UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF EARLY GRADE LEARNER'S MOTHER TONGUE (TWI) ON THE ENGLISH LANGUAGE USAGE (TRANSLITERATION): A CASE OF ONWE COMMUNITY PRESCHOOLS IN THE EJISU MUNICIPALITY OF THE ASHANTI REGION

STEPHEN ASUMING

MASTER OF EDUCATION

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**A thesis in the Department of Early Childhood Education,
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NOVEMBER, 2021

DECLARATION

LEARNER'S DECLARATION

I, Stephen Asuming, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature …………………..…….

Date ………………….…….…..……..

SUPERVISOR'S DECLARATION

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

Supervisor: Praise Salome Otami (PhD)

Signature …………………..…….

Date ………………….…….…..……..

DEDICATION

I dedicate this research project to my wife, Mrs Beatrice Adu Poku Asuming, my children, Laud, Ryan and Joel for their support and love.

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ABSTRACT

The purpose of the study was to investigate the influence of mother tongue on early grade children's performance in the English language as far as transliteration is concerned in Onwe Community basic preschools. The study used a descriptive survey design which used both quantitative and qualitative approaches to collect the data. The participants included headteachers, early grade teachers and early grade learners from five Onwe basic preschools. Data was collected using questionnaires for the headteachers and pre-preschool teachers while interviews and observation were used for pre-preschool learners. Data was analyzed using percentages and frequencies and presented in tables and charts. The study revealed that the most frequently committed errors was the error of transliteration which formed the basis of the study, followed by error of tenses, wrong-pronoun-use errors, spelling errors, subject verb agreement, article errors, omission, preposition errors, wrong-word usage, addition errors. The implications of this study to the improvement of English language as a second language of early grade learners studying English are discussed. Key words; Transliteration, descriptive survey design

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The English language refers to the language of England, which is spoken in the United Kingdom and most countries in the British Commonwealth, as well as in the United States of America, Australia, and New Zealand. English proficiency is essential for ensuring a high-status job and upward social mobility as the child progresses through life. English is the official language of Ghana, and every preschool-age child is required to study it and learn how to speak it. English is thus both a subject taught and a medium of instruction in Ghanaian preschools. The ability of early grade learners (aged 3 to 8) to speak English competently is very important for parents and teachers, with the reasoning being that the second language is often seen as necessary for further education, work, and other opportunities, and thus parents invariably choose the second language when given the choice (Tackie-Ofosu 2015).

The second language provides access to education, high status, and all of the associated benefits. Some parents and educators believe that in order for children to learn a second language quickly and succeed in preschool, the majority of English language should be used not only at preschool but also at home. However, as researchers such as Yadav (2014) have discovered, the mother tongue of learners in Ghana influences their ability to speak English. With the observed pattern of certain errors in the speech of early grade learners in the Onwe community, including its Zongo preschools. The researcher agrees with other scholars in the field of second language acquisition who assert that learners' native languages influence how they

acquire and speak English as their L2, even at a young age when children are gaining ground in their language development.

According to Owu-Ewie (2019), the child goes through stages when learning a second language (L2) (L1). However, due to individual differences and other factors such as proficiency, the length of time each learner spends at each stage may vary greatly. According to research, a child's mother tongue, which has been present throughout his or her developmental stages, is an important aspect of the child even in adulthood (Yadav, 2014). Since Ghana's independence, the use of a language of instruction in prepreschool and early grade levels has been a source of contention. The NALAP program was introduced in Ghanaian preschools in 2012 and the table below by Nyamekye et al. (2021) shows each grade level from prepreschool to JHS, as well as the percentage of learners who use English and their mother tongue as a medium of instruction.

Table1: NALAP Implementation Plan Level

Ghanaian Languages English Language Kind

LEVEL	GHANAIAN LANGUAGE	ENGLISH LANGUAGE
Kindergarten 1and 2	90%	10%
Primary 1	80%	20%
Primary 2 - 4	50%	50%
Primary 4 - JHS	0%	100%

Source: Ansah, (2014).

The National Education syllabus of English Language (MOE, 2012) spells out its rationale for teaching English Language and suggests that English is the official language of Ghana and as such the language of instruction from the upper primary

levels in Ghanaian preschools, whereas NaCCA (2019) suggests that the medium of instruction from prepreschool to lower primary 1 to 3 should be a blend of the mother tongue and English language.

According to Nyamekye et al. (2021), while most research advocates for instruction in local languages due to its significant academic impact, other studies accuse local languages of being one of the major causes of learners' poor English language usage among early grade learners. Zhao (2015), for example, contends that in language learning, the mother tongue has a negative or positive effect on the target language; he adds that through analysis, one can discover how negative transfer of mother tongue affects foreign language learning, and why negative transfer leads to errors in the process of language learning. The reason for the discovery was that the textbooks used by the learners were written in English. The reason for the discovery was that the textbooks used by learners are written in English, and when the local language is used as a medium of instruction, it creates deficiencies in learner understanding, resulting in poor academic performance. However, the study's findings could be contested on the grounds that, in the case of high-achieving preschools, teachers reported that learners had access to the necessary teaching and learning materials, had parental assistance with homework, had the necessary parental support, and teachers were enthusiastic about the teaching profession. Furthermore, it was highlighted that learners in low-achieving preschools were denied basic academic support from both parents and the government (Zha, 2015).

According to Ellis (2007), interference is the 'transfer,' which is the influence that the learner's L1 has on the acquisition of L2. According to Grass and Selinker (1994), it has always been assumed that second language learners rely heavily on their native language (L1), so they tend to rely on the L1 to produce response when writing or

speaking the second or target language (L2). This is especially difficult when the structures of the two languages are so dissimilar. This increases the likelihood of many errors occurring in the target language, resulting in L1 interference on the L2. According to a study conducted by the Summer Institute of Linguistics in 2017, Ghana has 81 living languages, 73 of which are indigenous and eight of which are not. 13 are institutional, 46 are developing, 15 are vigorous, 7 are in trouble, and they are spread across the country. The majority of Ghanaians speak Twi as their primary language. Twi, an Akan dialect with structures distinct from English, has the potential to influence the learning of a target language (Ghanaian Times, 2021).

Positive transfer is unlikely when the two languages do not share a specific linguistic feature or when one language has a simpler or less salient linguistic structure than the other; instead, interference or negative transfer may occur, particularly in the less dominant language when the dominant language has a simpler or less salient linguistic feature, according to Jessner et al. (2000). The environment in which a second language learner finds himself or herself also influences error making. It becomes more concerning when the environment is not ethnically restricted, or when there is insufficient access to appropriate materials or frequent opportunities to use the target language outside of contact hours in preschool. Though most of the learners speak the Twi language, there are also a lot of other learners who speak other native languages such as Hausa and Ayigbe. Despite the fact that the community is made up of people from various ethnic backgrounds, it appears that the Twi language could have the highest influence on the English language (Ansah, 2014).

Few researchers (Khosa, 2012; Ndamba, 2008; Saville-Troike, 1988) have shown an interest in the role of transliteration in the process of second language acquisition, particularly among early grade learners. Having taught in some rural Ghanaian

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preschools for some time now, most parents in the Onwe community are either illiterate or semi-illiterate, and such parents are unable to adequately assist their children in acquiring the L2. Learners can only acquire L2 during preschool contact hours. The modern day society also makes English Language very influential, so almost everyone tries to speak it, and parents do the same with no regard for how it may affect their children if spoken inappropriately (Ndamba, 2008).

Though the mother tongue has a significant positive influence on second language acquisition, there are transliteration errors that children make that the researcher is interested in correcting. A critical examination of all the literature reviewed in this study reveals that most scholars have approached error analysis in broad strokes. However, I have yet to come across any literary work that has dealt with a specific or particular error as an aspect or one of the study's major objectives, particularly the error of transliteration. This gain is the focus of this research. This study focused on a specific error and discovered the cause, which will aid in prescribing the most appropriate remedy for it. It is also hoped that, dealing with a specific error, as in this work, will pave the way for other scholarly discourse in an attempt to investigate the causes of other errors made while learning a target language. This study aims to investigate how the Twi language influences the English language usage of students in the Onwe community basic preschools in the Ashanti region's Ejisu municipality.

1.2. Statement of Problem

Transliteration has become a major problem of Onwe Basic Preschools as far as English language is concerned. The community is made up of various ethnic groups but the L1 with the highest influence on English language is the Twi Language. Ganaprakasam (2019) admits that the child's environmental context is widely considered the most important factor that leads to difficulties in acquiring proficiency

and mastering a second language. Human information processing theory proposed by Miler (1956) stated that humans find difficulties with their surrounding environment and are unable to develop and foster current language acquisition. This study intends to investigate reasons behind the very high influence of the Twi language on the English Language among learners in the community, with concentration on learners from the preschool and lower primary.

Though language learning comes with its own difficulties, it cannot be concluded that that is the reason for the learner's weakness in the usage of the language. Addai-Mununkum (2019) cited NaCCA, (2019) and posits that in order to master the English Language; learners have to be adequately exposed to all four basic skills, which include listening, speaking, reading, and writing. Even though it is believed learners are being taken through this process to acquire these basic skills, it is still surprising that learners are facing problems in its studies.

This implies a larger issue that goes beyond the subjects being covered in class. Owu-Ewie and Lomotey (2016) note that their findings are in line with those of Mahmoud (2000), who discovered evidence of transliteration of vocabulary and grammar in Sudanese learners' composition writing. Because their knowledge of L1 is typically readily available as a linguistic resource they use to resolve L2 communication problems, L2 learners are renowned for doing this. These examples, along with a plethora of others, demonstrate that the transliteration issue extends beyond introducing the learner to some particular L2 study areas, such as listening, speaking, reading, and writing.

Teachers encounter various difficulties when they transition from the learning community to teach in a classroom (Ganaprakasam 2019). There is a vast amount of literature, which has stated several challenges faced by teachers in teaching English.

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Firstly, there is a shortage of trained and qualified early childhood education English teachers in primary preschool due to numerous factors (G. Hu, 2005; Y. Hu, 2007). Therefore, teachers without adequate training and qualification are teaching learners, which leads to improper subject delivery. In addition, most teachers at the basic preschool level teach more than one subject. This, which is a GES directive, does not help since specialty on one subject area and competence are not considered. This opens doors for the possibility of teachers teaching certain subjects they are not specialized in just to ensure they are paid.

This study seeks to investigate this fundamental problem of transliteration and its possible causes mentioned above for a possible redress. This becomes more mind boggling when the dominance of the influence of one particular language (e.g Twi) in a community with people from different ethnic background becomes so prominent. According to Elkilic (2012), it has always been assumed that a second language learning situation, learners rely extensively on their native language. In fact, it is humanitarian also to accept mother tongue interference in learning a foreign language. Studies on the interdependence between mother tongue and foreign language indicate a linguistic interdependence Jessner and Cen, (2000) with regard to multiple subsystems (phonological, syntactic, semantic, and textual). If structures of both languages are distinctly different than one could expect high frequency of errors in the L2. Hence interference of L1 on the L2 Dechert and Ellis (citied in Bhela 1999, pg 22). In this instance, positive transfer is not likely when the two languages do not share specific linguistic feature. Negative transfer may occur especially in the less dominant language when the dominant language is the one with a simpler feature. Krashen (1988) states that such interference is more common on foreign language situation than a second language situation. It is a problem in acquiring a second

language and more complex in a community with people from more than one ethnic group background. As Tackie Ofosu et al. (2015) noted that due to the similarities in the various dialects and the increasing mobility of the population, a typical Ghanaian understands at least one of five major languages—Akan, Nzema, Dagbane, Ga, or Ewe as well as English, which is the official language of the country. Preschool children in the Onwe community come from various backgrounds as far as language is concerned. The community is a Twi speaking community but still has other native language speakers. Though other native language speakers form part of the community, most people are able to communicate in the Twi, though the other native language speakers may not be perfect in the speaking of the Twi language. It has become a common case in Onwe community basic preschools that learners communicate in English and usually introduce one or two local languages, especially Twi. Other times they do direct translations. Some examples include ''climb the car" instead of board or join the car, "the car is going very fast" instead of the car is moving very fast, "I can hear the scent" instead of I can smell the scent and many others. In situations of giving directions, describing situations and narrating incidents, it becomes very bad. In addition, the L1 of these learners have so much influence on their pronunciation of certain words in the L2. The preschools are not in any way restricted in terms of ethnic backgrounds and therefore consist of learners from different ethnic backgrounds.

 This study seeks to investigate the situation to unravel the possible causes of the strong influence of the Twi language on the usage of the English Language in the community among the basic preschool learners and suggest appropriate solutions to remedy the situation.

