do to help students understand the lesson as well as for the teacher to achieve his or her objectives. It can be seen from the observation that code-switching does occur in the English classroom but strategically to help students predict specific answers. Teachers also code switch to lay emphasis on important points in the cause of teaching and learning so that students would note such important facts or points for future considerations. Again, teachers code switch to instruct students when the teachers realize that students have difficulty understanding the concept being taught and to explain technical terminologies to students with the idea of enhancing understanding. Code switching also helps students to express themselves by filling the linguistic gap that students may have. When students lack the appropriate word to use in English to express themselves, they may code switch for continuity in speech than creating a gap due to insufficient register to use.

4.2.3 Comparative analysis of code-switching between rural and urban schools

Interestingly, code-switching is not done by only teachers who teach in the rural areas as mentioned by the minister of education in 2002 (Owu-Ewie, 2006). The data revealed that code-switching is an instructional tool that most English teachers use to enhance understanding in their teaching and learning process. Data gathered for this study from rural and urban Asikum-Odoben-Brakwa suggest that code-switching has nothing to do with the location of a school or the teacher and students. It is the function of code-switching that differs depending on the situations as whether code switching is used to address academic, socializing or management function but in all, English teachers in general do switch code in their interaction with students in the

classroom. Below is an extract of the transcription of a teacher in one of the rural areas in the Asikuma-Odoben-Brakwa district who code-switched for a specific function.

Extract 15

Teacher: good (-) is good not to bring mobile phone to school. Ok, we write letters to our friends in examination and there could be a question like this, write a letter to your friend in another school and tell him or her three things you do to stay healthy. Kyerew krataa ke ma wo nyanko wc skuul fofor bi mu naka ndzɛmba ebaasa a wo hia ama wo enya apcmudzen. wobotum aka bi, wonntum nnka dza wo ye give me examples of some of the things you will do to stay healthy. dza wo yɛa ɛma wo apɔmudzen bobɔ bi na yɛn kɔ, yes!

Student: exercise

Teacher: good, how do you exercise?

Student: every morning you go for jogging.

Teacher: how many people go for jogging eehh every day?

Student: he is lying

Teacher: so this morning you went for jogging. At where mbraa is ok, yes what do you also do to stay healthy

Student: brush my teeth

Teacher: you brush your teeth, good. What other thing do you do to stay healthy ooh apart from brushing your teeth and jogging, don't do anything to stay healthy.

Student: Sir, bath twice a day

Teacher: clap for her. You must bath at least twice a day, before you come to school, you must bath. After you left from school and go to the house you must what? Bath so, may be your friend is in Asikuma (-) her mother came to Brakwa Ahyeam and the mother said eeh chale, your friend now a day's dɛɛ the way she is doing in the house ee always she is sick because she doesn't like bathing she doesn't like doing that. Is okay, let me advice my friend. How will you advice your friend you can't just go and tell her chale, now a day's bath so some time you can use a letter, you can write a letter to him or her in the letter you tell him or her what you will do to stay healthy. So when you read a letter you will learn something from it (-) do you get it.

Students: yes, sir

Teacher: but you can't just pick a paper and write I bath twice a day, I brush my teeth I go for jogging every morning no, you must follow the format for friendly letter writing. So let look at the format for writing friendly letters. Se wo kyerew letter akɔ ma wo nyanko a, ndzema ben na ewc dɛɔba mu [if you are writing a letter to your friend, what should be some of the things in the content].

The teacher code-switched in this instance to translate the question from the English language to the native language of the student so that the students could understand the question very well in order to respond appropriately. The teacher again code-switched to the native language of the student to question the students to ensure that the students fully understood what was explained in the English language by the teacher. Another extract of the transcription from the data revealed a teacher in the urban Asikuma-Odoben-Brakwa district code-switched in the teaching and learning process;

Extract 16

Teacher: Who came to steal the collapse?

Student: a looter.

Teacher: looter(-) looter all of you.

Students: looter.

Teacher: [teacher talks to students]who is a looter? Ewi. Ewi kronfo[thief]. The great looter didn't go to steal corpse oo! Nnye dead body na ɔkɔ wiea oo. Ndzemba a wɔdze sie ɔhen nonna ɔkɔ wiea, wotsee dza me kaa no[he did not steal the dead body, it was the things that the dead was buried with]. se cock wɔ wiea a nna wɔ dze rekɔ hen? Wɔ dze rekɔ to ne damu anaa dɛ hemfa. But ndzemba a, nna gold, mpabowa, kyɛn na adze a, wɔ dze sie ɔhen no nna ɔwiea dze kɔ. wotsee dza me kaa no.

Students: yes, sir.

Teacher: ok now, is it good to be a thief?

Students: no, sir

Teacher: why? Because na se wo wiea adze na wɔkyer woa wo bɔkɔ hemfa? [when caught stealing, what will happen to you?] Efie ase [you will be imprisoned]. Now we are going to start with the new reading comprehension. So what we shall all embark on now is you wait (-) I will read first, Eeh!

Students: yes, sir.

This code-switching happened during a reading comprehension lesson and the teacher code-switched to explain the meaning of „looter“ to the students. It was an unfamiliar word to the students and the teacher wanted the students to have a firm understanding of the word and to relate it well when using it so the teacher code-switched to the native language of the students for in-depth understanding by using several scenarios. I can therefore conclude that code-switching occurs in both rural and urban centers but for different functions with the aim of enhancing understanding. This is because from the data both teachers from different geographical locations have the strongest desire to help their students understand what they as teachers teach so the teachers code-switched to achieve such objectives of making the students understand the lesson and to be active in the teaching and learning process.

4.2.6 Summary

Interaction in the classroom is an important process in teaching and learning teachers therefore employ all strategies to ensure effective teaching and learning takes place. Teachers and students make use of code-switching to achieve their goals in the English classroom (Opoku-Amankwa & Brew-Hammond, 2011). Code-switching happens between teacher-whole class, teacher-student, student-student and student-teacher for various pedagogy reasons. Code-switching is mainly used for academic, socializing and management reasons in the English language classroom. These uses of code-switching enable the teacher to create conducive classroom atmosphere that puts the student at the center of the teaching and learning process, enhancing the learning of the target language. Teachers are not so desirous of code-switching but a particular situation informs what the teacher should do in the teaching and learning environment. The analysis has also shown that the type of interaction that necessitates the use of code-switching in the English classroom is not limited to only English

teachers in the rural communities, but also, teachers in the urban areas, for various pedagogic reasons.

4.3 Functions of Code-Switching in the English Classroom

Code switching is a powerful tool that language teachers use when all other methods fail to work as they want it to have imparted on their students to achieve result. The functions of code switching are grouped into three in the classroom situation: academic function, management function and socializing function (Ferguson, 2003) and these three main functions can happen in one teaching session. What this means is that a teacher cannot directly say that he or she would solely use code-switching for management or academic functions in the cause of interacting with students but the situation would determine the function.

4.3.1 Academic functions

Firstly, code switching facilitates instruction in the English language classroom as the constructivism learning theory prescribes. Code switching is regarded as a communicative phenomenon and therefore it should facilitate the flow of classroom instruction, and help the learners to move from known to unknown. The classroom is made up of students of different language abilities and levels which make the classroom a special community where instruction should meet every need in the classroom. The facilitator then code-switches to instruct for the benefit of students who may have not mastered the English language very well and may have difficulty understanding whatever concept that the teacher may have taught in the English language, and this helps to create balance in the classroom as the individual needs of students are met in terms of instruction (Eureka, 2016). For example, a teacher remarked that;

I do code-switch to the L1 of the students since when you combine the two it works perfectly because the students understand better especially in the upper classes like my class. It is better we code-switch to the L1 because the MOI which is English does not benefit the students at times, if I do not use the L1. I have to let them get all the two so that in terms of examination they can use the L2 to write well but for them to get the actual meaning, it is appropriate to use both. I code-switch to teach for my students to understand because the students do not use the L2 in their various homes, it is only in the school that they hear the L2 so if you do not code-switch to L1, it is a disaster.

This finding is confirmed by studies of Atiemo (2015) and Anh (2010), that not all teachers in Aburi (Ghana) and Vietnam respectively use only English in English language classrooms. They mention that some English teachers code-switch to the L1, but they are careful not to depend solely on it as that may affect the students' exposure to the target language.

Secondly, another important function which makes code-switching an important strategy in the English language classroom is for translating or giving an equivalent word in the L1 to help students understand vocabulary word from the target language (Kim & Elder, 2008). The second language is new to students and due to that the student may not have total control over the language in terms of word register hence the possibility of meeting words that are unfamiliar to the student is very high and the student is faced with the challenge of understanding and getting appropriate synonyms to words in the target language. The teacher may code switch to the L1 of the student for appropriate words that would help the students understand the mother word used in the target language (Eureka, 2016). One of the respondents gave this reason to support why he code-switched.

We cannot take away code-switching from the L2 classroom, because there may be a word used in a text. I may try to explain using the L2 but when the students still do not understand then I have no option than to use L1 to explain perfectly for them to understand.

The extract shows that teachers indeed code-switch for academic reasons but only when all other methods failed to work (Ferguson, 2003). This helps students to appreciate what they are learning which quickens the student to learn the target language in a short time (Yevudey, 2013).

Furthermore, code switching serves as a check on students' understanding in the target language classroom. The teacher uses the target language to instruct and to repeat concept severally to ensure that students understood whatever the facilitator wanted the students to achieve. The teacher being so much aware that the MOI is foreign to students would like to verify the extent of students' understanding by code-switching to ask questions in the L1 (Ustunel & Seedhouse, 2005). A respondent had this to say;

I use the L1 when I want to ask a question; I most at times start with the L2 but when I see that the students are not getting the actual meaning of what I am asking them, then I try to ask the question by code-switching for the students to get the meaning of the question very well.