1.3. Purpose of the Study

In society, the English language is expected to serve a variety of roles and objectives, among them fostering unity and communication. As they were taught in preschool, children in Ghana's early grades are expected to be able to speak and write good English as well as speak it correctly and fluidly. In Onwe, a community in the Ejisu Municipality of the Ashanti Region of Ghana, students, especially those in early grade level, find it difficult to complete a few sentences in speech or writing without the Twi language influencing their English language usage (transliteration).

This study aims to investigate the phenomenon of transliteration and identify potential causes and explanations for the significant influence of the Twi language on the community's English language learners. The researchers hope that this study will be very helpful to readers and serve as a good starting point for further research into other specific mistakes made by students in Ghanaian basic preschools and the development of effective mitigation techniques.

1.4 Objectives of the Study

This study was guided by the following objectives:

1. Determine areas where the L1 (TWI) influences learner's usage of the English Language at the lower Basic Preschool level in Onwe with concentration on transliteration.

2. Identify the causes of transliteration on learners' English language acquisition.

3. Find ways to reduce L1 influence in the second language thus English Language (L2)

1.5 Research Questions

To ensure that the objectives stated are achieved, the study aims to address these questions

1. Which areas are L1 (Twi) influencing the learners' usage of the English Language at the lower Basic Preschool level in Onwe with concentration on transliteration?

2. What are the major causes of learner's inability to communicate in the English language without a direct translation from Twi to the English Language?

3. What are the ways to reduce L1 influence in the L2 learning at the lower Basic Preschool level?

1.6 Significance of Study

It is important for learners to be competent in the use of English Language. This competency which also obviously affects all other subject areas cannot be over emphasized. This study will be useful by helping the early grade learners realize their deficiencies. The outcome of this study would be of great value to both learners and teachers, bringing out possible correct measures that would be suggested to help resolve the phenomenon. L2 teachers will obviously be able to design appropriate teaching aids and methodologies that will help in better addressing the problem.

1.7 Limitation of the Study

The research being purely academic involved very extensive reading coupled with delay of some of the preschool authorities in responding to the letter introducing the researcher and seeking their permission to conduct the research in their preschools.

The COVID-19 restrictions were another factor that posed great challenge. The researcher has to prove beyond all reasonable doubt that neither himself nor questionnaire materials are free of corona virus.

Also, the cost of hand sanitizers, cost of preparation and distribution of research materials, acquisition of recording equipment, movement from one preschool to the other, respondents delay in returning the questionnaires, questions not answered as honestly as expected sometimes, and some respondents leaving out some questions completely unanswered.

Finally, some copies of the questionnaire were reported lost and had to be replaced along the way, causing the researcher to supply more questionnaires to be filled in replacement to lost ones, thereby adding to the planned cost of production and distribution.

1.8 Delimitations to the Study

The errors of learners in the usage of English Language may be numerous such that it cannot all be covered in one study. For that matter this study has chosen to focus on the error of transliteration among the basic learners in the Onwe community which is greatly influenced by the Twi language in spite of the place being a community not strictly restricted to one ethnic group.

Even though the research's main focus is to establish the extent to which the Twi language has influenced the usage of the English Language especially among the basic one to three learners of the Onwe community basic preschools as far as transliteration error is concerned, other basic preschool learners and teachers in the community will be randomly selected to compare and generalize. This granted the researcher the opportunity to identify other types of errors in the learners' usage of the English Language despite transliteration being the focus here with study.

1.9 Organization of the Study

The research is divided into five chapters. The first chapter discusses the introduction, which includes the study's background, problem statement, purpose, objectives, research questions, significance, limitations, delimitation, and organization. Chapter Two discusses the theoretical and conceptual foundations upon which the study was built, as well as the literature that is related to the study and how it affects it. The study's methodology, which included the research design, study population, data collection process, research instrumentation, validity and reliability, data analysis, ethical issues, and conclusion, was also covered in Chapter four. While chapter five being the final chapter entailed the summary of the work, conclusions and implications of the study as well as recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews literature that is in connection to the problem. That is the works of other authorities related to the work under review. It provides the narrative bases which supports or otherwise the arguments for the study, it highlights on the following sub heading; language policies relating to early childhood education in Ghana, theoretical framework, theories of language acquisition, conceptual framework on the concept of mother tongue and second language acquisition and conclusion. Each section, deals with these specific issues outlined.

2.1.0 Theoretical Framework

2.1.1 Language Policies Relating To Early Childhood Education

The early childhood education in Ghana consist of crèche (infants below two years) nursery (children between age two to four) and kindergarten (children from age four to six) and lower primary of the basic preschool from primary to class three (children aged six to eight) (Nyarko etal 2016).Various policies by successive governments until 2009/2010 had not included the KG and Nursery as part of the basic preschool.

Various language policies in regards to which language of instruction should be used in the classroom. Tackie-Ofosu et al. (2015) noted that in such situations, there is always controversy over which language to use in preschool especially at the lower primary level in multilingual societies. In 2002, a law was promulgated in Ghana that mandated the use of local languages as the media of instruction from primary one to three to replace English language as the medium of instruction. Due to the criticisms from sections of academics, politicians, educators, traditional rulers, and the general populace, the Ghana Education Service (GES) decided to implement the program

"National Literacy Accelerated Programme (NALAP)" on a pilot basis in twenty districts in Ghana for the 2009/2010 academic year aimed at building on the language and experiences already familiar to children. Under the NALAP, teachers in the lower primary levels, that is, from kindergarten one to primary three, are to use the mother tongue of the children to teach them. Eleven local languages have been approved so far by the GES for the NALAP. These local languages include Asante Twi, Akuapem Twi, Nzema, Ga, Dangme, Ewe, Dagaare, Gonja and Kasem (Bronteng, 2018). Owu-Ewie (2019) used the table below to show the language implementation policies Ghana has had since the colonial erra.

Table 2: A diagrammatic representation of language policy from the pre- colonial era to the present.

PERIOD	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR
1529-1925				
Castle	-	-	-	-
Preschools	+	+	+	+
Missionary				
preschools				
1925- 951	+	+	+	-
1951- 1955	+	-	-	-
1956- 1966	-	-	-	-
1967- 1969	+	-	-	-
1970- 1973	+	+	+	+
1974-2002(Sept)	+	+	+	-
2004-2008	-	-	-	-
2009- DATE	+	+	+	-

Keys: + ….A Ghanaian Language was used as the medium of instruction. - ……. Ghanaian Language not used.

The most recent curriculum in Ghana is the Standard Based Curriculum (SBC) which was introduced in 2019 to replace the NALAP as the former is seen to be more standard based whilst the latter is more of objective based (NaCCA, 2019). According to NaCCA (2019), the SBC has made provision for the use of Ghanaian languages as the medium of instruction for kindergarten and the first three years of primary preschool through which the learners are to learn mechanics of reading and writing in their local Ghanaian language as a prerequisite for introducing leaners to a foreign language. Charles (2019) argues that, English is gradually taking over the role as medium of instruction with the L1s playing supporting functional roles at the early grade level. The teachers, largely, go contrary to the instructional language policy which stipulates that the medium of instruction should be the major L1 of the learners, supported by the English language where necessary. Also, Anyidaho (2018) found out that there were teachers teaching at the lower primary level who were unable to speak the dominant L1 of that particular community which also doubles as the language of instruction hence violating the policy on medium of instruction stipulated for that level of education. These are some hinderances to effective attainment of policy goals towards competencies in the second language development.

2.1.2 Transliteration As An Interference Error

Transliteration is the process of transferring a word from the alphabet of one language to another. Transliteration helps people pronounce words and names in foreign languages. Unlike a translation, which tells you the meaning of a word that is written in another language, a transliteration only gives you an idea of how the word is pronounced, by putting it in a familiar alphabet. It changes the letters from the word's original alphabet to similar-sounding letters in a different one. Wikipedia.

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Transliteration according to Crystal (2003) cited by Addokoh (2014) is the conversion of one writing system into another. Crystal added to that each item in the source language is given an equivalent item in the target language.

According to Owu-Ewie (2012),transliteration errors are errors which are direct rendition from the L1 to L2, sometimes disregarding the rules of the second language For example, Dan tuntum no yɛ fɛw House black the is nice (some Akan learners of English write house black instead of black house in English) because in Akan the adjective comes after the noun but it is the reverse in English).

Owu-Ewie (2012) assessed the L1 (Akan) Interference Errors in L2 (English) Writing: The Case of Three Junior High Preschool Learners in Ghana. The study found that transliteration, omissions, wrong word use, L1 induced spelling errors and wrong pronoun use were the errors that occurred in the learners writings as a result of L1 interference. It was also identified that transliteration and omission errors were the most frequently committed L1 interference errors in the writings of Akan speakers learning English in the Junior High Preschool. Addokoh (2014) also assets that this translation errors are because of L1 interference. These transfers happened because learners did not find corresponding counterparts or the right words to use. They therefore transferred properties and he agrees that however the use of L1 requires language teachers to explain abstract and complicated grammar structures to learners.

2.1.3 Theories of Language Development

There are various language development theories that have been propagated by various proponents. This section briefly examines four main theories. These include Behavioural Theory, Nativist linguistic theories, social interactionist theory, and cognitive theory

a) Behavioural Theory

Behaviourists believe language is something that can be observed and measured. The need to use language is stimulated and language is uttered in response to stimuli. To the behaviourist, competence in the rules of language is not as important as the ability to speak it; speaking is what makes language real. Knowledge is a mental state and the structure of a language does not make it a language. The function of speaking words makes a language a language. B.F. Skinner is perhaps the best known behaviourist who posited that children are conditioned by their environment to respond to certain stimuli with language. When children speak the language of their parents they are rewarded and become more skilful. They grow in their ability to respond in a manner that responds to the environmental stimuli given by his parents. This shapes a child's language more than knowledge of rules (Gleason and Ratner 2009).

While most would agree that a language-rich environment helps children achieve success in communication, experts have not been able to prove this with experiments outside the lab. The behaviourists approach has been criticized for not taking into account the many and varied influences on a child's language learning.

b) Nativist Linguistic Theories

The manner in which a child acquires language is a matter long debated by linguists and child psychologists alike. The father of most nativist theories of language acquisition is Noam Chomsky, who brought greater attention to the innate capacity of children for learning language, which had widely been considered a purely cultural phenomenon based on imitation

Nativist linguistic theories hold that children learn through their natural ability to organize the laws of language, but cannot fully utilize this talent without the presence

of other humans. This does not mean, however, that the child requires formal tutelage of any sort. Chomsky claims that children are born with a hard-wired Language Acquisition Device (LAD) in their brains. They are born with the major principles of language in place, but with many parameters to set (such as whether sentences in the language(s) they are to acquire must have explicit subjects). According to nativist theory, when the young child is exposed to a language, their LAD makes it possible for them to set the parameters and deduce the grammatical principles, because the principles are innate. (Bigge and Shermis, 1998).

This is still a very controversial view, and many linguists and psychologists do not believe language is as innate as Chomsky argues. There are important arguments both for and against Chomsky's view of development. One idea central to the Chomskian view is the idea of Universal Grammar, which posits that all languages have the same basic underlying structure, and that specific languages have rules that transform these underlying structures into the specific patterns found in given languages. Another argument is that without a propensity for language, human infants would be unable to learn such complete speech patterns in a natural human environment where complete sentences are the exception

More recently, researchers have shown that parents react differently to children's grammatically correct and incorrect utterances. This shapes the child's behaviour and therefore challenges the belief that language is innate.

c) Social Interactionist theory

This theory is an approach to language acquisition that stresses the environment and the context in which the language is being learned. It focuses on the pragmatics of language rather than grammar, which should come later. In this approach, the beginning speaker and the experienced speaker—be they child and adult or second-

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language learner and fluent speaker—exist in a negotiated arrangement where feedback is always possible. The basic appeal of this approach is the importance it places on the home and the cultural environment in early-childhood language acquisition. Language, according to this theory, is not an innate ability. Rather, it develops in negotiating your environment. Hence, vocabulary is bound by context or, alternatively, by the culture within which speech is necessary and understandable.

This approach to language acquisition is based on culture and environment. Thus, it is not universal in scope. In fact, the theory holds that language is never universal, but always context- and time-bound. On one hand, this means that language seems to be provincial, but also utilitarian, because it develops in the environment where it is most needed and most likely to be understood. On the other hand, it keeps the level of basic comprehension solely on the level of the initial environment. Transitions to other environments, at least on the surface, seem to be a problem. (Lewis, 2010).

The primary reason to support interactionism is based largely on the idea that utterances make sense if the teacher is aware of the context. This is the primary feature of the interactionist view. In this case, thought does not make objects; it reflects them and the context in which they are found. Comprehensibility, rather than grammar, is the primary concern of early-childhood language acquisition. On the other hand, the mere absorption of words, in Chomsky's view, leads to nonsense phrases that must be corrected through the teaching of structure and grammar. One view stresses the relation between learner and culture; the other, between learner and arbitrary utterances of experienced speakers.

d) Cognitive Theory of language development

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This theory was proposed by Jean Piaget. He theorized that language is made up of symbols and structures, but exhibits itself as a child's mental abilities mature. In addition, language is only one of many human mental or cognitive activities.

Piaget's view of how children's minds work and develop has been enormously influential, particularly in educational theory. His particular insight was the role of maturation (simply growing up) in children's increasing capacity to understand their world: they cannot undertake certain tasks until they are psychologically mature enough to do so. His research has spawned a great deal more, much of which has undermined the detail of his own, but like many other original investigators, his importance comes from his overall vision. (Wood, 1998).

Piaget proposed that children's thinking does not develop entirely smoothly: instead, there are certain points at which it "takes off" and moves into completely new areas and capabilities. He saw these transitions as taking place at about 18 months, 7 years and 11 or 12 years. This has been taken to mean that before these ages children are not capable (no matter how bright) of understanding things in certain ways, and has been used as the basis for scheduling the preschool curriculum. (Satterly, 1987).

2.1.4 Bilingualism: Cummins Threshold and Interdepended Hypothesis

Cummins (1976) developed the Threshold Hypothesis to account for an apparent conflict in findings regarding the cognitive benefits of bilingualism. Earlier studies concluded that cognitive progress and preschool achievement were negatively affected by bilingualism, while more research that is recent appeared to show "positive cognitive consequences." Cummins noted that the studies that found a negative effect involved linguistic minnories, and those finding a positive effect involved a condition of "additive bilingualism" in which linguistic *majority* children are learning an additional language. Cummins theorized that the linguistic minorities

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were undergoing loss of their first language, and that "the level of linguistic competence attained by a bilingual child may mediate the effects of his bilingual learning experiences on cognitive growth." That is, reports of negative effects of bilingualism for "cognitive and scholastic progress" related to minority children's (hypothesized) lower level of linguistic proficiency in the first language, as affected by acquiring a second, while children in the "additive" bilingual programs had the benefit of continued support of their first language. As Cummins (1976) put it. Cummins is one of the world's leading authorities on bilingual education and second language acquisition. Mainstream teachers who have a knowledge of his theories and act on his advice will be in a much stronger position to help the ESL learners in their classes.

Cummins makes the distinction between two differing kinds of language proficiency.

- BICS: Basic Interpersonal Communication Skills; these are the "surface" skills of listening and speaking which are typically acquired quickly by many learners; particularly by those from language backgrounds similar to English who spend a lot of their preschool time interacting with native speakers.

- CALP is Cognitive Academic Language Proficiency, and, as the name suggests, is the basis for a child's ability to cope with the academic demands placed upon her in the various subjects. Cummins states that while many children develop native speaker fluency (i.e. BICS) within two years of immersion in the target language, it takes between 5-7 years for a child to be working on a level with native speakers as far as academic language is concerned. Briefly stated, Cummins believes that in the course of learning one language a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another

language. This Common Underlying Proficiency (CUP), as he calls these skills and knowledge, is illustrated in the diagram below.

Figure 1. Relating CULP to L1 and L2

It can be seen that the CUP provides the base for the development of both the first language (L1) and the second language (L2). It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This theory also serves to explain why it becomes easier and easier to learn additional languages.

Task Difficulty: Cummins has devised a model whereby the different tasks we expect our learners to engage in can be categorized. The tasks range in difficulty along one continuum from cognitively undemanding to cognitively demanding; and along the other continuum from context-embedded to context-reduced. A context-embedded task is one in which the learner has access to a range of additional visual and oral cues; for example, he can look at illustrations of what is being talked about or ask questions to confirm understanding. A context-reduced task is one such as listening to a lecture or reading dense text, where there are no other sources of help than the language itself. Clearly, a D quadrant task, which is both cognitively demanding and context- reduced, is likely to be the most difficult for learners, particularly for non-native speakers in their first years of learning English. However, it is essential that ESL learners develop the ability to accomplish such tasks, since academic success is impossible without it.

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Additive/subtractive bilingualism: Cummins draws the distinction between additive bilingualism in which the first language continues to be developed and the first culture to be valued while the second language is added; **subtractive bilingualism** in which the second language is added at the expense of the first language and culture, which diminish as a consequence. Cummins (1994) quotes research which suggests learners working in an additive bilingual environment succeed to a greater extent than those whose first language and culture are devalued by their preschools and by the wider society.

In later work, Cummins (1979a) extended his analysis to another similar problem. Swain (1978) had made the case that immersion programs, in which linguistic majorities are (partially or totally) immersed in an L2, differ in important respects from submersion programs, in which language minority children are immersed in a majority language (Cohen and Swain, 1976; Swain, 1978). Today, considerable research on program effectiveness has borne out this expectation, as it shows that children in bilingual programs generally outperform similar children in English immersion programs in the US, and that children with more access to home language support do even better than children with less access (see Rolstad et al., 2005, and works cited there).

To address these observed differences, Cummins (1979b, p. 223) proposed "a theoretical framework which assigns a central role to the interaction between socio-cultural, linguistic and preschool program factors," in which "the level of competence bilingual children achieve in their two languages acts as an intervening variable in mediating the effects of their bilingual learning experiences" (Cummins, 1976, p. 229). Background Characteristics, Child Input Factors, and Educational Treatment

Variables acted together to influence "child process variables," in Cummins' theory, resulting in minority children's differential ability in L1 and L2. A potentially resulting condition of semilingualism is thus posited to explain academic achievement differences among children. Embedded in the Threshold Hypothesis, specifically points to ability levels in the first language as the mechanism which facilitates attainment in the second language (extended to a third language for Lechner and Siemund). The primary conceptual problem with "ability" in the first language is that it lacks any grounded theoretical description of "levels," and simply equates social status with linguistic ability much as classical prescriptivist ideology does (MacSwan and Rolstad, 2003, 2010; Wiley and Rolstad, 2014).

IMPLICATIONS OF CUMMINS THRESHOLD AND INTERDEPENDENCE HYPOTHESIS IN LANGUAGE POLICY OF EDUCATION IN GHANA

- **The use of Learners first Language as a medium of instruction**: It is very important that learners be encouraged to continue their native language t to develop their fluency and for easy transfer to the second language. Cummins believes that in the course of learning one language, a child acquires a set of skills and implicit metalinguistic knowledge that can be drawn upon when working in another language. Today, considerable research on program effectiveness has borne out this expectation, as it shows that children in bilingual programs generally outperform similar children in English immersion programs in the US, and children with more access to home language support do even better than children with less access. This is in line with the current education policy in Ghana which states that the language of instruction at the KG – P3 must be the

child's first language and transfers the knowledge in local language to their second language (English) as the child progresses.

- **The use of simple sentences and easy to understand vocabularies in the Second Language in Early Grade class.** Since English Language is a second language that Ghanaian Pre-preschoolers are to learn, teachers must try hard not to use complex and ambiguous words and sentences when using the Second Language as a medium of instruction according to the quota given by the current Educational Policy used in our preschools or been taught as a subject. If teachers have an awareness of the likely difficulty of a task, based on Cummins' model, they can judge its appropriateness for the non-native speakers in their classes and in this way avoid much frustration. This does **not** mean, however, that ESL learners should be fed a diet of cognitively-undemanding tasks. It may be beneficial to use such activities in the learner's early days at preschool, in order to build confidence, or as a lead in to a more challenging activity. However, teachers should switch soon to tasks that engage the learners' brains, making these tasks accessible by providing visual or other support. Once learners are comfortable with these kinds of activities, they can be gradually exposed to tasks that are both cognitively-demanding and context-reduced.

- **The use of Additive Bilingualism Approach:** our Ghanaian Educational language policy seeks to operate under Additive Bilingualism as described by Cummins. This implies that the first language continues to be developed and the first culture to be valued while the second language is added. In **subtractive bilingualism,** the second language is added at the expense of the first language and culture, which diminish consequently. Cummins (1994) quotes research which suggests learners working in an additive bilingual environment succeed to a

greater extent than those whose first language and culture are devalued by their preschools and by the wider society. Hence, teachers and educators must ensure that learners' first language is taught and used frequently whilst the second language is added but not the other way round.

- **Development of learners Basic Interpersonal communication skills:** to help learners be bilingual, the basic interpersonal communication skills must be developed in their full potentials in both languages. These "surface" abilities— listening and speaking—are typically picked up quickly by many students, especially those from backgrounds where the language is similar to English, who spend a lot of time in preschool interacting with native speakers. The current language policy in Ghana aims to develop early grade students' literacy skills in both their native language and in English. These fundamental abilities can also be developed in the child's first language.

- **Development of learners Cognitive Academic Language Proficiency**: For academic success to be achieved with regards to language use or taught teachers are to adopt appropriate strategies, materials and print rich environment to help learners acquire all the needed skills and competences to enable them cope with the academic demands placed upon them in the various subjects. This must be done in a systematic order at learners own pace for them to learn, construct, and build their own knowledge in language for academic work both in their first language and in English.

As Cummins (2000) states: "Conceptual knowledge developed in one language helps to make input in the other language comprehensible." If a child already understands the concepts of "justice" or "honesty" in her own language, all she has to do is acquire

the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language

2.1.3 Transfer, Interference and Overgeneralization in Language Acquisition

a) Transfer

According to Brown (2000), as cited by Owu-Ewie, 2019, transfer is a general term used to describe the carryover of previous performance or knowledge to subsequent learning. Simply defined, transfer is the application of previous learning experience to solve novel problems. In the transfer, process where prior knowledge is correctly applied to present learning situation is called positive transfer. On the other hand, where prior knowledge is wrongly applied is a negative transfer.

b) Interference

In the transferring process, sometimes learners do not transfer correctly as expected. Negative transfer occurs when previous performance disrupts the performance of a second task. This is termed interference (Owu-Ewie, 2019). Previously learned material interferes with subsequent material when a previous item is incorrectly transferred or incorrectly associated on item to be learned.

Interference is very common in second language. It is common for second language teachers to stress on the interference of L1 on L2. L1 interference is the most noticeable source of error among L2 learners. From learning theories, a person will use whatever previous experience he/she has had with language to facilitate the second language learning process. The native language is an obvious set of prior experiences. For example, an Akan native speaker will say in English "He come to Ghana every six weeks" as logical transfer of the comparable Akan sentence " Ɔba Ghana dapɛn nsia biara" because the verb in Akan does not change its form whether

the subject of the sentence is in the third person singular or not. It must be noted, however that the L1 of L2 learners is often positively transferred.

c) Overgeneralization

Overgeneralization is the process that occurs as second language learners' act within the target language, irrespective of the native language. Overgeneralization is a particular subset of generalization. To generalize means to infer or derive a law, rule, or conclusion, usually from the observation of particular instances. Much human learning involves generalization. For instance, in learning the past tense rules of regular verbs, example; like - liked, play- played and generalize the rules to irregular verbs like come - comed (instead of came) , go - goed (instead of went). Overgeneralization is the incorrect application - negative transfer - of previously learned second language material to a present second language context.

2.1.5. Local Dialect Interference On English Language Pronunciation

From the above-mentioned so far, the importance of local dialect in the learning of English cannot be overlooked. Language is said to be universal so interference issues are not peculiar to Ghanaian context alone but all learners of second language (English) around the world. It is therefore necessary to tackle the issues of interference to bring a free flow from mother–tongue to the learning of English among children. Errors may occur due to some of the English sounds which are not found in their mother tongue. In the first language learning, the learner is highly motivated and is surrounded by a conducive linguistics environment. The kind that the second language cannot fully provide. This implies that though language learning is generally difficult, second language has greater problems which results in the greater number of errors in performance of second language uses (Onuigbo, 1984 cited in Aladeyomi and Adetunde, 2007).

Bhelda (1999) opined that in as much as the second language learning environment encompasses everything the language learner hears and sees in the new language, the learner's goal is the mastery of the target language. LI interference when speaking in a second language is generally a lifelong experience which needs continuous attention. Interference can be identified according to regional variation in Ghana, especially in phonology. Certain pronunciations are identified with members of an ethnic group and when all the markers of the group's accents are present in a particular speaker, one can be certain that the speaker in question is a member of a particular ethnic group by birth or upbringing or both.

Onike (2009) posited that interference is a psycho-linguistic concept which is a reality in language learning. Errors in second language learning are partly attributable to interference. Theorists of interference believe that acquisition of the first language usually affects performance. Interference as a linguistic problem is common in communities where second languages, usually the (Lingua Franca) must be learnt. In other words, interference is a term which refers to a situation whereby two different languages overlap. Interference is either positive or negative transfer of the linguistic knowledge of a language into performance in the other.