This may help the teacher measure the understanding level of students through the responses that may come from the students. It is a very good strategy that English language teachers employ when all other methods fail to instruct students effectively to meet the different learning needs of students. It enables teachers to translate or give other equivalent words that students struggle with for meaning and understanding which provides other alternative words to students for continuity in speak. Code-switching function as a checker on students' understanding when teachers question the student in the L1 to determine their comprehension of the concept delivered to them in the target language. The students' ability to answer the question is a proof of their understanding and mastering of the English language.

Another relevant main function of code switching in the teaching and learning process of English language was for explanation. Some topics were indeed technical and upon several explanations in the target language, students are faced with difficulty understanding such terms and topics. It then becomes prudent for the teacher to code-switch to the L1 of the students to explain those terminologies and concepts because all methods have been explored and code-switching is the last strategy the teacher can fall on (Weng, 2012).

4.3.2 Management functions

The functions of code-switching in the classroom are more of academic functions than either socializing or management functions but their importance in the teaching and learning process cannot be ruled out. When there is no order in the classroom and students do not feel the sense of belonging where they can relate to each other, it would be difficult for academic work to take place hence the holistic development of the student is very important to every teacher and the English language classroom is no exception. Moreover, students code switch to ask for help either from a fellow student or a teacher. Teaching and learning is a two-way affair and when a student feels there is a challenge in the process especially in terms of communication then it is in order to call for help.

Extract 29

Student: sir, mese dza wo kae no m'anntse no yie [I said that I did not understand what you said].

This is an extract pointing to a student calling for help because what the teacher was teaching sounded strange to him due to the use of the target language. The student quickly drew the attention of the teacher to it and the teacher had to code

switch to the L1 to meet the need of such student and others who may be suffering silently.

4.3.3 Socializing functions

The various functions of code switching can never be overlooked in the English language classroom. The influence of code-switching on the behaviour and attitude of students is very important in the classroom. It makes students feel relevant and willing to take part in class activities since the teacher code-switches to explain the values and importance of getting involved in classroom activities. This encourages the student to see him or herself as part of a team which promotes socialization and influence speaking of the target language. Code-switching plays a socialization role when the teacher uses the L1 to encourage students to willingly take part in activity in the class and to motivate the students, since motivation cannot be separated from teaching and learning (Rolin-Ianziti & Brownlie, 2002). This clearly makes the student feel he or she is being loved and showed respect because someone can speak his or her language and it is enough motivation for the student to open up to other students which effectively promotes learning the target language due to the association which ensures communication in the classroom.

Teachers confirmed their ability to speak the L1 of the students or the locality in which they find themselves since it has greater possibility of influencing code-switching. This was proven by one of the teachers who could not speak the L1 of the majority of the students and had to speak English throughout the lesson. Ideally, at the JHS level students are expected to understand and be fluent in the English language but that is not the actual situation in our schools. This made it difficult for the students to fully participate and understand the lesson based on responses from students during the evaluation stages. The teacher also struggled a little because he could have used

the L1 to explain some complex terms, rules and concepts to save time, energy and to enhanced understanding on the part of the students.

All the six teachers interviewed gave their opinions in support of L1 use in the L2 classroom except one. This was because he could not speak the L1 of his students and also thinks that the students should be given enough exposure to speak English. The teacher also mentioned that it is against his teaching philosophy and the policy governing the MOI in the English classroom to code switch. Those in support of L1 use in L2 classroom argued that L1 is an important part of the student and it would be difficult to separate the student from it. They again pushed the argument that L1 is the simplest way to explain concepts that students find difficult to understand in the English language and that code switching is an important classroom resource that students cannot isolate themselves from since it is the learning process of the child. Although all the six teachers showed a positive attitude towards L1 use, they also indicated that teachers have to be cautious in order that they do not abuse its use by making students dependent on it. This would limit the students' ability to acquire the needed skills required for interacting correctly in English and they argued that all opportunities to expose the students should be used to its maximum. For example, one of the teachers remarked:

The use of L1 in the English class to me is a healthy practice because some students do not talk in class. This is because English has become a barrier to them and you will always see them quiet. If I allow the students to speak their L1, these same students begin to relate very well with friends and talk in class.

This finding is confirmed by Weng (2012) and Anh (2010), that not all teachers use only English in English classrooms. They mention that some English teachers use the L1, but they are careful not to depend solely on it as that may affect the child's exposure to English.

Another interviewee supports code switching in the English classroom as supporting language, especially to explain technical rules in aspect of English language such as Grammar. He commented that:

Yes, I use the L1 of my students in the cause of teaching as I try to breakdown concepts for the students to understand. When I have difficulty in explaining some rules or technicalities in Grammar I use the L1 to facilitate the teaching. In the lesson you observed, you have realized that the understanding was not coming when I was using only English throughout the lesson. But when I employed the use of L1, they quickly understood it and started contributing to class discussion. For me, I don't buy the idea of using L2 as the only MOI.

This teacher thinks the core purpose of teaching the student is to understand so that the change desired could be effected and that is based on the understanding that the student has based on the concept been discussed. For the student to contribute meaningfully there should not be any barrier in the form of language or any other thing. He sees the language policy as more of „ideological“ approach rather than „pedagogical“ one. This is because in theory we can say only English should be used to instruct students but in reality or in the classroom is not the case, code-switching is used occasionally to enhance teaching.

Majority of the teachers agreed that code-switching use should be minimal and may be used in difficult or real situations, if not its effect would be abused which may not help the students to learn the target language as expected. A teacher remarked;

The MOI is English and if I am to code-switch to facilitate teaching then I need not abuse it. L1 should be used only when there is the need to use it. For me, I use the L2 to explain concepts but when I see that the students are having difficulty based on their facial expressions and responses to questions, I then use the L1 to talk about few important points. The students like it so much when I speak the L1 because they are able to contribute to the discussion even the reserved ones. Unlike when I speak the L2 where only few students contribute to the discussion which makes the class boring.

This teacher is conscious of the policy governing the use of language in the Ghanaian classroom and that L1 should not be used often but only when the actual need arises.

Another teacher had this to say on how often code switching should be used in an English classroom and the reactions from the students;

I think L1 should be allowed to run from K.G to JHS than up to Primary 3. I think there should not be much restriction on the use of L1 in the classroom because in our time, a teacher comes to the class and uses any language be it L1 or L2. I will say if teachers blend both languages it will help greatly than restricting a teacher to one particular language because we have some students who have difficulty with the English language.

The teacher is calling for recognition of L1 as a language that can be used to instruct students in the L2 classroom and teachers should not be restricted to one particular language of instruction. This is because the level of proficiency differs likewise the capability of students to absorb the content delivered by the teacher. The comment implies that judicious use of L1 by teachers could not be the same universally because it is influenced by specific factors in specific English language classroom. According to Atkinson (1997), oversimplify differences between the two languages creates laziness among students and leads to failure to maximize learning the target language (English). This is because when the teacher continuously code-switch in the teaching and learning process, students would not make the attempt to learn the target language. It is therefore important for the teachers to code-switch with moderation.

4.3.4 Summary

Code-switching is an important teaching tool that teachers use in the English classroom to enhance understanding on the part of students. It helps teachers to meet the academic needs of students, facilitate socializing process of students through which the student is able to learn the target language quickly. It is a strategic tool for teachers to maintain order in their classrooms which is a major factor in the teaching and learning process. Teachers and students appreciate the important functions of code switching in the English classroom though the language policy does not permit its use. It is therefore important for policy makers to recognize this gap because in practice it is happening in the Ghanaian classroom. It would be proper to accept code switching and teachers taught the effective way of going about it.

4.4 Conclusion

Carefully analyzing the data (observation, interview and transcription), indicates that teachers code-switch to explain the meaning of words and complex ideas, to explain complex grammar rules, to give instructions, to maintain order in the classroom. It was also used to seek response from students and to create humor in the classroom to sustain students' interest. Students on the other hand, code switched to seek clarification of instructions given by teachers, to express themselves fluently and to answer oral questions asked by teachers and students. The data indicates that code-switching was used in situations when English explanations failed to work.

It was established that code-switching in the English classroom is not a barrier to learning L2 (the target language), it actually facilitates learning L2. Code-switching helps to create conducive and relaxed environment for students. This usually happens when a student is certain that when he or she does not understand a word or concept in L2, the teacher may code-switch to enhance understanding. This develops in the

students' confidence to express themselves more in L2 since they are not afraid of making mistakes in L2. It is critically dangerous to prohibit and in some situations punish students for code-switching to their native language when they code-switch for continuity in speech, this act does not make the student bold rather him or her timid because the student becomes scared of making mistake, virtually, the student sees the classroom as a strange place to which he or she does not belong. Code switching is a strategy that teachers employ to facilitate interaction between teacher-whole class, teacher-student, student-student and student-teacher. This interaction can take place at any stage of the teaching and learning process: introduction, delivery, closure or the evaluation stages of the lesson depending on the need of the student.

The results of this study on code-switching in the English language classroom has many similarities to the study conducted by (Amuzu, 2012; Yevudey, 2013) on the use of L1 in an English language classroom; Atiemo (2015) on code-switching by kindergarten teachers and the study conducted by Zhou (2003) on bilingual English classes in China. The study reveals that teachers code-switched in their classrooms and students responded positively. Though there are some differences in the level of students and fluency level as well, it was revealed in this study that when the use of code-switching is not checked and controlled in our situation as Ghanaians, students and even some teachers may abuse it. This may affect its importance in the classroom and consequently, students may lose their confidence in their ability to communicate in English. When code-switching is excluded in the classroom, the number of methods and techniques available to teachers would be severely limited (Pracek, 2003). It then behooves teachers to code-switch judiciously in the L2 class through timely use, rather than abusing its relevance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study investigated the interaction between teachers and students in the English language classroom with the aim of finding out the conditions and situations that compel J.H.S teachers to code-switch in the English language classroom. It also sought to determine when exactly and how often they and their students code-switch in the English language classroom. to what extent does code-switching facilitate the attainment of instructional and educational objectives in the J.H.S English language classroom and as whether J.H.S teachers in the rural and urban areas code-switch in the English language classroom or only teachers in the rural Asikuma-Odoben-Brakwa code-switch.

There are several view points on the use of language in instructing students especially in the English language classroom. Some hold that it is wrong to code-switch in the ESL classroom: they argue that the child is to learn the target language and there is no need to code-switch in the L2 classroom since it would distract the students and would not make them serious in learning the target language. Others hold that it is important to code-switch when learning a second language since the student has limited vocabulary in the target language because the student has not mastered language enough. From the data, one respondent holds that code switching is against the policy governing the use of language in the L2 classroom and for that reason it was better to strictly obey the policy. Teachers who were in support of code-switching in the English classroom hold that it is necessary to code-switch because the ultimate aim of any lesson taught is for the students to understand what the teacher has taught and language is the main medium of communication for human and one of the tools

that enhances understanding. Therefore, if the teacher feels code-switching would help the students to understand the lesson better; by using it to explain concepts, clarify points or allow students to express themselves in a peculiar situation, then it is not out of place. The study also cautions teachers to code-switch with moderation in the L2 classroom because if care is not taken it would defeat the purpose for which it is employed.

5.1 Findings of the study

The findings of this study revealed the following;

1. Code-switching occurs in the English language classroom at the introduction, delivery, closure and evaluation stages of the lesson. Teacher-whole class, teacher-student, student-student and student-teacher interactions necessitate code-switching.
2. The reasons that account for code-switching in the English language classroom include; students' inability to express themselves in the target language, insufficient and inappropriate use of vocabularies, inability to understand concepts taught in the target language, students' inability to socialize due to strict adherence to the target language and indiscipline on the part of students in the English classroom.
3. Code-switching is used in the English language classroom for academic, management and socialization functions.

In summary, code-switching facilitates teaching and learning which aid understanding by playing a complimentary role to the target language. Obviously, code-switching promotes academic growth on the part of the students. Code-switching is a positive instructional tool which enables both teachers and students to express themselves without any barrier. This makes the classroom an interactive

place, thereby, effectively developing the four major language skills in English language. Code-switching is used by most English language teachers but for different needs in the classroom when necessary. This occurs at the introduction, delivery, closure and evaluation stages of the lesson. The study confirmed that indeed code-switching happens in the English language classroom at the Junior High School level mainly for three functions; academic, classroom management and socialization. Importantly, code-switching takes the form of teacher-whole class, teacher-student, student-teacher and student-student.

5.2 Benefits of Code-Switching in the Ghanaian Classroom

Teaching and learning aims at effecting positive change in students and teachers use good strategies that would benefit the students. Fortunately, Code-switching is an interesting communication tool and a teaching strategy that most teachers use in different ways in the classroom interaction although the language policy governing teaching and learning English does not support it. Code switching provides the teacher and students with enormous benefits. Analyzing the data, both interview and transcription, revealed a lot of importance to the classroom activities. Firstly, code-switching helps to meet the individual needs of the student. This is due to the fact that in the classroom situation, there are students of different abilities; some students are able to understand what the teacher teaches easily because they have some level of control over the English language which does not make the language a barrier to their understanding. But to others, it is a challenge and if the teacher isn't innovative then the student would not benefit from the instruction and the content delivered. The teacher then tries to meet the individual needs of all the students by switching code so that all the students especially the slow learners would reason in their own language and understand the information the teacher is putting across, this

to a large extent helps address the individual needs of the students (Edstrom, 2006). Code-switching in the classroom helps to build rapport between the teacher and the students because the students are able to communicate easily with the teacher and their fellow students. The researcher observed in the course of the study that the students felt the sense of belongingness when the teacher switched code to their native language and this motivated the students intrinsically to study hard. As a result, the students were able to contribute to the discussion and answer questions effectively because the students were not intimidated by the language since the student has an alternative language to fall on when the need arises.

Another important benefit of code-switching in the classroom is that, it helps the teacher to draw the attention of students (Cook, 2001). Most teachers use code-switching to maintain order in the classroom in the course of teaching and at times before the teacher starts to teach. This is done by switching code to set general rules for the class so that every student obeys for a successful lesson to take place (Meyer, 2008). Some students do not concentrate when they seem not to understand what the teacher is teaching due to the fact that language (the target language) has become a barrier but when the teacher switches code, they become happy and maintain order in the class because the student thinks he or she has something meaningful to benefit from.

Interestingly, code-switching is an important communication strategy and instructional tool for both teachers and students. The essence of teaching is for the learners to understand, so if after spending precious time and other equally important resources to teach only for the students to be more confused than ever, then it is a worrying situation that should be looked at. To avert this occurrence, teachers code-switch to explain difficult and complex concepts to students (Greggio & Gil, 2007)

which enhances understanding and make students develop love for the target language because code switching as a teaching strategy promotes clarity and joy in what the students are learning. Code-switching also saves time and energy on the part of students and teachers since the teacher uses few words and time to explain concepts to the understanding of the students where the target language could not help achieve that (Brew-Daniels, 2011). The teacher is able to move at a faster pace with the lesson thereby achieving the target set for a specific period of time due to the fact that the teacher does not use words in an attempt to explain technical words and terminologies.

Furthermore, students code-switch in the English language classroom to clarify their understanding of lesson contents that they have challenge with and this promotes and facilitates interaction in the classroom. When students are faced with challenges in terms of pronunciation, explanation or any other thing that inhibit their concentration and performance in the class, the student quickly drew the attention of the teacher sometimes switching code for the teacher to understand the exact challenge in order to address the specific need.

Another important benefit of code switching to the teacher especially is that the teacher uses code switching as a tool to correct students during instruction or at the evaluation stages of a lesson (Yevudey, 2013). When students are unable to pronounce some words well, the teacher then switch code to relax the students in order to drill such student through the sounds. After a student has been evaluated and the performance is not encouraging, the teacher then assess the strategy used for the lesson and may code switch for remedial teaching due to the special need at the moment. This helps the teacher to erase doubt in the mind of the students about the

topic or even the teacher that, may be, cannot deliver well, and boost the confidence of the students that they are capable of learning any concept.

Additionally, code switching helps to increase students' participation and activeness in class due to the pedagogic role that code switching is used for (Clegg & Afitska, 2011). The study saw high students' involvement in lessons when the teachers code switched because L1 was the language that the students were fluent in and have mastery over. Prior to a teacher switching code, students' reactions and contributions towards the lesson was not encouraging because the students were being cautious with their choices of words in order not to make mistakes since the students feared that their colleagues might mock them at the slightest error in the classroom. But with the introduction of code switching, the students were free to express themselves without any fear of intimidation from the students themselves or the teacher in an attempt to correct the mistakes which can be very embarrassing. This would clearly help increase the academic performance of the students because the students' activeness in the lesson is an indication of the understanding level that the students have in the topic under consideration (Ezuh, 2008), though this was not the main focus of the study at the time but it is an important fact that the academic performance of the student cannot be separated from the impact of code switching in the classroom.

In summary, the benefit of code-switching to students and teachers are enormous. Code-switching is a powerful instructional tool used by English language teachers to benefit students especially. It helps teachers to meet individual needs of students in terms of learning, establish effective rapport between student and teachers and among students. Code-switching keep students focus during teaching and learning which enhances understanding. It helps to save time and energy on the part of

teachers where the teacher can easily code-switch to clarify points and as a result increase students' participation.

5.3 Implication of the study to the Ghanaian English Language Classroom

In as much as English is a foreign language to Ghanaians and a target language that school authorities want the students to master, whatever favorable tools and skills the teacher would employ to make the student appreciate and learn the target language should be done. One of such tools is code-switching and teachers having realized the gap of students' inability to express themselves well in the English language, understand instructions given in English and understanding general concepts (Opoku-Amankwa & Brew-Hammond, 2011), it then becomes prudent for teachers and students to code-switch at a particular point in time in the teaching and learning process. Code switching comes with several benefits based on empirical and theoretical studies within and outside this country which can be applied to the educational system of this country (Ghana).

Firstly, the researcher is of the view that code-switching would make the students become fluent in learning the target language than forcing students to learn the English language where they may lack the interest if the students have difficulty understanding what should be learnt without any alternative means to enhance understanding and facilitating expression. This is because the data revealed that students code-switch for referential function. One of the main reasons is due to participants' lack of register in the English language which serves as a second language to both teachers and students. This was observed when participants switched from English to fante for certain terms that were not commonly used in their daily conversation. Code-switching also performs a referential function when participants

switched to another language to discuss concepts or words that are not available to them in the English language especially when working in groups. For example;

Teacher: I think the last one is surprised. Surprised means what? Surprised this one dɛɛ everybody is supposed to (-) to be surprise means?

Student: sir, surprise means the person does not accept that you will come and give him a gift.

Teacher: yes!

Student: sir, naanyennda.

Teacher: he was not expecting. The person was not expecting something from you.

Student: yes, sir.

The extract reveals that the student lacks the appropriate register so the student was compelled to switch code in explaining the meaning of surprise to the class. Actually, English is still difficult to be fully understood and spoken fluently by the students although they have learned it since they were in primary school. Even though teachers have repeatedly explained words, helped students to read passages, insisted that they speak English, most students still cannot understand well and speak the English fluently. The researcher observed that not all students were able to communicate in English and would like to say that it would be of great benefit to the students if teachers use code-switching strategically in their teaching and learning process.

Again, teachers have some advantages in as much as code-switching is concern teachers can save time in explaining unfamiliar, confusing concepts and to create humor which promotes conducive learning environment thereby enhancing students' activeness in class. This is because students are not afraid to express themselves in the English language since the students are so much aware that they can

fall on the native language when they get stuck in their attempt to speak English which obviously make students better in the target language.

In the teaching and learning process, relationship between the facilitator and the learner is very important and code-switching helps to bridge the gap that English only creates. This is so since the students identify the teacher as one of their own whom they can flow with because he understands their language and can correct them when they go wrong. Code-switching helps to foster the relationship between the teacher and the students which may enhance effective understanding and may promotes learning the target language because the student is at liberty to approach either a student or the teacher for any challenge that he or she may face.