Negative transfer pertains to difficulties in using the target languages which are mainly attributed to L1 interference. Positive transfer however implies the ease or facilitation in learning the L2 resulting from similarities between the L1 and L2. The positive interference phenomenon helps in the acquisition of the target language. For instance, the presence of certain consonants and vowels in Ghanaian indigenous languages facilitates the acquisition of such similar sounds of the English language. Such sounds include bilabial plosive voiced /b/, voiceless alveolar plosive /t/, /d/, as well as short vowels such as /i/, /u/, and /e/.

The negative interference retards the process of the acquisition of the target language. According to Bamgbose (1971), most of the phonetic characteristics in the English of Ghanaian can be traced back to the transfer features from their local languages. Onwe Zongo is one of communities (see some example below).

Hausa:

They tend to pronounce /fut/, /faInt/, /pot/, /ka:t/ instead of /fud/, /faInd/, /ka:d/. They also tend to insert vowel between a syllable–final consonant and initial consonant of an immediately following syllable. For instance, /rezigineisn/ instead of /rezignesn/ for the word "resignation." In the same way, Hausa speakers of English replace the interdentals fricatives voiced and voiceless /o/ and /d/ alveolar voiced and voiceless with /s/ and /z/ when pronouncing words like "thin", the, "these", "that", as shown here, /sin/ /ze/, /zis/, /zat/

Twi:

Twi is widely spoken by a number of people in Ghana. The majority of Ghanaians speak the language which is said to be tonal language just like Chinese and Igbo.

Twi people (Asantes) are known for their inability to use the alveolar liquid (voiced) lateral /l/ and retroflex /r/ consonants when speaking English because these words are used interchangeably in their speech.

For instance "ruler', 'road','rubber', 'reach','radio' and so on are pronounced thus /lula/, /load/, /loba/, /lits/, /ledio/"

The implications of ESL in Ghanaian preschools need to be highlighted. It should not be taken for granted that the teachers of English language are aware of their responsibilities in the teaching and learning of the subject as it relates to instructional goals. The phonetics and phonology of the learner should be handled well to clear any

confusion since with the early grade learner, their interference errors can be corrected hurriedly compared to adults.

2.1 5. The Relevance Of Error Analysis

James (1998, pg.77) defines error as what arises when there are no intentions to commit one. Cunning (1987, pg.78) also defines errors as the systematic deviations from the norms of a language being learned. Norrish (1983, pg.7) also defines error as a systematic deviation that happens when a learner has not learned something and consistently gets it wrong. For Lennon (1991, pg.5), an error is 'a linguistic form of combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers' counterparts'. The error is what takes place when the deviation arises because of lack of knowledge whereas the mistake comes up when learners fail to perform their competence (Corder, 1971).

With a look at the above definitions, a learner's inability to use a target language correctly is an unconscious phenomenon. This makes it clearer that language learning comes with its own problems which if not well attended to, have a higher potential of affecting the learner's communication. Whether in the writing or speaking of the language, one is expected to have enough command over the new language and more especially writing.

Writing is a highly complex task and writing a second language makes the task more difficult as it requires sufficient command over the L2 to fulfill all the formalities; comprising, developing logical ideas which are comprehensible (Sarfraz,2011). Researchers are therefore interested in errors because errors are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974).

According to Corder (1976), errors are visible proof that learning is taking place. He believes that errors if studied carefully and systematically can provide valuable insights into how a language is actually learned by a foreigner. According to him, errors are significant of three things, first to the teacher, in that, they tell him or her, if he or she undertakes a systematic analysis, how far towards that goal the learner has progressed and consequently, what remains for them to learn. Secondly, they provide the researcher with what is learned or acquired and what strategies or procedures the learner is employing in his discovering of the language. Third and in a sense, this is the most important aspect as they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. The occurrence of errors is merely signs of 'the present inadequacy of our teaching methods'. (Corder 1976, pg. 163).

To buttress the aforesaid, Vahdatinia (2008) reiterates that error analysis can be used to ascertain what a learner still needs to be taught that is, engaging in error analysis enables the teacher to understand his or her learners better and know which areas to strengthen. The error analysis serves as a tramcar which conveys the learner's linguistic needs to the teacher for the appropriate redress. It furnishes the teacher with the required knowledge about what is lacking in the competence of the learner. Admissibly, for the teacher to be able to fashion out the most suitable strategy and come out with a didactic pedagogy to aid the learner overcome their challenges with relation to the errors. The teacher must obviously and as a matter of necessity do a critical study to get an in depth understanding of the nature of errors committed in order to come up with appropriate methodologies which will serve as a corrective measure to the learner.

In addition, Candling (2001) considers error analysis as a means of monitoring and analysing the learner's language. Though he agrees that an error is a deviation, he further communicates delicately that the L2 learners' errors are important or necessary for the understanding of the process of a second language acquisition. Olasehinide (2002) states that learner errors are inevitable. He quickly adds that errors are very much unavoidable and a necessary part of the learning process. This makes it obvious that a proper understanding of learner errors helps the teacher to measure and monitor the progress of the learner in the process. The teacher can therefore use the error analysis as a tool with which he or she measures the needs of his or her learners in the course of learning. In all the above mentioned, writers share in the view that errors are not bad in themselves and analyzing them can help improve on all individuals working towards the achievement of the target language.

Stark (2001, pg. 19) also makes it clear that there is the need for teachers to see the errors of learners positively and not regard them as failure of learners to grasp the rules and structures but view errors as a learning process. By this, one's perception about learners errors should not be negative or be seen as a weakness but a way of assessment in order for the teacher to be able to help them be better. Stark emphasizes that errors are normal and inevitable in the learning process. This means that, for learning to take place effectively, there is the need for errors, so that there can be measurement of the level of absorption. Stark then highlights the need for teachers and other educators to be interested and engage in the analysis of errors committed by their learners. If educators are able to perceive errors in this way, they will be able to understand their learners better and would be able to help them better in their efforts to acquire the target language.

By this assertion, teachers who make conscious efforts to research into the specific errors their learners commit, stand a better chance of developing the most appropriate support for the learner to be able to overcome their learning difficulties. To Weireesh (1991) learner errors are of particular importance since the making of errors is a device the learners use in order to learn, the errors committed by learners grant them the encouragements to learn more because they help them to recognize their weakness and strive to have them corrected which eventually culminate in an improved learning. Weireesh adds that error analysis is a valuable aid to identify and explain difficulties faced by learners. He further adds that error analysis serves a reliable feedback to design a remedial teaching method. This emphasizes the fact that in spite of the nature of the errors committed, when they are identified, learners get helped, and teachers find it easy to do remedial work. As mentioned earlier, researchers have various perceptions and opinions on why they conduct their research into errors committed by learners. Sometimes, these perceptions influence and pre-empt the deductions made in such researches. While some see errors as a better and important means to understand the process of second and foreign language acquisition, others on the other hand view errors as a weakness or flaw which must be eliminated. Errors used to be flaws that needed to be eradicated. In addition, language learning is a process which involves trial and error in which a learner forms a hypothesis and later proves it or adjusts it. The error analysis study therefore is to examine a learner's errors in a longitudinal way or order to study the individual learner's hypothesis and locate the progress they are making. By analysing these errors, teachers can gain some insight into future course design or type of remedial instruction. Also, through proper treatment to errors, we can make the errors work for learners, rather than frustrating them (Huang, 2002).

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2.2. Conceptual Framework

2.2.1. The Concept Of Mother Tongue (L1)

Mother tongue referred to as L1, is a language which a person acquires in early years; and which normally becomes the person's natural instrument of thought and communication (Adeyanju, 1977). The statement suggest that a language is said to be the mother tongue of a person which he or she is born into, meaning it is the language of parents of the child as such acquires it . To Maisamari (2003), mother tongue is the language which children obtain their first experiences, and one which they dream and think and in which they can most easily and confidently express their feelings and emotions. A close view suggests that a mother tongue must not necessarily be the language of the parents of the child. This may suggest why Shaughnessy (1998) in Dsouiza (2001) and statistics Canada (2009) see mother tongue as language that a child learns from infancy and not necessarily the language of the parents of such a child. They further state that an Indian child whose parents stay in England and who has not been exposed to Bengali will have English Language as his mother tongue and first language as well. This makes a lot of sense since language cannot be inherited but can only be taught and learnt. According to Odewuni (2001), the mother tongue is the language which the child can communicate ideas and feelings with ease. In it, he is inquisitive, creative, and original. Denying him learning in the medium therefore would render him tongue – tired. Krashen (2004) asserts that children learn English much more effectively if they continue to develop their proficiency in their mother tongue. This follows that mother tongue is not totally a negative phenomenon in the learning process (Mangruat and Aimaka, 2004). It is a sign that learners are in the process of learning a foreign language and this is because learners are between the mother tongue and the target language. It is a sign that learners are in the process of

learning a foreign language and this is because learners are between the mother tongue and the target language. Baker (2000) and Akindele and Adegbite (2005) assert that the mother tongue is usually the sequential first language of a bi / multilingual person, however, if a Twi - English bilingual, who was born in and grew up in England, uses English for most of his needs without having resources to using Twi will have English as his mother tongue. This suggests that a mother tongue is the language that bilinguals have very good mastery of and which he or she can conduct and communicate with. It is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age and thus become the basis for social identity (Onike, 2009; All Africa, 2012 and Norquist, 2013). In the process of learning the mother tongue, the child acquires the basic of the language through imitation and trial and error. During this period, the child acquire the intuitive grammar, vocabulary necessary for him to function properly in community as well as the uses to which he can put in the language. These are acquired without formal training oral (Aziza and Emanenjo, 1990, pg. 50). This implies that even as a child goes into preschool and moves on to get employed, the mother tongue remains with him or her. This may suggest why Gbenedio (1990's) says, "The process of acquiring one's mother tongue is an inseparable part of growing as a normal being." It then follows that it should not be shocking when some traces of the mother tongue of a speaker manifests in his usage of a second language (a language that is learnt to fulfil necessary needs). This may obviously be reason why Baljit (1999) observes that the major difference between English languages spoken as second language in many countries is on the fact that speakers already have a native language while Nemser (1974) calls it "Approximate systems". As such, they find it

difficult translating their thought from the mother tongue into English because of lack of the knowledge of the linguistic equivalent in the foreign language.

Abubakar (2002) sees mother tongue as a language that shape a child's understanding of the world though taught without aids like blackboard, teachers, time table, classroom, and curriculum and so on, children tend to be 100% good uses of their mother tongue and can carry out their daily activities since it is that culture, which is the expressed. These suggests that the mother tongue becomes a habit which is deeply embedded in a learner which also implies that he or she may, sometimes, inevitably, transfer some of the traits of the mother tongue in a new or second language. However, since languages differ, it is not accepted that rules of one another language be applied to another, especially when such rules are conspicuously different, when this happens it may break comprehension and communication.

2.2.2 The Concept of Second Language (L2)

According to Ellis (1997) a second language also called L2, is a foreign language not spoken by the indigenous people of a certain place or the native country of a person but learnt usually in a formal setting. Thus, mostly any language other than one's mother tongue is known as second language. A second language acquisition is needed for education, employment and other purposes, and it is typically an official or societal language (e.g. English) (Agyekum, 2017; Karim & Nassaji, 2013; Sinha et al., 2009). Usually, second languages are languages that prestigious and powerful and therefore dominant globally. This make them have a lot of speakers which influences other speakers to learn and use the language in order to be able to communicate with the outside world.

Jacolyn and Maria (2016) assert that one finding that cuts through almost all of the studies done in language acquisition and learning reveal that several countries in

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Africa have adopted English as their official language and the medium of instruction in their educational systems for reasons such as its global function and the many advantages it has in terms of business, commerce and general communication. They also added that many of these countries are culturally-diverse with multilingual and bilingual speakers and therefore, English is used somehow as a lingua franca for smooth every day communication. Jacolyn and Maria (2016) mention that what makes this phenomenon even interesting is that typically, the majority of these countries' citizens do not have English as their home language but rather a variety of home languages is often actively used.

Therefore, for such countries, there is always the dilemma of English vs. Mother tongue (MT) education and a ton of problems surrounding the negative impacts that these languages have on each other's fluency and general development.

In Ghana, as in many African countries, this issue is the same. The Ghanaian educational system embraces the use of both English and some Ghanaian languages in the classroom, but with the English language as the medium of instruction for almost all the levels in the educational system in the country and also the language used in examination.