Again, it is important that interaction in the classroom should be balanced by making it a two-way affair and not just one partner doing all the talking and the other listening. In the classroom situation, the student should not always be the loser but if code switching is used as a strategic tool, it would motivate the students who have not mastered enough vocabularies to speak up, than being spectators that the school authorities may later declare as weak though the student may be fluent in the first language.

To add to the above, code switching would help students transfer knowledge from one subject area to the other. This is because at the JHS level students study one Ghanaian language (Fante, Ga, Ewe etc) as a subject on its own and if code switching is officially allowed in the schools, both teachers and students can easily transfer concept and experiences learnt from one subject area to the other. In doing this, we may be able to develop the target language as well as the first knowledge of the students at the same time.

In sum, if all those that matter in education of children do not consider code switching as a bad teaching practice in the English language classroom but embrace the pedagogic function under the three broad umbrella: academic, socializing and management. Then education in this country may produce results that would accelerate economic growth of the country because education would indeed impart positively into the citizenry since language would not be a barrier to any message delivered to our children who become tomorrow leaders.

In summary, the contribution of this study to the classroom cannot be overlooked. When the result is applied to the classroom, it will help students become fluent in the target language. Teachers will not waste unnecessary time explaining words and terms in the target language which students do not understand. Code-switching will be used to explain concepts to students better. Code-switching when applied will strengthen the relationship between students and teachers which will make the students feel they belong and are being loved. Code-switching will also help transfer knowledge and concepts from other subjects to help students understand some topics in English language.

5.4 Conclusion

The multilingual and multicultural nature of the Ghanaian classroom has made it impossible to do away with code-switching, it is best for stakeholders of education to embrace code switching and prepare the implementers of educational policies (teachers and head teachers) towards effective use of code switching. The study showed that code switching is a useful instructional tool that teachers cannot avoid in the classroom due to its enormous benefits to the teachers as well as the students but when carefully applied would help lead to a total transformation of the educational sector. The study revealed that it is not a healthy argument to conclude that code

switching occurs mostly at the rural areas only but rather code switching is a strategy that teachers use as a tool to assist interaction in the cause of teaching and learning in the English language classroom. Code-switching can take place at any stage of the teaching and learning process among students, student-teacher, teacher-whole class or teacher-student. To conclude, code switching to the first language of the student in this case Fante has benefits that out-weigh the weaknesses and that I suggest teachers may use it strategically while policy makers put some structure in place to formalize its usage in the English language classroom.

5.5 Recommendation

As a result of this study, the researcher would like to recommend the following to all stakeholders in charge of education in the country.

1. Policy makers should have in-depth discussion and review of the language policy in the country
2. Ghana Education Service and other major stakeholders should formalize code-switching to enable both teachers and students use it appropriately in order to maximize its benefits in the classroom.
3. Teachers should code-switch strategically to help develop the L1 of the student the more.

In summary, the ministry of education and the Ghana education service should collaborate with other stakeholders to thoroughly review the current language policy. Code-switching should be made formal and workshops held for teachers to equip them to effectively use it in the English language classroom. Importantly, teachers should code-switch with moderation in order not to abuse it which may affect the target language.

5.6 Suggestions for Future Research

The issue of code switching started as far back as the arrival of the colonial masters and after independence when English became the official language in the country (Amuzu, 2012), but as a nation we have not exploited code switching to the fullest in order to make constructive criticism of the phenomenon. This study is only a small fraction of the bigger cake which looked at conditions that necessitate code switching, when exactly is code switching done in the English language classroom and the functions of code switching in the English language classroom in only one district. Future researchers should give consideration to exploring the full academic benefits of code switching at the JHS which should cover the entire nation for a broader view on the situation to enable policy makers analyze and settle on the appropriate MOI for the nation.

Again, this study is purely qualitative which used observation, audio recording and interview as the research instruments to gather information for this study but for a perfect conclusion to be drawn on this topic, it would be of great importance to use the mixed method in order not to create any loop-hole in the study. Interestingly, the researcher wished he could have covered the entire Central region with the study for conclusive analysis but constraints in terms of resources (money, time and personnel) have limited the study to only Asikuma-Odoben-Brakwa district. It is the hope of the researcher that any future research on this topic would cover a wider scope.

In brief, the researcher would like to suggest that in future, full academic benefit of code-switching should be considered. Secondly, researchers should use mixed method to research on the topic to avoid any loop-hole that may come as a result of using only one method. Finally, research on the topic should cover the entire

nation so that the country can have a clear picture of the state of language use with respect to the target language



REFERENCES

- Adjei, F. A. (2010). Motivation for code-switching in the classroom—the case school. *Journal of African Cultures and Languages*, 1(1), 21-28.
- Agneta, A. & Ana, B. (2010). *A study of teachers' code switching in six Swedish EFL classrooms* (pp. 1-43).
- Ahmed, B. H. & Jusoff, K. (2009). Teachers' code-switching in classroom: Instructions for low English proficient learners. *English Language Teaching*, 2(2), 49- 55.
- Amekor, C. K. (2009). Code switching as a Medium of Instruction in Selected Schools in the Volta Region. M. Phil Thesis. English Department, University of Ghana.
- Ameyaw-Akumfi, C. (2002). New language policy for primary and basic education. *The Statesman*. Accra: Ghana. P. A7.
- Amuzu, E. K. (2012). Socio-pragmatics of conversational codeswitching in Ghana. *Ghana Journal of Linguistics*, 1(2), 1-22.
- Anh, K. H. K. (2010). The use of vietnamese in english language teaching in Vietnam: Attitudes of Vietnamese University Teachers. *English Language Teaching*, 3(2), 119-128.
- Ansaldo, A. I., Marcotte, K., Scherer, L., & Raboyeau, G. (2008). Language therapy and bilingual aphasia: Clinical Implications of psycholinguistics and neuroimaging research. *Journal of Neurolinguistics*, 21, 539-557.
- Anyidoho, A., & Dakubu, K. M. E. (2008). Language, nationalism and national identity in Ghana. In A. Simpson (Ed.), *Language and National Identity in Africa* (pp. 141-157). Oxford: OUP.
- Archibald, J. (Ed.). (2000). *Second language acquisition and linguistic theory*. Oxford: Blackwell.
- Ariffin, K. & Rafik-Galea, S. (2009). Code-switching as a communication device in conversation, *Language & Society*, 5.
- Ashika, P. P. (2010). *Bahasa Indonesia-English Code Switching in Indonesian*. Yogyakarta: Indonesian.
- Atiemo, G. (2015). *Code-switching by kindergarten teachers in selected schools in the Dormaa municipality*. Retrieved from <http://www.ugspace.ug.edu.gh>.

- Atkinson, D. (1997). The Mother Tongue in the Classroom: A Neglected Resource? *English Language Teaching Journal*, 41(4), 241-247.
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32.
- Baffoe, I., & Amoah, A. K. (2015). *Using Ghanaian language as a medium of instruction in schools*. Retrieved from <http://www.mobile.ghanaweb.com/2017/07/16.htm>.
- Baker, C. (2001). *Foundations of bilingual education* (3rd ed.). Clevedon, England: Multilingual Matters Ltd
- Baker, C. (2007). *A parents' and teachers' guide to bilingualism*. Clevedon: MPG Books
- Bashir, A., & Author, C. (2015). The functions of code switching in ESL classroom discourse. *Journal of Literature, Languages and Linguistics*, 6, 6-9.
- Best, J. W. & Khan, J. V. (2006). *Research in education* (10th ed.). Boston, MA: Pearson Education Inc.
- Bista, K. (2010). Factors of code switching among bilingual English students in the university classroom: A survey. *English for Specific Purposes World*, 9, 1-19
- Bloch, B. & Trager, G.L. (2009). *Encyclopedia Briatnnica*. Retrieved May 30, 2017 from Britannicaonline:[Htt://www.britannica.com/EBchecked/topic/69495/Bernard-Bloch](http://www.britannica.com/EBchecked/topic/69495/Bernard-Bloch).
- Bonvillain, N. (2003). *Language, culture, and communication: The meaning of messages* (4th ed.). New York: Pearson Education, Inc.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
- Borlongan, A. C. (2009). Tagalog-English code-switching in English language classes: Frequency and forms. *TESOL Journal*, 1, 28-42.
- Bouangeune, S. (2009). Using L1 in Teaching Vocabulary to low English Proficiency Level Students: A Case Study at the University of Laos. *English Language Teaching Journal*, 2 (3), 186-193.
- Brew-Daniels, J. (2011). *Twi-English Code Switching in the Classroom: a Case Study of some Selected Colleges of Education in the Ashanti Region*. MPhil Thesis. Department of English, University of Ghana, Legon.

- Brice, A, & Roseberry-McKibbin, C. (2001). Choice of languages in instruction: One language or two? *Teaching Exceptional Children*, 33(4), 10-16.
- Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. (2012). Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. *Early Childhood Research Quarterly*, 27, 188-197.
- Burden, P. (2001). When do native English speakers and Japanese college students disagree about the use of Japanese in the English Conversation Classroom? *The Language Teacher*, 25(4).
- Canagarajah, S. (2001). Constructing hybrid postcolonial subjects: Codeswitching in Jaffna classrooms. In M. Heller and M. M. Jones (eds.), *Voices of authority: Education and linguistic difference*. Westport, Connecticut and London, Ablex Publishing.
- Candlin, C. N. & Mercer, N. (2001). *English Language teaching in its social context: a reader*. London: Routledge.
- Carless, D. (2007). Student use of the mother tongue in the task-based classroom. *ELT Journal*, 62(4), 331-337.
- Carole, B. (2005). *The importance of mother tongue-based schooling for educational quality*. Sweden: Stockholm University
- Carroll, J. B. (1962). *The study of language*. Cambridge: Harvard University Press.
- Choy, W. (2011). Functions and reasons for code-switching on facebook by Uta English-Mandarin Chinese Bilingual undergraduates.
- Clegg, J & Afitska, O. (2011). Teaching and learning in two languages in African classrooms. *Comparative Education* 47.1:61-77.
- Cook, V. (2001). *Second language learning and teaching*. New York: Oxford University Press.
- Cummins, J. (1981a). Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.
- Cummins, J. (1999). Alternative paradigms in bilingual education research: Does theory have a place? *Educational Researcher*, 28, 26-32.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon: Multilingual Matters.