Although the use of English as a medium of instruction in the Ghanaian educational system has gone through many phases since 2002, it has remained constant as a mandatory subject from the junior high preschool up to the tertiary level of education. In fact, it is ironical that even amidst the frequent shifts with respect to the best language of instruction to be used at the lower levels, learners are expected, to not only be able to read and write in English, but also, have a good command over the language in order to perform in all the other subjects. Thus, being proficient in

English also helps to facilitate the learning of other subjects. This gives us a sense of how essential English is to the academic development of learners in Ghana.

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

Ghana is no exception; the performance of Senior High learners in English continues to be considerably low and some researchers have asserted that the influence that the mother tongues of learners have on the studying and use of English by learners could also be a factor (Yeboah, 2014). A substantial number of studies, including Yeboah (2014) and Stoffelsma (2014) hold that most learners perform poorly in examination because they cannot read and write effectively in English which makes it difficult for them to understand the questions asked and the responses to be given. And this is largely due to the constant use of their mother tongue in and out of their classrooms. Various researchers, in an attempt to find the causes of learners' poor performance in the English language have outlined a number of factors namely; implementation of

language policy, learners' attitudes towards learning, unavailability of qualified teachers, inappropriate teaching methods, poor reading practices, social issues and other equally important ones (Stoffelsma, 2014; Yeboah, 2014). Though some works have shown the correlation between Mother Tongue and English in education, they have not precisely looked at the influences that the Mother Tongue directly has on the studying and use of the English language. One may ask whether this influence that the Mother tongue has on English can affect the performance of learners in English. Therefore, in this study, we look at the influence of mother tongue (Asante Twi) on the use of English by the early grade learners of Onwe community preschools in the Ashanti region.

2.2.3 Mother Tongue Interference (MTI) On English Language Learning and Usage

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

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

Yadav (2014), p.16, interference is "an automatic transfer due to the habit of the surface structure of the first language into the surface of the target language." He states that interference results when the old habits (i.e.) the first language are not unlearned before new habits (i.e.) the second language is mastered. When one has good command of the two languages (i.e.) his own mother tongue and foreign tongue, there is no interference.

However, if the second language learner does not have a good command of the two languages, the first language is likely to interfere with the new language. This is because the language learner will tend to transfer language habits from his/her native language to the foreign language and ignore the rules of L2 in speech.

Boss (2005) found that the cause of the interference is the lack of understanding of something or the words written (lack of knowledge) so that they translate directly from the concept of mother tongue into English and another cause is overgeneralization, they applied all the English entities they mastered, while not all entities in one language has the same characteristics with another, such as regular and irregular. Boss (2005) states that the term 'interference' was first used by Weinreich (1953) in 'Languages in Contact' to describe the change in the system of a language in relation to the contiguity of these languages with elements of other languages was conducted by bilingual. In Boss (2005), Weinreich (1953), p.1 tells that language interference also causes deviations explains "those instance of deviation from the norm of either language which occurs in the speech of bilinguals as a result of their familiarity with more than one language, will be referred to as interference phenomena." From the above generalizations, it can be seen that Language interference is a practice constrained by grammatical principles and shaped by environmental, social and personal influences (Milroy & Wei, 1995). Milroy and Wei

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

Ancker, W. (2000). Specified that language interference commonly occurs in an open society, either in bilingual or multilingual countries, such as Ghana. At a glance, language interference is similar to code mixing or code switching, but actually these two language problems have their own different perspective.

 In the process of interference, Ancker, W. (2000) stated that "there are three elements that take significant role namely:

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

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

aligns the rules of pronunciation and writing into the target or recipient language.

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

Bhela (1999) asserts that Mother Tongue Interference is a common phenomenon that a second language learner has to go through and happens to be one of the major cause for errors and loss progress of the learning process. This is because the learner uses the rules and structures of his or her first language as the yardstick for everything in the second language. Bhela (1999) states that for instance, in terms of speaking, second language learners are dependent in their L1 structure so much that if learner's target language structure is distinctly different from their L1 structure then there is a chance of making errors. Also, anytime learners feel a gap in their L2 they try to fill up those gaps by using their L1 knowledge. Galasso (2002) also confirms that the mistakes that people do in learning of L2 are not just randomly mistake. The errors are due to the interferences of learners L1. Lekova (2009), p.233 states that interference related errors can occur in all language levels such as phonetic, morph-syntactic, and lexical semantics and this confirms Touchie's (1986) claim that language learning errors involve all language components: the syntactic, the morphological, and the phonological.

In addition to the above, Ama Addo (2019) lists other factors which are challenges faced by learners of the second language as: unqualified teachers handling the early childhood class, Over-Use of Native Language in the Classroom, learners becoming too dependent on the teacher, Strong Learners Dominate the Class and agrees with

Oppong Frimpong (2021) that the classroom should be print-rich and furnished with the age appropriate materials which children should have access to manipulate these materials. In this way, the learning environment will foster good communication skills and use of the right vocabulary.

2.2.4. Constrastive and Error Analysis Framework

This study uses the contrastive analysis and the error analysis approaches as the main framework upon which the analysis in this research was conducted. The contrastive analysis principle was used as a guide in the comparisons of the languages that was used in this research, that is the English and the Twi language. According to Corder (1986), contrastive studies are undertaken in order to discover and describe the differences (Corder 1986:35). The major contribution of the linguist to language teaching was seen as intensive contrastive study of the systems of the second language and the mother tongue of the learner (Corder, 1986, page 5). According to Lennon (2008). The main idea of contrastive analysis, as propounded by Robert Lado in his book (Linguistics Across Cultural 1957), was that it is possible to identify the areas of difficulty a particular foreign language will present for native speakers of another language by systematically comparing the two languages and cultures. Where the languages and cultures are similar, learning difficulties will not be expected, but where they are different then learning difficulties are to be expected and the greater the difference, the greater the degree of expected difficulty. In addition, Lado contends that individuals tend to transfer the forms and meanings of the foreign language and culture both productively and when attempting act in the culture and receptively when attempting to grasp and understand the language and culture as practiced by natives. (As citied in Gass and Selinker, 1983).

In this research, the error analysis approach will assist the researcher to identify the errors the learners commit generally in their L2 acquisition process. According to Bhela (1999), an understanding of L1 syntactical structure and the type of errors made in L2 as well as the extent of the learner's knowledge of L1 and L2 syntactical structures will assist the teaching and learning process by allowing an individualized learning program for each learner. The teacher will be able to predict possible future errors in the target language and may begin to attribute a cause to an error with some degrees of precision (page 29). Saveyer (1965) explains error analysis as the analysis of the test scores of the learners in a given area. In order to establish that a learner is really translating directly from the Twi into the English Language; but not their native languages, there will be a comparison between the meanings of given sentences (s) in the learner's mother tongue and Twi. At this point, the contrastive analysis will become very useful. The contrastive analysis will be strictly used for only comparisons. According to Owu-Ewie and Lomotey (2016), contrastive analysis is the study and comparison of any two languages. Also to Richards and Schmidt, (2002) contrastive analysis is the primary approach to the study of L1 interference, focuses on the comparison of the linguistic systems of the two languages especially the sound and grammar systems of L1 and L2 to find solutions to L2 instruction problems. Also, the error analysis will form the main conceptual framework for this research analysis on the errors committed by the learners/learners of Onwe community basic preschools in their usage of the English Language.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter deals with the methodology used by the researcher to investigate the influence of early grade learners' mother tongue over usage of the English language with emphasis on transliteration. The following sub topics were considered in this chapter. Research approach and design, population of the study, sample and sampling technique, instrumentation, validation, data collection procedure, and data analysis.

3.1. Research Approach

This study used quantitative and qualitative research approach. The quantitative and qualitative research approach helped the researcher to use questionnaire and interview guide to collect data on the influence of early grade learners' mother tongue over usage of the English language with emphasis on transliteration. Richard el al. (1992) defines quantitative research as research which uses procedures which gather data in numerical form. Quantitative research uses statistics and controlled measurement. As a result, the quantitative approach is regarded as objective and reliable. In the use of quantitative approach, there is the use of methods in which an idea or hypothesis is tested or verified by setting up situations in which the relationship between different subjects can be determined (Richards et al 1992). On qualitative research, Owu-Ewie (2012) posits that ordinarily, qualitative research involves detailed verbal descriptions of characteristics, case, and setting by using interviews, observations, and document as the data collecting procedure. Cresswell (1998) explains qualitative research design as an enquiry of understanding based on a clear methodological process that uses a social or human problem by building a complex, holistic picture, analysis words, and report detailed views of informants and conducted in the natural setting.

3.2 Research Design

This study used sequential explanatory design. The sequential explanatory design enabled the researcher to determine areas where the L1 (Twi) influence pupils usage of the English Language at the lower basic school level in Onwe with concentration on transliteration, identify the causes of transliteration on pupils English Language acquisition and ways to reduce L1 influence in the second language thus English language (L2).

The sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Creswell et al., 2003). In this design, a researcher first collects and analyses the quantitative (numeric) data. The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative, phase builds on the first, quantitative, phase, and the two phases are connected in the intermediate stage   in   the study. Sequential explanatory design includes straightforwardness and opportunities for the exploration of the quantitative results in more detail. This design can be especially useful when unexpected results arise from a quantitative study (Morse 1991). The limitations of this design are lengthy time and feasibility of resources to collect and analyse both types of data. The rationale for this design used in this study is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell et al., 2003).

3.3 Population of the Study

According to Welman et al, (2005), the population encompasses the total collection of all units of analysis about which the researcher wishes to make specific conclusions. In this study, the target population include all pre-school learners and teachers in the Onwe Community. The population of preschool learners in the Onwe community was eight hundred and twenty-two (822) while pre-school teachers were forty (40). However, the accessible population for this study includes four hundred and thirty (430) pre-school learners and twenty-five (25) pre-school teachers in the Onwe community. These participants were within the researcher reach and helped the researcher to draw the appropriate conclusions as to whether the transliteration error phenomenon is prevalent among only learners in the public preschools or not.

3.4 Sampling Size and Sampling Techniques

Osuala (2005) described sample as a process that involves taking a portion of the whole population. It is the element chosen to represent the whole participant. Based on the sample made, a researcher can generalise a research finding. The sample size for this study included four hundred and twenty participants comprising four hundred pre-school learners and twenty pre-school teachers. The sample size was determined based on this specific criterion:

- The teachers must be a native in the community of the study.
- Pre-school learners must be 3 years within the community.

Participants who met this criterion were 20 pre-school teachers, 400 pre-school learners. Therefore, the study had a sample size of 420 participants. It is also possible to reach accurate conclusions by examining a portion of the total group.

The definition of sampling is a technical accounting device to rationale the collection of data, to choose in an appropriate manner the restricted set of persons, objects, and events from which the actual information would be drawn (Osuala, 2005). The sampling technique used for this study included purposive/judgemental sampling and simple random sampling techniques.

Based on the criterion, the purposively selected the pre-school learners and pre-school teachers in the Onwe community. Pre-school learners were observed and pre-school teachers were interviewed and responded to the questionnaire. Creswell et al. (2003) added that purposive or judgemental sampling technique is the process whereby the researcher selects a sample based on experience or knowledge of the group to be sampled.

The simple random sampling method was used to facilitate in the selection of the pre-schools in the Onwe community. In all there were fifty pre-schools in the Onwe community, the researcher wrote numbers from 1 to 30 on pieces of papers together with blank papers. The pieces of paper were folded and put in a box. The box was turned repeatedly to ensure that the pieces of paper were well mixed to guarantee that each learner had an equal opportunity of being selected. The head teachers of each pre-school were required to pick the pieces of paper at random. Pre-school head who selected the pieces of paper which have number responses were included in the study. In all, five pre-schools were selected. Random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness just as (Creswell et al., 2003) asserted.

3.5. Data Collection Instruments

Structured interview guide, observation guide, and structured questionnaire were the instruments used to collect data for the study.

3.5.1   Questionnaire

Babbie (2007) contends that questionnaire is a document containing questions designed to solicit information appropriate for analysis. Questionnaire contained open-ended and/ or closed ended questions. Open-ended questions gave the respondent the chance to supply his or her own answer to a question. A closed ended question on the other hand asked the respondent to select an answer from among a list provided by researcher. The study employed both types of questions to ensure uniformity of responses for easy processing on one hand and allow the respondents enough room to express their opinions on specific issues at stake. The questionnaire for the teachers was designed by the researcher based on the findings made from reviewing literature on the influence of early grade learners' mother tongue influence over the second language. A structured questionnaire was designed to solicit pre-school teachers' views of the problem at hand. The structured questionnaire was divided into three sections which comprised of background information of the respondents. This included gender, age, level of Education, teaching experience, and teaching experience in the kindergarten, lower primary level and their current preschool. Causes of transliteration on pupils English Language acquisition and ways to reduce L1 influence in the L2 learning at the lower basic school level.

3.5.2 Observation

Observation as a tool for data collection was chosen by the researcher based on the crucial role that it plays. According to Spreeuwenberg (2020), observation is often seen as one of the simplest, yet effective methods of assessing young children as they

develop. Observation gives direct sense of accessibility to phenomena without having intervention and aids classroom learning environment. As the research focused on the influence of learners' mother tongue in learning English as a second language, classroom observation was conducted to collect data directly on the learners which would be authentic and reliable indicating the degree at which the mother tongue influence took place.

Structured observation guide was used to answer the first research question on areas where the L1 (Twi) influence pupils usage of the English Language at the lower basic school level in Onwe with concentration on transliteration. The data was collected using tally system, whereby the observer puts down a tally or tick anytime a particular event occurs, as the system does not allow entering lengthy open-ended comments. In all ten (10) lessons were conducted and observed by the researcher to find out the various situations or learning areas those learners frequently and easily make transfer of the mother tongue to English language. The learners were not briefed beforehand about the observation so that they can naturally exhibit their learning attitudes. Another Observation was made during the learners playing times severally to ascertain how transliteration and its related errors were made. It is more likely that negative transfer may occur more in during outside the classroom than in the formal classroom.

3.5.3 Interview

Interview can be explained as an interaction between two or more people on a view or topic of mutual interest. Interview as an essentially a structured conversation where one participant asks questions and the other provides answers. This helps the researcher to check the accuracy of ideas, verify, or refute the impressions he or she has gained through observations (Creswell et al., 2003). After the observation, pre-

school teachers were interviewed. A structured interview guide was used to collect data from the pre-school teachers on the causes of transliteration on pupils English Language acquisition and ways to reduce L1 influence in the L2 learning at the lower basic school level.

A structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic (Spreeuwenberg, 2020).

3.6. Pre-testing

A pre-test of the interview guide, observation guide, and questionnaires was done using

two 20 pre-school learners and ten teachers respectively at two selected early childhood education centres in the Sekyere South Community. The questionnaire, interview guide, and observation guide were pre-tested in order to test their reliability and validity as a data collection tools and to ensure its effectiveness. Pre-test also gave an estimate of the time to interview each individual and answering of each questionnaire. The participants in the pre-test study were similar to those in the main study but were excluded in the final study.

3.7. Validation of Data Collection Instruments

Polit et al. (2001) state that validity is the degree to which an instrument measures what it is intended to measure. Face validity is in relation to the misunderstanding and misinterpretation of the question. This was checked by way employing pretesting method (Polit et al., 2001). Content validity on the other hand refers to the capacity to the capacity of the instrument to prove adequate coverage of a topic. Adequate preparation of the instrument under the supervisor, expert opinion and pretesting of the question helped establish the content validity.

Maree et al (2007) observed that, reliability has to do with the consistency or the repeatability of a measure or an instrument (e.g. questionnaire). The Cronbach's α value of 0.60 is acceptable for the reliability of a questionnaire. High reliability is obtained when the measure or instrument will give the same results if the research is repeated on the same sample. This is more reason why the researcher had to ensure that, the process was scientifically carried out and in a controlled environment. The instruments were tested and evaluated with a preliminary pilot test, administered to two learners/learners who were randomly selected from each of the target classes within two of the five sampled preschools to ascertain their validity and reliability. According to Polit et al (2001), reliability is the degree of consistency with which an instrument measures the attribute it is designed to measure. The learner/learner selected for this purpose was made to write similar essays and picture descriptions under similar conditions to enable the researcher have a fair idea of how the instruments would work. The learners/ learners used for the testing and evaluations took part in the actual study.

Great care was taken to ensure that items on the interview guide and observation guide are directly related to the purpose of the research. In addition, a "member checking" process was used to validate all interviews; Member checking is a process whereby respondents/interviewees are asked to verify the accuracy of the research report. In this study, all interviews were recorded and transcribed. After the recordings were transcribed, copies of the transcripts were forwarded to the respondents requesting them to verify the accuracy of the information. Respondents were asked to modify, revise, and/or amend the transcript as necessary before any part of the transcript was used in the study.

3.8. Data Collection Procedure

In the collection of data for this study, procedures were followed for interview, observation and administering of questionnaire. Before the start of data collection, letters of approval were sent to head teachers of the selected pre-schools and the researcher sought the consent of all participants through verbal communication. The researcher obtained an introductory letter from the University of Education, Winneba through the Department of Early Childhood Education, stating the purpose and objectives of the study and the cooperation of the participants. A pre-test of the instruments was conducted in other schools that were not part of this study. The researcher used the interview guide to ask the head teachers questions and observation guide to observe learners. The collection of data was face-to-face between the researcher and the respondents of the study. The researcher informed the participants about protection of the information they gave out. Audio recording was used to record the conversation between the head teachers and me. Each respondent was interviewed separately and responses were recorded and entered appropriately in the interview guide in order to avoid error in coding of the responses.

3.9. Data Analysis

Data analysis is a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, informing, conclusion, and supporting decision-making. Data would be analysed based on explanatory method both quantitative and qualitative (Richards et al., 2002). Quantitative data was analysed from the information gathered from the questionnaire used for the participants, using SPSS version 23. Qualitative data analysis is a technique that uses mathematical and statistical modelling, measurement, and research to understand behaviour (Somer-Aderson, 2020). The researcher used quantitative data analysis for

data analysis because it is used for larger subjects, it involves accuracy and easy to analyse. However, it could be difficult in setting up a research model and could be misleading. The data was represented in the form of tables and analysed using frequency, and percentage. Descriptive statistical tools such as frequencies, percentages, and tables were used to analyse the data gathered in order to address the various research questions.

Qualitative data was analysed using thematic approach. Thematic approach helped the researcher to systematically search and arrange the interview transcripts or other non-textual materials that accumulates to increase the understanding of the phenomena. Thematic approach involves the identification, examination, and interpretation of patterns and themes in textual data and determines how these patterns and themes help answer the research questions at hand. Thematic analysis is a method of identifying, analysing, and reporting patterns within data (Creswell, 2014). The researcher analysed qualitative data using thematic approach because of its flexibility.

3.10. Ethical Considerations

The following ethical consideration were considered for the study

Informed Consent: Participants were also informed of all the benefits and risks of the study. The pre-schools signed the consent forms on behalf of the respondents. The participants were told about the general nature of the study as well as about any potential harm or risk that the study may cause.

Confidentiality: The researcher used coding abstracted data with unique identifiers rather than names and masking features of specific cases, institutions, or settings that may make them recognisable even without names. The researcher considered the way

the data was protected from unauthorised persons. Passwords were also used to protect the data on soft copies.

Anonymity: Anonymity means that we do not name the person or research site involved but in research, it is usually extended to mean that the researcher did not include information about any individual or research site that enabled that individual or research site to be identified by others. In the current study, numbers were used on questionnaires in place of participants and the early childhood centre.

Harm to participants: The researcher in this study made sure that participants were not exposed to physical, psychological, and emotional harm. Sufficient information was provided to the participants so that they could make informed decisions. Data was not disclosed to any other person without the consent of the participants. The researcher carried out a thorough risk/benefit analysis.

3.11. Conclusion

To conclude, this chapter has outlined the methodology used in this research to ascertain the causes of the error of transliteration among the basic preschool learner / learners from basic two and three in the Onwe community. It highlighted the data collection procedure, the sample size, research design and the ethical considerations as well as the period within which the research will be conducted. The methodology employed a multiple approach which utilized questionnaires, interviews, picture descriptions, etc. In order to achieve the maximum outcome for data processing analysis. To ensure the authenticity and credibility of the deductions made through the analysis, the validity and reliability of the instruments were piloted through a pre-test exercise. The chapter also outlined the strategies used to encourage participants to give off their best.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0. Overview

This chapter presents the results of the study and discusses them. Both qualitative and quantitative analyses were done. The study employed mixed method approach that used interviews questionnaires, essay writing, and picture description to identify and stratify the errors made by learners/learners of the basic preschools in the Onwe Community in the Ejisu Municipality of the Ashanti Region of Ghana. Discussion and analysis of research findings were based on data collected and research questions set out to be answered on this work.

4.1. Demographic Characteristics of Respondents

For the purpose of this research, four hundred and thirty (420) respondents participated in the study, comprising four hundred (400) learners and twenty (20) teachers responding to a questionnaire. This sought to inquire information on various aspects of respondents' background, i.e. the respondent's gender, age. This information aimed at testing the appropriateness of the respondent in answering the questions regarding to the research questions.

4.1.1 Demographic Characteristics of Learners

4.1.1.1 Gender Distribution for and Learners

The study sought to establish the respondent's gender distribution. The findings are as stipulated in Table 1 below

Table 3. Gender distribution for learners

Learners	Frequency	Percent
Male	179	44.75%
Female	221	55.25%

Source: Field survey, 2021

From the findings on Table 3, a number of 179, thus 44.75% of the learners were male whiles 221 representing 55.25% were female. This means that the study on the influence of the mother tongue on early grade learners' usage of the second language for both genders as the study had both male and female learners as the respondents and would not be gender bias.

4.1.1.3. Learners' Age Distribution

The study also sought to establish the age distribution of the learners.

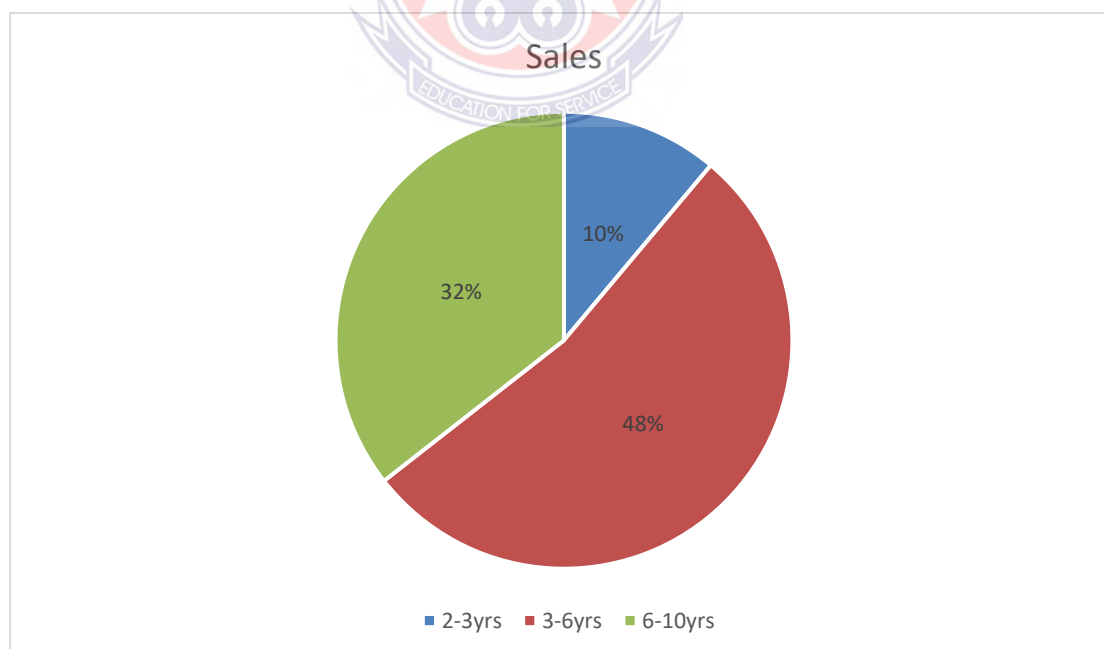Figure 2 Learners' age distribution

Figure 2 Learners' age distribution

On the age of the learners, a number of 41 (10%) were between 2-3 years old, 48% were 3-6 years old while 131 representing 32% were between 6-10 years old. This means that the learners were fit to participate in the study as they had stayed in their preschools for a long period to be able to explain how the environment affected their preschool attendance.

4.1.1.4 Learner's Length of stay in the Current Preschool

The research sought to establish number of years that the learners had been in the current preschool.