- Dailey-O'Cain, J., & Liebscher, G. (2009). Teacher and student use of the first language in foreign language classroom interaction: Functions and applications. In M. Turnbull, & J. Dailey-O'Cain, *First language use in second and foreign language learning* (pp. 131-144). North York, Ontario: Multilingual Matters.
- Dako, K. (2002). Code-switching and lexical borrowing: Which is what in Ghanaian English? *English Today*, 18(3), 48-54.
- David, C. S. (2008). Understanding mixed code and classroom code-switching: myths and realities. *New Horizons Journal*, 5(6), 75-87.
- David, L. & Laura, A. P. (2005). Advertising to Bilingual Consumers: The impact of Code- Switching on Persuasion. *Journal of Consumer Research*, 31.
- Dawid, U. (2010). *The functions of teachers' code switching in multilingual and multicultural high school classrooms*. Siyanda: District of the Northern Cape Province.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Dixon, Q. L., Zhao, J., Shin, J. Y., Su, J. H., Burgess-Birgham, R., Gezer, M. U., & Snow, C. (2012). What we know about second language acquisition: a synthesis from four perspectives. *Review of Educational Research*, 82(5), 5-60
- Duff, P. A & Polio, C. G. (1990). How much foreign language is there in the foreign language classroom? *Mod Lang*, 74, 154-166.
- Eastman, C. M. (1992). Codeswitching as an urban language contact phenomenon. *Journal of Multilingual and Multicultural Development*, 13, 1-17.
- Edstrom, A. (2006). L1 use in the L2 classroom: One teacher's self-evaluation. *The Canadian Modern Language Review*, 63(2), 275-292.
- Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 7(3), 8
- Eureka, M. (2016). Code-switching: Strategy for teaching and learning or a problem in Bostswana? Botswana: University of Botswana. *Research and Review: Journal of Educational Studies*, 2(4), 123-135.
- Ezuh, K.S. (2008). Investigating the effect of using code switching in instruction on the performance of students of senior high schools in the Volta and Central Regions. M. A. thesis, TESL, Department of linguistics, University of Ghana, Legon.

- Ferguson, G. (2003). Classroom code -switching in post-colonial context: Functions, attitudes and policies. *AILA Review*, 16, 38-51
- Fredua, K. & Francis, A. (2013). *Rethinking English language in the Ghanaian school*. Retrivedfrom <https://www.mobile.ghanaweb.com/2017/07/16.htm>.
- Friedlander, A. (1997). Composing in English: effects of a first language on writing in English as a second language. In B. Kroll (Ed.), *Second language writing* (pp. 109-112). Cambridge: The Press Syndicate of the University of Cambridge
- Fuller, J. (2000). Morpheme types in a matrix language turnover: The introduction of system morphemes from English into Pennsylvania German. *International Journal of Bilingualism*, 4(1), 45-58.
- Ghazali, K. (2010). National identity and minority languages. *The UN Chronicle Online*.
- Ghorbani, A. (2011). First language use in foreign language classroom discourse. *Procedia: Social and Behavioral Sciences*, 29, 1654 – 1659.
- Greggio, S. & Gil, G. (2007). Teacher`s and learner`s use of code switching in the English as a foreign language classroom: A qualitative study. *Linguagem & Ensino*, 10(2), 371-393.
- Gulzar, M. A. (2009). *Classroom discourse in bilingual context: Effects of code-switching on language learning in Pakistani TEFL Classroom*. National University of Modern Languages, Islamabad.
- Gumperz, J. J. (1982). *Discourse strategies*. London: Cambridge University Press.
- Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.
- Hamidi, H. & Sarem, N. S. (2012). A closer look at some reasons behind code-switching: A case of Iranian EFL Classrooms. *International electronic journal for the teachers of English*, 2(5), ISSN 2230-9136
- Harmer, J. (2007). *How to teach English*. Harlow: Longman.
- Heller, M. (1988). Strategic ambiguity: codeswitching in the management of conflict. In M. Heller (ed.), *Codeswitching: Anthropological and Socio linguistic Perspectives*. Berlin:
- Hoffman, C. (1991). *An introduction to bilingualism*. New York: Longman.
- Holmes, J. (2001). *An introduction to sociolinguistics*. London: Longman

- Horst, M., White, J., & Bell, P. (2010). First and second language knowledge in the language classroom. *International Journal of Bilingualism*, 14(3), 331-349.
- Houmanfar, R., Hayes, L. J. & Herbst, S. A. (2005). An Analog study of first language dominance and interference over second language. *The Analysis of Verbal Behavior*, 21(1), 75-98.
- Jingxia, (2010). Teachers' code-switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal*, 3,10-23.
- Johansson, S. (2013). *Code-switching in the English classroom: What teachers do and what their students wish they did*
- Judith, H. (2011). Use of mother tongue in English observation diaries. *Practice and Theory in Systems of Education*, 6(3), 229-246
- Kasperczyk, L. A. (2005). *Implementing code switching in the classroom*. Retrieved May 22, 2018 from http://www.daeman.edu/academics/SRT/articles_files/DURF_Kasperczyk_2005_Paper.pdf.
- Kim, S. H. O., & Elder, C. (2008). Target language use in foreign language classrooms: Practices and perceptions of two native speaker teachers in New Zealand. *Language, Culture and Curriculum*, 21(2), 167-185.
- Knight, T. (1996). Learning vocabulary through shared speaking tasks. *The Language Teacher*, 20, 24-29.
- Kow, K. (2003). Code-switching for a purpose: Focus on pre-school Malaysian children. *Multilingual*, 22, 59-77.
- Krashen, S. (2004). *The input hypothesis and its rivals: Implicit and explicit learning of languages*. London: Academic Press.
- Kyeyune, R. (2003). Challenges of using English as a medium of instruction in multilingual contexts: A view from Ugandan Classrooms. *Language, Culture and Curriculum*, 16(2), 173-184.
- Leaver, B. L., Ehrman, M., & Shekhtman, B. (2005). *Achieving Success in second language acquisition*. Cambridge: Cambridge University Press.
- Lewelling, V. W. (1991). *Academic achievement in second language*. *ERIC Clearinghouse on Languages and Linguistics*. Washington DC. (ERIC Document Reproduction Service No. ED 329130)

- Li, Wei, and Wu, C. J. 2008. Code-switching: Ideologies and practices. In A. He and Y. Xiao (Eds.), *Chinese as a heritage language: Fostering rooted world citizenry* (pp. 225–238). Honolulu: National Foreign Language Resource Centre and University of Hawai'i Press.
- Lichtman, K. (2013). Age, ability, and awareness in implicit and explicit second language learning. *Linguistic Society*.
- Lightbown, M. P. (2001). L2 instruction: Time to teach. *TESOL Quarterly*, 35, 598-99.
- Lin, A. (2013). Classroom code-switching: Three decades of research. *Applied Linguistics Review*, 4(1), 195-218.
- Liu, J. (2010). Teachers' code-switching to the L1 in the EFL classroom. *The Open Applied Linguistics Journal*, 3, 10-23.
- Malik, L. (1994). *Socio-linguistics: A study of code-switching*. New Delhi, ND: Anmol Publications Pvt. Ltd
- Mandubu, S. S. (1999). *Issues in code-switching in Xhosa*. PhD thesis. Port Elizabeth: University of Port Elizabeth.
- McLeod, S. A. (2014). *Sampling methods*. Retrieved from www.simplypsychology.org/sampling.html
- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge: Cambridge University Press.
- Muysken, P. (2007). Mixed codes. In P. Auer & Li Wei (eds.), *Handbook of multilingual communication: Mouton de Gruyter*, 315-340.
- Nation, I. S. P. (2003). The role of the first language in foreign language learning. *Asian-efi-journal*, 5(2), 1-8.
- Nemati, M. & Taghizadeh, M. (2013). Exploring similarities and differences between L1 and L2. *International Research Journal of Applied and Basic Sciences*, 4(9), 2477-2483.
- Nomura, M. (2003). Bilingualism and multilingualism: A study of code switching. *The Bulletin of the International Student Center, Kobe University*, 8.
- O'Grady, W., Dobrovolsky, M. & Aronoff, M. (2001). *Contemporary linguistics: An introduction*. New York: St. Martin's Press.

- Opoku-Amankwa, K. & Brew-Hammond, A. (2011). Literacy is the ability to read and write English: Defining and developing literacy in basic schools in Ghana. *International Journal of Bilingual Education and Bilingualism*, 14(1), 89-106.
- Ouedraogo, R. M. (2000). *Language planning and language policies in some selected West African countries*. Burkina Faso: IICBA.
- Owu-Ewie, C. (2006). The language policy of education in Ghana: A critical look at the English-only language policy of education. 35th Annual Conference on Africa Linguistics, John Mugane eta led. 76-85. Somerville, MA: Cascadilla Proceedings Project.
- Owu-Ewie, C. (2012). *Introduction to traditional and action research methods*. Winneba: University of Education, Winneba Press.
- Patton, M. C. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publication.
- Poplack, S. (2000). *Sometimes I'll start a sentence in English y termino en Espaiiol*. The Bilingualism Reader. Routledge, London.
- Qing, X. (2010). To Switch or Not to Switch: Examine the Code-switching Practices of Teachers of Non-English Majors. *Canadian Social Science*, 6(4), 109-113.
- Richards, J. C. and Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rolin-Ianziti, J. & Varshney, R. (2008). Students' views regarding the use of the first language: an exploratory study in a tertiary context maximizing target language use. *The Canadian Modern Language Review*, 65(2), 249-273.
- Rolin-Ianziti, J., & Brownlie, S. (2002). Teacher use of learners' native language in the foreign language classroom. *Can Mod Lang Rev*, 58, 402-26.
- Ruiz-funes, M. T. (2002). *On: teaching foreign languages Linking theory to practice*. Westport: Bergin & Garvey.
- Salmona, M. M. (2014). The use of first language in the second-language classroom: A support for second language acquisition. *Gist Education and Learning Research Journal*, 9, 50-66.
- Saville-Troike, M. (2003). *Ethnography of communication*. Oxford: Blackwell Publishing.
- Schweers Jr, C. W. (1999). Using L1 in the Classroom. *Forum*, 37(2), 6-12.