Figure 3 Learner's length of stay in the current preschool
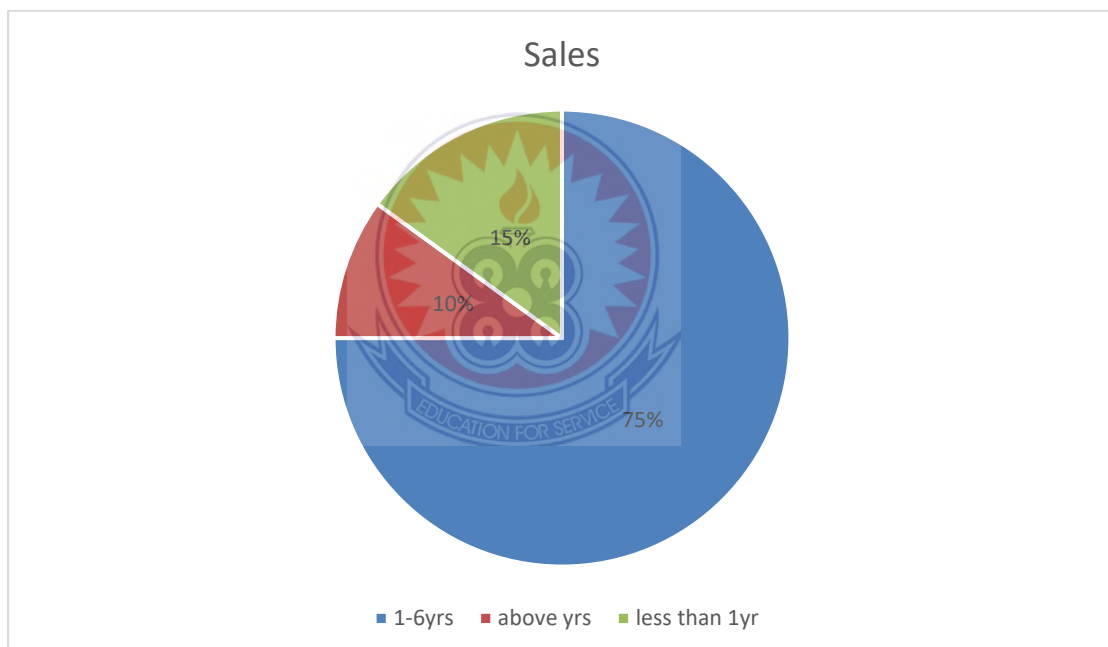
According to the findings, 308 (75 %) of the learners had been in their current preschool for between 1-6 years, a number of 41 (10 %) for above 6 years while 62 (15%) had been in their current preschool for less than 1 year. The findings point to the fact that the learners had stayed in their preschool long enough to be provide credible information on the effect of preschool environment on their preschool attendance.

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4.1.2 Demographic Characteristics of the Teachers

Table 4: Demographic Information of Teachers

Variable	Frequency	Percentage
Gender		
Male	7	35.0
Female	13	65.0
Academic Qualification		
Cert A	3	15.0
Diploma in Education	11	55.0
Bachelor's Degree	6	30.0
Early Childhood Education (ECE) certificate Holder		
ECE teacher with Diploma	7	35.0
ECE teacher with B. Degree	3	15.0
ECE teacher with Master's Degree	1	5.0
Not ECE certificate holder	9	45.0
Teaching experience		
>3 years	2	10.0
3-5 years	4	20.0
6-8 years	5	25.0
9 years and more	9	45.0

Field Survey 2021

Table 4 presents the demographic information of the teachers who participated in the study. The analysis provided in Table 4 indicates that the respondents vary in their demographic characteristics, such as gender, level of qualification and the number of years they have been in the teaching field as teachers. Twenty (20) teachers responded

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to the interview. The analysis provided in Table 4 is based on the responses the teachers provided. As observable from Table 4, a number of 13 female teachers, representing 58%, participated in the study, whereas 7, representing 65% of the teacher respondents were males. This shows that the majority of the teacher respondents were females.

The number of females who took part in the study outnumbers the males, and this is not surprising as most of the teachers in the early childhood classes from Kindergarten to Basic are females. This can be attributed to the general perception that females are good at handling children at the early stages for sake of their motherly love.

The results from Table 4 further show the academic qualification of the teacher respondents of the study. The result of the analysis indicates that most of the teachers who took part in the study have Certificate A, diploma or higher certificate in basic education. Ghanaian teachers need to have qualifications not lower than Certificate "A." However, there are teachers who handled the early grade class, but have not been trained specially for that. The results in Table 4 show that 11 of the teachers, representing 55% of the total teacher respondents have been specially trained as early childhood teacher.

Result shows that only 3 of the study respondents had qualification lower than diploma. This means that the academic qualification of the teachers who teach in the preschool are highly qualified to undertake the teaching of the courses they handle. Research has shown that the academic and professional qualifications of a teacher contribute greatly towards the performance of the learners he or she teaches. Seebruck (2015) reaffirm that teacher quality matters to learner achievement. The competence a

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teacher of English acquires usually translate into high quality of lesson delivery with the desire potential of influencing the learning outcome of the learners. The professional skills of a teacher are demonstrated in the manner in which the teacher gives prompt feedback to learners, how he contextually questions the learners during and after lesson delivery, the manner in which the teacher deals with challenges that confront his learners in the course of the teaching and learning process, as well as the teacher's management conducive classroom atmosphere or effective absorption of knowledge by the learners. With these benefits associated with highly qualified teachers, municipal and district, education directors are likely to ensure teachers who teach at the early childhood centres are very qualified, professionally. lt is therefore not surprising that in the results of Table most of the respondents have at least certificate 'A'.

Another attribute of the teacher respondents captured in Table 4 is the years of experience of the teachers. Conceming the level of experience the teachers who took part in the study have, the result in Table 1 shows that 9 (36%) teachers had been teaching for at least nine (9) years, while 5 (25%%) teachers had teaching experience ranging from 6 years to 8 years. 4 teachers, representing 20% of the total teacher respondents indicated that they had that fall within the range of 3 -5 years. 2 (10%) teachers, according to the result in Table had <3 years teaching experience. It is not surprising that majority of the teachers had taught 9 years and more. The findings showed in Table one concerning the experiences of the teachers are not surprising. It is the case that most of these teachers attended teacher training colleges, now colleges of education which made them to teach at the basic levels of education. It is also true that the majority of preschool directors prefer to hire instructors with extensive backgrounds in the subjects they are teaching. These heads of basic preschools

probably subscribe to the ideology that for a preschool to be in good standing academically, it must have adequate qualified teaching personnel. This argument is supported by the literature whereby Adeyemi (2003) asserts that the learner achieves better results when taught by teachers with more years of teaching experience. The importance of the teacher in the educational system cannot be overemphasized. No matter how excellent a curriculum may seem, it is the human touch provided by the teacher that ensures that the teaching activity produces good and lasting results.

Research Question 1: Which areas are L1 (Twi) influencing the pupils' usage of the English Language at the lower basic school level in Onwe with concentration on transliteration?

This research question is to assess how the transliteration is a problem in influencing the learning of the English language among early grade learners. Notably, during the observation of learners, the table below shows the categories of error and the frequency of their respective occurrences in the data examined. Before the tables, are example of some errors which were noted by the researcher and following each of the tables is a geographical presentation of the analysis.

ERROR OF OMISSION	
✦ I am boy	omission of 'a' in I am a boy
✦ Ama crying	omission of 'is' in Ama is crying
✦ I will not go preschool	omission of 'to' in I will not go to preschool
✦ It is dog	omission of 'a' as in it is a dog
✦ I see book	omission of 'the' as in I see the moon

SPELLING ERRORS	
Tank you	instead of thank you
Gud	Instead of good
com	Instead of come
fil	Instead of feel
no	Instead of know

ERROR OF ADDITION	
Supper,	addition of P in super
Friendes,	addition of E in friends
Tommorow,	addition of M in tomorrow
Wonderfull	addition of L in wonderful

ERROR OF TRANSLITERATION	
• I'm coming to come	• Instead of I am about to come
• We are in mid term	• Instead of We are on midterms
• We shall go small small	• Instead of We shall go gradually
• We went preschool	• Instead of We ẃent to preschool
• We are here some	• Instead of We are also here

ARTICLE RELATED ERROR	
✓ A idol	instead of an idol
✓ A engineer	instead of an engineer
✓ A old woman	instead of an old woman
✓ A angel	instead of an angel
✓ A old friend	instead of an old friend

ERROR OF SUBJECT-VERB AGREEMENT	
My brother and my father has come	-has instead of **have**
My father have bought	-have instead of **has**
My friends was coming	-was instead of **were**
The boy fight everyday	-fight instead of **fights**
After preschool he beat me	-beat instead of beats

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PRONOUN USE ERRORS	
-Akosua and his friend	his instead of her
-Kofi told her sister	her instead of his
-He told her father	his instead of her
TENSE RELATED ERRORS	
-When I go home, I eat fufu	go instead of went, eat instead of ate
-We play football at break time	play instead of played
-They fight yesterday	fight instead of fought
-He sit on the table yesterday	sit instead of sat
-He steal my book	steal instead of stole
-I see him at church	see instead of saw

Field Survey 2021

Since the focus of this study was not on all the types of errors, not all errors identified were discussed. Though some of them may be sited briefly, much attention will be devoted to the main subject matter, which is the error of transliteration.

Table5. Error relating to transfer from L1 to L2

Serial number	Type of error	Frequency number	Percentage
1	Translation	150	36.5
2	Omission	24	5.8
3	Addition	14	3.4
4	Pronoun-use Error	35	8.5
5	Spelling	35	8.5
6	Wrong-word use	17	4.1
7	Tense	60	14.6
8	Subject-verb-Agreement	29	7.1
9	Article Error	27	6.6
10	Preposition	20	4.9
	Total	411	100.00

Field Survey 2021

The Table 5 above presented the total errors identified in the research and how they

occurred across the works of all the learners who were sampled for the research. The results include the error found from the learners when observed and interviewed. It is very clear from the table that the error of transliteration has gained root in the Onwe Community .It forms the highest percentage among the errors identified, followed by the error of tense, pronoun, spelling, subject-verb agreement, article, omission, preposition, wrong word and addition. This agrees with the findings of Owu-Ewie (2016) that transliteration error is the most frequently committed error because almost every error committed can be assigned to this category.

THE ABOVE INFORMATION CAN BE GRAPHICALLY REPRESENTED AS FOLLOWS; ERRORS IN THE ENGLISH LANGUAGE USAGE AMONG THE BASIC PRESCHOOL LEARNERS/LEARNERS OF ONWE BASIC'S FOUR TO SEVEN
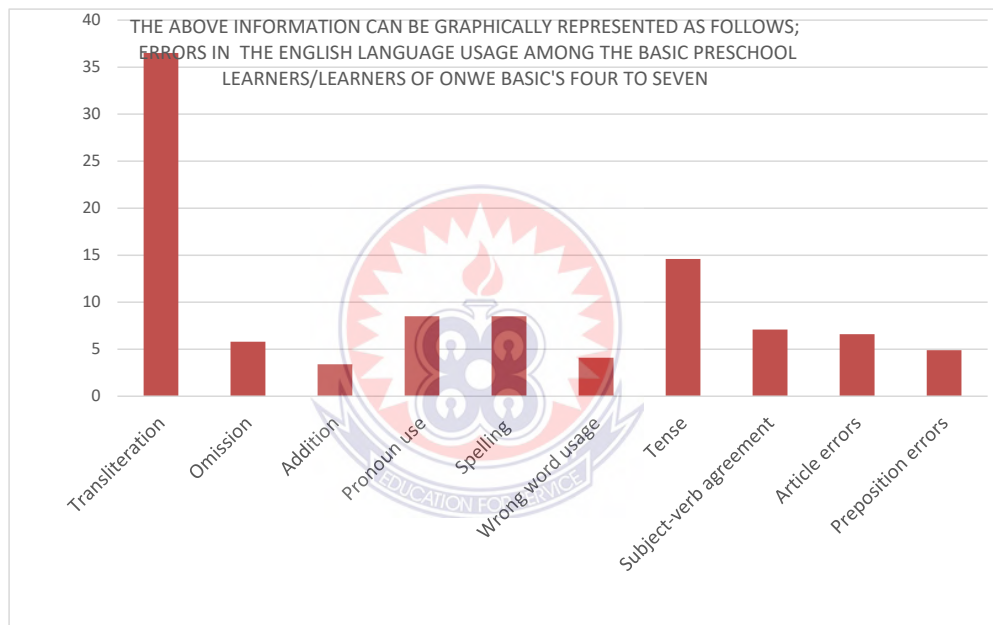
4.3 Research Question 2. What are the major causes of pupils' inability to communicate in the English language without a direct translation from Twi to the English Language?

4.3. 1. Language Learners Use At Home and Preschool

Table 6. The Language learner use at home

Language	Frequency	Percentage
English Only	15	3.6
English and Twi	182	44.3
Twi only	188	46
Others only	-	-
Others, Twi and English	25	6.1
Total	410	100

Field Survey 2021

Table 6 depicts the languages used at home by the learners. From the table, either Twi only or Twi and English are the two combinations of languages used at home. A striking feature is that as many people used the L1 and L2 combination at home as does those with only the L1 use. This supports Anderson's (1983) research that concluded that the continuous use of L1 and L2 in formal and informal periods increase the L2 acquisition and reduces the challenges associated with the transfer of knowledge when the element of L1 is compatible with the natural principles of acquisition and when the element of L2 leads to L1 generalization. It further corroborate what Kellerman (1995) assert to that, the similarities between L1 and L2 which states that "there may be transfer of knowledge unknowingly, has nothing to do with the similarities with the L2 but where the operation of L2 is regularly used

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interspersed with the L1. That is, the frequency of L2 input or usage is related to its acquisition and mastery. Thus, the frequency hypothesis states that the order of L2 acquisition is determined by the frequency with which different linguistic items occur in the input. It means that the relationship between input and accuracy of L2 production are positively related and that an increase in input or usage of L2 results in proper acquisition and transfer.