- Scrivener, J. (2005). *Learning teaching* (2nd ed.). Oxford: MacMillan Education.
- Seedhouse, P. (2004). *The international architecture of the language classroom: a conversational analysis perspective*. Malden, MA: Blackwell Publishing.
- Seligson, P. (1997). *Helping students to speak*. Spain: Richmond Publishing.
- Sert, O. (2005). The functions of code switching in ELT classroom. *The Internet TESL Journal*, XI(8), <http://iteslj.org/>.
- Setati, M. J. Adler, Y. R. & Bapoo, A. (2002). Incomplete journeys: Code-switching and other language practices in mathematics, science and English language classrooms in South Africa. *Language and Education*, 16(2), 128-149.
- Shin, S.Y. (2010). The functions of code-switching in a Korean Sunday school. *Heritage Language Journal*, 7(1), 91-116.
- Simon, D. L. (2001). Towards a new understanding of codeswitching in the foreign language classroom. In R. Jacobson (ed.), Berlin and New York, Mouton de Gruyter. *Codeswitching Worldwide*, 2, 311-342.
- Skiba, R. (1997). Code switching as a countenance of language interference. *The Internet TESL Journal*, 10(8).
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education—or worldwide diversity and human rights?* Mahwah NJ: Lawrence Erlbaum.
- Slabbert, S. & Finlayson, R. (2002). Code-switching in South African townships. In: Mesthrie, R. (ed.), *Language in South Africa*, (pp. 235-255), Cambridge: Cambridge University Press.
- Susana, P. (2002). The benefit of code switching within a bilingual education program. *Honors Projects. Paper2*.
http://digitalcommons.iwu.edu/hispstu_honproj2
- Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, January, 36-43.
- Tavakkoli, Z., Rakhshandehroo, F., Izadpanah, M. A., & Moradi-Shad, M. (2014). Ego identity types and language proficiency of iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 1885–1894.
- Thompson, G. L. (2006). *Teacher and student first language and target language Use in the foreign language classroom: A qualitative and quantitative study of language choice*. Arizona: The University of Arizona.

- Tien, C. & Liu, K. (2006). Code-switching in two EFL classes in Taiwan. In Azirah Hashim & Norizah Hassan (Eds), *English in Southeast Asia: Prospects, perspectives and possibilities*. Kuala Lumpur: University Malaya Press.
- Tien, C.Y. (2009). Conflict and accomodation in classroom codeswitching in Taiwan. *International Journal of Bilingual Education and Bilingualism*, 12(2), 173-192.
- Tsaona, M. (2011). *Role of code-switching in teaching and learning in selected senior secondary schools in Botswana*. South Africa; Pretoria.
- Tshinki, A. (2002). Code-switching in Setswana in Botswana. MA thesis. Pretoria: University of Pretoria.
- Tucker, M. (2005). First and second language acquisition. Retrieved from <http://www.serendip.brynmawr.edu/biology/htm>
- Üstünel, E., & Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, 15(3), 302-325.
- Wardhaugh R. (2000). *An introduction to sociolinguistics*. Beijing: Foreign Language Teaching and Research Press.
- Wardhaugh, R. (2010). *An introduction to sociolinguistics* (6th ed). Oxford: Wiley Blackwell.
- Weng, P. S. (2012). Code-switching as a strategy use in an EFL classroom in Taiwan. *US-China Foreign Language*, 10(10), 1669-1675.
- Woods, P. (2006). *Qualitative research*. Plymouth: University of Plymouth Press.
- Yevudey, E. (2013). The pedagogical relevance of code switching in the classroom: Insight from Ewe- English code switching in Ghana. *Ghana Journal of Linguistics*, 2(2), 1-22.
- Zacharias, N. T. (2004). Teachers' belief about the use of the students' mother tongue: A survey of tertiary English teachers in Indonesia. *EA Journal*, 22(1), 44-52.
- Zhou, J. (2003). New Wine in an Old Bottle: Innovative EFL Classrooms in China. *LATEFL Issues*.

APPENDIX 1

SEMI-STRUCTURED INTERVIEW GUIDE

1. What is your educational background?
2. For how long have you been teaching English as a professional teacher?
3. Do you speak your student's L1?
4. What is your knowledge of the current language policy in G.E.S. concerning the teaching and learning of English?
5. What language policy used to exist?
6. Would you encourage the use of L1 in the English language classroom?
7. (If not,) why should teachers not use L1 in the English language classroom?
8. (If yes,) under what conditions would you encourage the use of L1 in the English language classroom?
9. How do your students respond to the use of L1 in the English language classroom?
10. How does the use of L1 help to achieve your instructional objectives?
11. What will be your advice as an English language teacher on the use of L1 in the English language classroom?

APPENDIX 2

TRANSCRIPTION OF ENGLISH LANGUAGE LESSON

READING AND COMPREHENSION

TEACHER 5

DURATION: 70 MINUTES

Teacher; close all your books, don't open any book. Today we have reading but ansaana y3 beko akenken no so I want to ask you a question, enyim a nna eyi me ano. Eyaa mpɛn bebree no anaa most of the time sɛ skuulfo na adze wɔ skuul anaa dɛ, yɛ beyi skuul no dze akyerɛ or organize biribi ɛwɔ skuul hɔ a dɛ yɛbɛfrɛ afofor a lot of people would be invited to the school so that when they come, they would come and do something for the school by giving us money, the school would also perform a lot of things in the school then at the end of the day we would get money. de ma de naa ɛyaa yɛyɛ nowɔfrɛ nodɛn? Sarah!!

Sarah; graduation

Teacher; any other

Student; open day

Teacher; good, any other. edzin foror bi nso wɔ hɔ a obi nyim? then let us clap for him

Students; clapped

Teacher; ntsi sɛ yehwɛ nkomodzi a yɛredzi like the way we have talk and discuss about it sɛ wohwɛ a dɛn na yɛrebɛkasa afa ho? what are we going to read about? yɛbɛ ka dɛn paa? me pɛ nsa foror, I don't want them, sɛ obi wɔaka dɛm nna wohwɛ dɛn na yɛbɛ kasa afa ho. Wo nyim a ma wo nsa do na kasa, yes!!

Student; open day

Teacher; open day, good. let us clap for him

Students; clapped

Teacher; so today we are going to read something about an open day in a particular school. me bɔ skuul no dzin, wo bo hu ntsi yɛbɛ ka bi afa open day ho a ɛfa skuul bi hɔn open day but sɛ me bɔ skuul no dzin ntsi yɛ kae wo ankasa b3ka akyerɛ me anaa wobɛ bɔ dzin akyerɛ me. But asaana yɛbɛ kenkan no let us look at some of the key words anaa dɛ kasafuwa bi a yebɛhyia wɔ kenkan no mu ɛwɔ dɛ yetum bɔ dzin na yetse ase, so we have to understand the words before we go on with our reading ntsi medze bɛ kyerɛw wo, na medze kyerɛw na wo botum a bɔ dzin a, ma wo nsa do. You raise up your hands then you mention it wo wiei a wobɔkɔ akɔ kyerɛw wɔ board no do. Yes, Mavis!!

Mavis; organise

Teacher; okay wɔayɛ adze obi nso try na ɔbɔ dzin na me hwɛ Yes!!

Student; organize

Teacher; again

Student; organize

Teacher; so the whole class

Students; organize

Teacher; again

Students; organize

Teacher; bege kɔ kyerɛw organize wɔ board no do, hwɛ do na kyerɛw no kama. Mo ma yɛn hwɛ yɛn next word a yɔ wɔ, wo nyim a ma wo nsa do raise up your hand and I will call you, Fredrick!!

Fredrick; successful

Teacher; again!!

Fredrick; successful

Teacher; the whole class

Students; successful!

Teacher; good, Fredrick begye kɔ kyerɛw wo successful no wɔ board no do. Kyerɛw no akese na obiara woehu. Let us look at the other words too, hɔn a wɔmaa hɔn nsa do no hɔn so na me frɛ hɔn, wo botum a ma wo nsa do na me mfrɛ wo. Mariama!

Mariama; achievements

Teacher; the whole class!

Students; achievements

Teacher; good, yewiei a yɛbɔ kɔ akɔ kyerɛw wɔ board no do, ama yɛho bɛyɛ har. Okay, mo mma yɛn hwɛ hɛn word a ɔtɔ do bio. Hwɛ word no yɛtaa hyia word no, Douglas!

Douglas; proud

Teacher; p-r-o-u-d, all of you.

Students; proud,

Teacher; yɛn hwɛ word a ɔtɔ do ebien, next word. Egyir!

Egyir; proper

Teacher; all of you, pro-per!

Students; proper

Teacher; yen ay3dzi, yen hwe word a ɔto do ebien. Obiara nhwe me befre hon a wonnkasa no most of us see it on church banners at the end of the year, look at it very well. Felicia! Bo no bio

Felicia; found raising

Teacher; eno ara na woabo no but mep3 tonation no yie. Yes, Eric!

Derick; fund raising

Teacher; the whole class

Students; yetse dem wo asore. Next word, y-e-s! Pat

Pat; excellent

Teacher; excellent! All of you

Students; excellent!!

Teacher; good, y'aye adze let shine for ourselves. Se yetum abodzina a nna owo de yetum kyere ase. Now let us pronounce the words on the board as we did on the card.

Students; pronounced words

Teacher; all the boys should be on their feet. Hom mma hen nyinara mbo dzin, Se me hwe w'ano na wo nnka, wo nkotsee beba abeka so we are starting from the bottom not from the top so the boys should look on the board as we begin

Boys; pronounce words as achievement, proper, fund raising, excellent, proud, successful, organize.

Teacher; mo aye adze, now the girls should be on their feet and pronounce the words as the boys did.

Girls; pronounced the words as the boys did: organize, success, proud, excellent, fund raising, proper and achievement.

Teacher; now, Felicia come. Point to the word successful on the board, wo point a nna woabo dzin na yahwe. Fasiso ye na bo dzin

Felicia; successful

Teacher; Biney, come point to the word achievement. eno anaa?

Students; yes, madam

Teacher; bo dzin na yen hwe

Student; achievement

Teacher; all of you!

Students; achievement!

Teacher; good, ɔno so wɔayɛ adze. Now I want one of you to stand up and pronounce all the words for us. Yes, Agyere hye ase

Agyere; organize, successful, proud, excellent, fund raising, proper and achievement.

Teacher; good, let us shine for him. So I know that with this pronunciation when you see them in your text you would be able to pronounce them well. Enntum ammbɔ dzin a ɛwɔ dɛ yɛhwɛ moko bi na yɛdze sa wo. Yes, you should be able to pronounce because obi a etum abɔ dzin no kama. Now let try and find out the meaning of these words because yɛabɔ dzin no na tse ase next time yehyia , yenntum ankynrɛ ase so we are going to find out the meaning of these words. Most of them we have heard them before ntsi no simple, simple ones bi wo ma bi sɛ na yɛhwɛ na ɛyɛ dzen kakra a hɛn dictionary dze da hɛn enyim. We shall find out the meaning from our dictionary, good. What is happening over there?

Student; our time

Teacher; mo time no ayɛ dɛn?

Student; battery no ewu

Teacher; okay, then go and do what you are supposed to do. Sɛ ɛwɔ dɛ wosesa a sesa. Hom ma yɛtoa do when we say successful yɛ taa ka paa ntsi asia dɛn? This work is successful ɛyɛ a yɛ taa ka she is successful in life wo tse ase dɛn? Yes!!

Ruth; wɔakɔ do wɔ abrabɔ mu

Teacher; okay, wɔakɔ do wɔ abrabɔ mu. Dɛn so bio na yebetum aka afa ho? Wɔakɔdo nko a? Mariama!

Mariama; adze a ɛyɛ fɛw

Teacher; okay, yɛbɔhwɛ dictionary no mu ahwɛ dɛ ɛyɛ adze a ɛyɛ fɛw a. „Proud“, I am proud of you. ɛyɛ a yɛ taa ka we most at times say sɛ me ka, dɛm a nna ase kyɛrɛ dɛn? Wotse ase dɛn? Derick, nsa na wo ma so a, ma so

Derick; woenyi agye adze a sɛyɛ no ho

Teacher; anaa dɛn? Proud! I am proud of you, oh! She was first and I am proud of her. Aaha! Any other? Na kyɛrɛ dɛ proud nso yɛbɔ hwɛhwɛ wɔ dictionary no mu. Yɛbɔ hwɛ dɛ dɛm na ddictionary no reka a. Then let us come to „excellent“

Student; madam, proud yɛ etuhoankyɛ

Teacher; sɛ yɛhwɛ dictionary no mu a ye bohu. Excellent dze yɛ taa hu sɛ yɛhwɛ hɛn report no mu a, we most at times write excellent when you score 80 or 85 anaa ɛyɛ a yɛ nnyɛ?

Students; mo yɛ

Teacher; ntsi excellent ɛyɛ a wo yɛ dɛn na yɛka kyɛrɛ wo? Wotse ase dɛn? Biney!

Biney; obia wɔayɛ adze

Teacher; wɔayɛ adze no mom 3wom ahur beberee. Yɛka excellent kyere dɛ wɔayɛ adze dɛn?

Student; ankasa ankasa

Teacher; wɔayɛ adze ankasa ankasa, kyere dɛ adze wɔayɛ no ebi mmbaa da. Ansaana wo bɛkyerew exams na yɛbɛ ma wo excellent no nna ɛkyere dɛ sɛ woetwa bɛ yɛ 85, 90, 95 anaa 100 ansaana ya ma wo excellent. ɛkyere dɛ wɔayɛ adze ankasa ankasa, mo ma yɛn bra fund raising. Sɛ yɛ ka dɛ fund raising eyɛ a ɛpɛn beberee no yɛkasa fa dɛn ho? We would be having a fund raising at church, eyɛ a wɔ ka fund raising a dɛn na ɛba wo tsir mu. Wotse ase dɛn? How do you understand?

Student; ntoboa

Teacher; ntoboa! A ɛfa dɛn ho? Yɛ wɔ ntoboa ahorow beberee, dɛm ntoboa no wɔ y3 no dɛn? ɛkwan bɛn do na wɔdze ba ma yeyɛ ntoboa no? is about what?

Student; contribution

Teacher; contribution bɛn? Pen contribution anaa book contribution? Yes, Felicia

Felicia; money

Teacher; money! good mo ma yɛn bɔ nsamu mma Felicia. Ntsi yɛ ka dɛ fund da wo bohu word bi a yɛ kɛ dɛ fund then it is talking about money. Kyere dɛ yɛrebɛ gye sika wɔ woho dze ayɛ adze so that is fund raising. Ntsi fund raising so yɛn a twa mu, the next word is proper. Dress properly, what does it mean? Yes!

Student; adze a eyɛ papa

Teacher; adze a eyɛ papa anaa dɛ. Yes, Binney

Binney; adze a eyɛ papa

Teacher; something that is good, tse dɛ nyia sister no egu no vail no proper, kyere dɛ woegu no yie. Obi so naa so egu hɔ ntsi nnyɛ proper but this one is proper. Then let us come to the last word, which is achievement. She has achieved in life, what a great achievement, what thus it means? Dem girl yi achieve in lifeoo, yes! English class kyere wo agye

Student; obi abo life

Teacher; yoo, yɛbɛ hwɛ

Student; obi a wɔayɛ yie

Teacher; okay, abofra no wɔayɛ adze oo. Let us clap for him. Dɛn so bio, Binny!

Binny; obi a ɔkyere noho

Teacher; obi a ɔkyere no ho. ɛno so yɛ answers no dɔɔso ntsi yɛ dze bɔto dictionary noou na yɛahwɛ nyia eyɛ correct. Let us clap for ourselves. Now, we already know how to use the dictionary, before we look at the words from the dictionary, we are going to do our reading yɛ du bebe a yɛ bɛ pause reading na word no yahwehwɛ wɔ dictionary no mu na yɛ tse ase yie ansaana yɛatoa do. Mo atse ase? Class prefect share

the books, fa wo dictionary to wo kyen na wo dze behwehwɛ word no ntsi fa to wo kyen bɔkɔɔ. When you get your book open to page 156 now, you keep quiet to listen to me as I do the model reading. I am going to read after words, I will be calling some people to read so listen to the way the words are pronounced and how they are being used in the passage.

Successful Open Day

Teachers and students of OKomfo Anokye High School organized a very successful open day last weekend. More than six hundred parents, friends and students attended and the school raised over hundred Ghana Cedis for it funds. it a fund raising success story. Mr Micheal Duodu the head teacher of Okomfo Anokye school told our reporter. Patience hw3 book no mu. Staff and student work together to achieve this excellent result unlike last year when we weren't so successful. we are coming to spot fund to benefit with the proceeds of the open day, the school can buy new spot equipment we are entering the national school spot festival this year for the first time explain Mrs Ekuaba Blay who runs the PE department. We have some good runners in the school and we must give them their chance to win some medals but we haven't got a proper track and most of our student learn to run without proper trainers or any proper equipment. Now we can order track suit, trainers, running vest and shot for all our team and that to raise their spirit

Poet and athlete

One of the school star runners Kafui Atiso thirteen also won the poetry recitation competition on open day she recited her own poem in English. Her English teacher Ms Mary Mensah had this to say about her "she is a popular girl with a good brain in her head as well as a strong health body just what Ghana must have for its future" Kafui's brother Foli Atiso fourteen also runs very well and he plays the drum too he told us he is proud of his sister's achievement. Now Illiasu start for us. Yes, I'm listening and waiting

Student: successful open day

Teacher: open your mouth

Student: Teachers and students of OKomfo Anokye High School organized a very successful open day last weekend. More than six hundred parents and friends and students attended

Teacher: attended

Student: attended and the school raised over hundred cedis for its funds. it a fund raising success story. Ms Micheal duodu the headteacher told our reporter. Staff and student work together to achieve this excellent result unlike

Teacher: unlike

student: unlike last year where we weren't so successful

student: spot fund to benefit: with the proceeds of the open day, the school can buy new spot equipment we are entering the national school spot festival this year for the first time explain Ms

teacher: mrs

student: mrs ekuaba blay who run the PE department. We have some good runners in the school and we must give them their chance to win some medals but we haven't got a proper track and most of our student learn to run without proper trainers or any proper equipment. Now we can order track suit, trainers, running vest and shot for all our team and that to raise their spirit

teacher: its ok, now kofi continue. Poet and athlete

kofi: poet and athlete: One of the school star runners kafui atiso thirteen also won the poetry teacher poetry

kofi: poetry

teacher recitation

kofi: recitation competition on open day. The recited

teacher: she

kofi: she recited her own poem in English. Her English teacher ms mary Mensah had this to say about her

teacher: hmm

kofi: she is a

teacher: popular

kofi: popular girl with a good brain in her head as well as a strong health body

teacher: hmm

kofi: just what Ghana must have for its future"

teacher: mhmm

kofi: kafui's brother foli atiso fourteen also runs very well and he plays the drum too

teacher: the drums

kofi: the drums too he told us he is proud on his sister's achievement

teacher: of

kofi: of his sister's achievement.

teacher: good. Now roll one and roll two we are all going to read together. Roll one roll two let us read together

teacher and student: successful open day

teacher: good let go

student: Teachers and students of OKomfo Anokye High School organized a very successful open day last weekend. More than six hundred parents, friends of students attended and the school raised over hundred Ghana cedis for it funds.

Teacher: hmm

Students: it a fund raising success story.

Teacher: hmm

Students: Mr Micheal duodu the head teacher of Okomfo anokye school told our reporter. Staff and student work together to achieve this excellent result.

Teacher: hmm

Students: unlike last year when we aren't

Teacher: weren't

Students: weren't so successful.

Teacher: hmm

Students: spot fund to benefit.

Teacher: okay

Students: with the proceeds of the open day, the school can buy new spot equipment we are entering the national school spot festival this year for the first time explain Mrs Ekuaba Blay who runs the PE department.

Teacher: mhmm

Students: we have some good runners in the school and we must give them their chance to win some medals

Teacher: mhmm

Students: but we haven't got a proper track and most of our student learn to run without running shoe or proper trainers or any proper equipment.

Teacher: mhmm

Students: Now we can order track suit, trainers, running vest and shorts for all our team and that will raise their spirit

Teacher: it ok the next two columns let's continue. Poet and athlete

Students: Poet and athlete

Teacher: mhmm

Students: One of the school star runners Kafui Atiso Thirteen also won the poetry recitation

Teacher: poetry recitation

Students: poetry recitation competition on open day she recited her own poem in English. Her English teacher ms mary Mensah had this to say about her

Teacher: mhmm

Students: she is a

Teacher: she is a popular girl

Students: popular girl with a good brain in her head as well as a strong healthy body

Teacher: mhmm

Students: just what Ghana must have for its future

Teacher: mhmm

Students: kafui's brother

Teacher: kafui's brother

Students: kafui's brother foli atiso fourteen also runs very well and he plays the drum too

Teacher: mhmm

Students: he told us he is proud of his sister's achievement.

Teacher: now before we started I told you the open day is about a particular school which school is that? Which school organized the open day? Yes, Francis Erh Richard

Richard: Okomfo Anokye high school

Teacher: Okomfo Anokye high school, let clap for him

Student: clap

Teacher: now listen to this question too and let's look for the answer and tell the class. Who did all the work of organizing the open day. Woana na ɔyɛ ho edwuma nyinaa. Who did all the work of the open day. Woanaa woanaa yes Ruth.

Ruth: the head master of Okomfo anokye high school

Teacher: the head master of Okomfo anokye high school mbo. Who came to the open day, woana nna ɔbaaa open day no, woana, who woanaa yɛ merehwehwe wɔ aha o. ahafo h ɔ na mehwehwe answer no efi. Who who came wose open day no nkorɔfo bi wɔ bae woana mo a hmm yes Mariama

Mariama: parent and friends

Teacher: parents and friends of students. Skuulfo no a wɔwɔ hɔ no Hɔn anyankofɔ na hɔn awɔfo na wɔba open day no. what did the headmaster feel about the money from the open day. Head master no sika no wonyaa no owiei no ofilii den how did the head master feel ofilii den. Hmmm how did he feel about the money from the open day. yɛka de ofilii a ɛkyere de ohu no den den na ose hu no mbre a wɔ yɛ open day no

wonyaa sika no wiei no ohu no den how did he feel? You can track the answer from the the first paragraph last three lines wohwehwe ho the headmaster felt something

Teacher: he saw it as been a successful open day because wonyaa funds kyen last year dze no. they got a lot of funds as compared to last year open day so he that the fund raising was very very successful yatse ase bia ahaa. How successful was the open day last year how was it how how successful was the open day last year? Last year hon open day no na etse den? yes ruth mehu wo nsa last year open day no woka biribi faa ho na etse den yes

Ruth: the open day was not so successful

Teacher: it wasn't so successful good, let's clap for her

Teacher: last year open day was not so successful annhye da annko yie tse de this year dze na wo yee no good so we have seen some of the answers the question and their answers related so what we are going to do ne se we are going to take our dictionary mekaa kyere hom de se ye kenkan du beebi a yebe hwehwe words a yenntum ennya correct answer papa no you take your dictionary now, we are going to look for the meaning of this words achievement erhh achievement woehu then organized just this two wo a wo be bue no ntsem no kan na yen hwe achievement and organize wo bue a ma wo nsa do nya abotar kakra ana ruth hye who do mepede nkrofo so bue organize ntsi yerekoo O alphabert no ohyease wo A ntsi hwehwe beebi a ibehu „Or“ org wo behu organize wo hu nyimpa kor pe a wehu but me pe de nyimpa bebre ehu de nya ebeye okae yebe hu de okaa nokwarsem akyere hen. But den na ewo ho

Student: madam d nso so

Madam: d nsoso ntsi nye hwee s# d nsoso na se eye e aa they will all mean the same

Student: organize

Teacher: organize ok yehu bia ok then ruth reads and let's hear

Ruth: organize means prepare for something arrange something within a computer structure or cabin

Teacher: oye class hen nyinaa yehu?

Class: yes, madam

Teacher: the whole class lets read and find out. Organize means what

Students: prepare for something

Teacher: anaa wonnya nnhuu

Students: yehu

Teacher: mo ehu a mo nkan me pede mo nyinaa mo kan na me hu de mo ehu. Monkan na me nhwe. Let's go organize ahaa

Students: preparation for something, arrange something into a particular structure or order

Teacher: so organize means preparing for something, woboaboa woho na wɔayɛ biribi anaa sɛ worehyehyɛ biribi in order, wɔdze ndzɛma rehyehyɛ yie, ehu dɛ ansaana wo bɛ yi dɛm open day no they have to organize ɛwɔ dɛ wohyehyɛ ndzɛmba na wɔdze ndzɛmba toto nakwanmu wɔhyehyɛ beebi aa wo be ye adze no nyinaa ntsi ofir ndɛ rekɔ sɛ obi ka organized a nɛ wobetse ase bia

Students: yes madam

Teacher: mo betse ase okay mbo. Mo mma yɛnkɔ achievement. Achievement no nan a yɛrekeka no bebreɛ no ntsi yɛn nhwɛ correct meaning ntsi wobekɔ ach a no dze ɔwɔ ano ha nyinara ntsi wo bekɔ ach na yɛnhwɛ achievement no nso na ase kyɛrɛ

Student: madam ɔyɛ achieve

Teacher: achievement nna ɔwɔ hɔ no nka hɔ obi nso ehu achievement no ntsi hwɛhwɛ no yie by all means achieve wo mu a ɔwɛ dɛ achievement nso ba. So iliasu take your time obi ehu achievement so it means it is in. hmmm dictionary na ne buɛi ayɛ binom dzen dɛm yi. Obi somu ara nna w'ɛbue obi nso dze 50minute nna otum mmbuee. Aa ɔno dze na nyen achievement

Student: madam nara nyen

Teacher: yɛn nyinaa yehu?

Student; yes madam

Teacher: achievement

Student: madam oyɔ achieve

Other student: achievement

Teacher: oh achievement sow do bia erh ntsi yɛbɛ kan bebia achievement wɔ no. yɛ pɛ dɛ yehu achievement no so who is reading for me

Student: madam achievement nnyi hɔ oo

Teacher: mo mma me nhwɛ. Okay ntsi yɛbɛ read achieve no ara, achievement and achieve means the same ok. So let see someone should do the reading for me achieve

Teacher tell students: hwɛ ne dze no do na me nhwɛ wɔdze no do. Yes, achieve daabi mɛpɛ obi fofor na wɔakan. Yes, patience

Patience: gain or reach something by effort or skill

Teacher: ɔsɛ gain or reach something by effort or a skill sɛ wɔdze wo ahɔɔzen anaa wo nyimdzee benya biribi for adze bi a o'ayɛ fa no dɛ ebia m'ato paanoo na m'ɛnya mfaso na medze esi dan. I have achieve doing something by baking. Me too nna menyaa ho mfaso so achievement means to get something or to gain by a skill or effort ntsi adze biara a wonyim yɛ no wɔdze ahɔɔzen yɛ na wotum nya biribi fi mu a it means you have achieve tse dɛ school yi a worekɔ yi sɛ nyame yɛ wo adom na wokɔ form three you write your B.E.C.E then you pass you have achieve with your skills and your effort. Woyer woho na wosua no yie nna wo nya biribi fi mu so you have achieved. Ntsi achievement nnye ɔkyɛrɛ noho anaa ɔbɔ life but woenya biribi efi

adze bi a ayɛ ho. Wɔate ase wɔ ho. sisiara yi atse words no nyinaa ase so close the books. You are going to do silent reading. Obi ara bɛkan wɔ netsir mu, mepɛ dɛ moka na motse ase yie ansaana mo ayɛ work no. so read on your own silent reading. Metse ha yi nyinaa merehweɛ hɔn a wɔ bɛkan no. bi mo wɔhɔ a ɛka dɛ hɔn nkan a nna wɔtse ho. kan na wo ara so fa suasua woho akenkan. Do silent reading. patient na wotsi yi a oda ho ibeye dɛn akan so raise your head. Abrantse read and stop talking what. Benedict worekan bia anaa dɛm mbɛ aya wo tsir no ɔkyerɛ dɛ ɛreda oooo. Class prefect go and bring your English exercise book I think I have some yea men markee nwiei but go and bring it I think I will add this one to it check the floor and my table it seems some are on the floor and some too are on the table.

Teacher: now look at question one to five adze a yɛbɛyɛ ne dɛ we are going to answer them into our exercise books. Question one to five then we will use the key words to form sentences also now we know the meaning of the key words so now when you finish answering one to five you use the key words to form simple sentences just simple so we are using the first five key words. Key words no do so but we are using the first five key words from number one to five no one one one one one wofa kor biara a nna ɛdze a form sentence kor yɛatse ase bia anaa so when you get your exercise books that is what we are going to do you have about twenty minute ntsi mbre kakra wɔmu ten minute for the five exercise then another ten minute to form the five sentence so the exercise is in two part moat ease bia anaa share the books

Student: madam please we have thirteen minute

Teacher: you have

Student: thirteen minute

Teacher: aa ny3hweee. So class prefect you make sure you take my exercise book for me, you take the dictionary after you have finish