4.3.2 The Desire for Parents to Help Their Wards Acquire Fluency in the English Language

From table 6 above, it can be observed that about 54% of respondents confirmed that they speak either English only or English and Twi at home with their parents or others in their home. Brown et al (1997) intimates that in homes where parents use their weaker language (for example, English) to communicate, their relatively weaker ability to speak in English may cause them to speak less to their children. Consequently, children will go to preschool with inadequate development in both their first language and English. Parents may overuse English (their weaker language), at home and children may copy blindly from their parents causing language structure errors. Therefore, parents should communicate in their stronger language. According to Brown, research in bilingual homes supports the concept that parents should communicate in their stronger language. Though, there is the widespread of the Twi in the community, it is an open secret that almost all parents desire to see their children become so fluent in the usage of the English language with sufficient proficiency especially in such an early grade. For these reasons, most parents try their best to communicate to their children in the English language at home. They sometimes do not care much about the correctness of the expression used. In such situations, what the child hears is registered on their minds and hence uses it

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in their expressions and compositions. Much as the children of the elite are expected to do better, children of the semi-literate speakers will also do worse by replicating what they bear from their parents in preschool.

4.3.3 Learners Level of Vocabulary

Table 7. Learners' use of the classroom learning center and T.L.Ms

Do you have adequate T.LMs to teach and varieties of materials for learning centres in your classroom to improve learners' vocabulary?

		Frequency	Percentage
Excellent	1	2	10
Good	2	5	25
Average	3	8	45
Below average	4	5	20
Poor	5	-	-
Total		20	100

From table 7 above, it was realized that 8 teachers representing 45% believe the TLMs they use in their classroom is averagely adequate. 5 teachers (20%) think the adequacy of the T.LMs used to improve vocabulary is below average whilst other 10% and 25% believe their T.L.Ms and learning centres have excellent and good number of them to aid vocabulary acquisition of learners. The difference in the figures found on the table above is to suggest that most teachers do not have adequate teaching and learning materials to make learning concrete to the learners. As suggested by Oppong-Frimpong (2021) that the classroom should be print-rich and furnished with the age appropriate materials which children should have access to

manipulate these materials. Also, a learning centre should be of different kinds in the classroom with their required materials to foster communication and development of vocabulary. This is in line with a research by Maria et al (2007) who intimates that Children learn to communicate by communicating. Frequently, this communication is learned in the context provided by role play games. Early grade learners are young children who are used to playing and as they manipulate materials, they learn the required language structures gradually as they interact with others.

4.3.4. Teacher Induced Cause

Observation of some teachers in their lesson delivery made it clear that some of the teachers themselves used some expressions which obviously would be more acceptable in the Twi language other than in the English language. In an instance, a teacher communicates to learners saying, *"I went to the market to purchase some items, but my money did not reach what I wanted to buy"* In another instance, a teacher orders learner to "climb the bus" Such instances make it clearer, that this problem is partly teacher induced since learners/learners learn very well from the language spoken by their teachers in the preschool. This is what Owu-Ewie Lomotey, (2016) say, obviously what learners use and write in class is a replica of what they hear and see in class.

The Ghana Education Service (GES) policy of learner-Teacher-Ratio is also another major reason for this situation. This policy is enforced, such that every teacher at the primary preschool level is expected to teach more than one subject, and even sometimes all subjects, with background and competence not much of a necessity. This stands a high chance of putting square pegs in round holes. Interaction with some teachers revealed that, they were teachers of early grade teachers irrespective of their background and competencies because they needed to protect their salaries as well as

maintain their stations. Mawasha (1991, P21) outlines three realities, which he argues that most practicing educators in African education are aware of; this presents another dimension of the above situation which has pre-empted the situation in Onwe. He noted as follows; in practice, many African educators code switch routinely from English to African languages in routine content subject presentation to facilitate comprehension and to speed up progress through the syllabus. From observation in this research, it was very clear in the lesson. Teachers did not only engage in code switching but sometimes did literal translation of whatever was being said for the want for appropriate expressions. Although the intentions of the teachers were geared towards a good cause, the impact on learners was no in the right direction. Other teachers were using the mother tongue throughout the lessons even with expressions which are supposed to be in the English language with the defence that the policy in the ECE dictates that in the early childhood centre; the medium of instruction is the mother tongue.

Learners in the end imitated their teachers which had a negative impact on their learning Mawasha assert that, many African teachers often find it necessary resorting to an African language where their personal facility in English as a classroom language teacher falter. This kind of practice is quiet real among Basic preschool teachers who are mostly either not qualified or less qualified to handle the teaching of the English Language. This situation of having square pegs in round holes have actually led to this teacher induced kind of error which is almost becoming a canker learner in the community. Buthelezi (1995), observes that, in most cases, teachers in the rural areas are either unqualified, or under qualified in English as a subject, or else they do not have linguistic knowledge to able to deal with the errors of learners.

4.3.5 Teachers' Use of Language in the Classroom

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

Table 8. Below captures the responses of the teachers concerning the use of language in the classroom.

Table 8 Mixing Twi with English language when teaching

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

Table 8 shows that 12 (60%) of the teachers who participated in the study indicated that they sometimes mix Twi with English when they are teaching the English aspect, while 5 (25%) responded that they blend Twi with English most at times. Table 4.3.5 further shows that 5 (25%) of the teachers always mix Twi with English when

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teaching a subject. According to the teachers who responded that, they mix Twi and English when teaching, the use of both languages facilitates learners understanding. The assertion of the teachers indicates that it becomes difficult at times in explaining concepts to the learners in English, and this requires of them to use the mother tongue of the learners to enhance the understanding of what is being taught. *"Sometimes it becomes easier to use the mother tongue in explaining things when teaching than the English language. So I use the mother tongue occasionally when I need to explain things to my learners."*

When asked whether they use English together with Twi in the classroom, the responses in Table 3 reveal that not all the teachers mix Twi language with English when teaching a subject in the classroom. The majority of teachers, 14 (70%) agreed that they mix Twi language with English language when teaching, while 6 (30%) indicated that they do not mix Twi with English when teaching in the classroom. One of the teachers responded that *"using both languages in the classroom help me to be effective and efficient in teaching; Concepts which are difficult for me to explain using English become easier with Twi".*Another teacher explained that *"some of the books we read have things which are not found in our culture so I need to use a similar thing in our language to relate it for the learners to understand".* The responses of the teachers confirm the fact that the use of native languages makes communication easier for both teachers and learners as affirmed by Addo (2019). Addo (2019) observed that there I an over-use of native language in the classroom and this is æ challenge to the L2 learner.

4.3.6 The Twi Being the Most Widely Spoken Language in the   Community

Table Languages learners speak

Which Ghanaian language(s) can you speak		
Language	Frequency	percentage
Twi only	308	75%
Twi and others	99	24%
Others only	-	-
None	3	1%
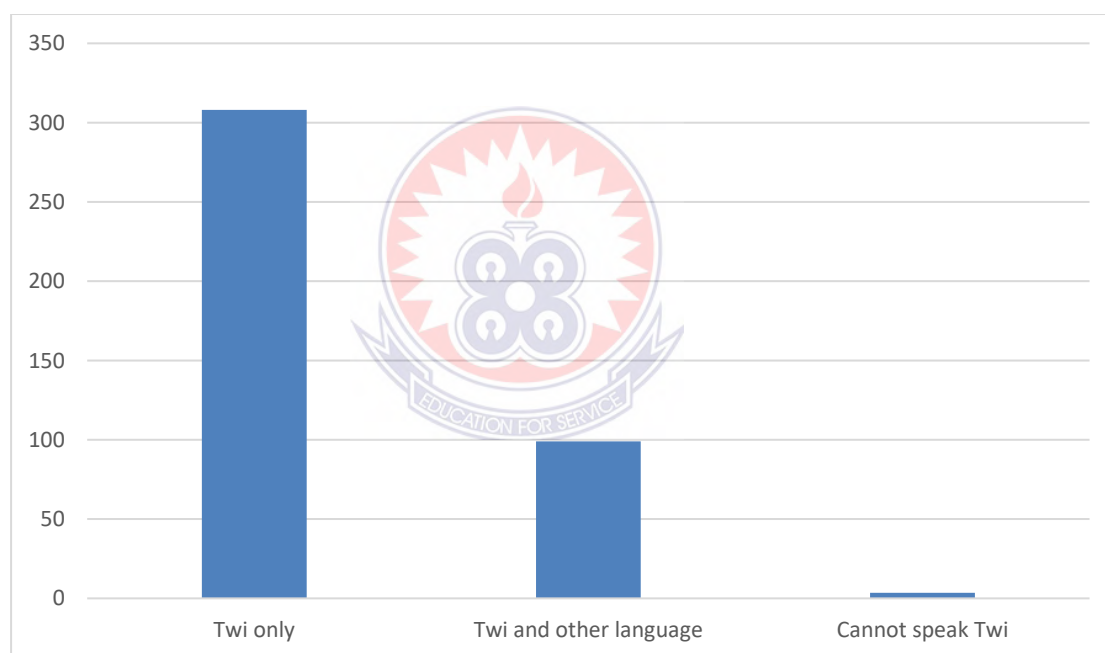
From the above, 308 children can speak only Twi language, 99 can speak other language and Twi whilst only 3 learners cannot speak Twi at all. The Twi language was found out to be one of the fast-spreading language currently across the country. Twi language currently is spoken in almost every part of the country, Ghana (Agyekum, 2017). Some respondents even were of the view that Twi is currently the unofficial national language which is often used at a number of gatherings. This is so because, it is the language majority of the people in the community can manage with.

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Also is the most patronized Ghanaian language taught in the community basic preschools in spite of the fact that other languages are also taught in the preschools. In the Onwe community, though not all learners/learners are Akans, most of the learners communicate in the community with the language. Those who are Hausa's, Ewe's and others from different background are still able to communicate in the Twi language even though they can still communicate in their hometown languages.

4.3.7 The Twi Being the Most Widely Used Language on Most Electronic Media Stations

In efforts to identify the causes of the strong influence of the Twi language on the usage of the English language among the ONWE community basic preschool learners/learners, the electronic media was identified as one area. The teacher and learner respondents agreed that the electronic media was one of the major reasons for this transliteration phenomenon. The error of literal translation from the native language (Twi) into the English is also presumed to emanate from factors such as Technology-television advertisements, soap operas and other Twi dominated radio and television programs, which has great influence on language used by children.

A teacher respondent stressed that "*good number of electronic media station resort to the use of the Twi language in airing most of their programs ostensibly to attract a good audience. They do not show much concern on the correctness*". National and other radio stations that are noted for good English speaking in terms pronunciation, grammar and other aspects as far a speaking s the usage of the English language is concerned do not get much patronage as compared to other stations which do not pay attention to good English. A good number of learner respondents could count the number of times they or their parents tuned in to stations like Joy T.V, G.T.V, Citi T.V, etc. Most of the respondents tuned to stations like Atinka T.v, Nhyira f.m, Adom

T.V, Peace f. m and other associated stations because they use Twi in airing their programs. These stations also aired telenovelas in which the Twi language was used. From the foregoing, it becomes quite clear that quality is compromised for huge audience.

One teacher reacted that *"to me, it looks like there are sometimes little care about the quality and proficiency levels of their discussants they invite into their studios should be taken. There was an instance I heard a panellist in a discussion say, "go your somewhere and let me go my somewhere," which is a direct translation from the twi language "k) wo baabi, na me nso menk) me baabi". This expression is more acceptable in the twi language.*" In most cases, listening to the news casters of some of these radios and T.V stations interview on phone during news time leaves much to be desired in most cases. Most times, the expressions used and the tonation employed confirm why some of them have most of their programs in Twi. Obviously, a child having listened to a number of such expressions repeatedly finds it appropriate to use them in their speech or composition.

4.3.8 Unavailability of Libraries, Adequate Reading Materials in the Community and in the Preschools

Table 10: Adequate reading materials

Do you have books you read outside class periods	Frequency	Percentage
Yes	164	40%
No	246	60%

From Table 10 above, it can be observed that, 164 (40%) of the learners have other reading materials to support their reading competency whilst 246 (60%) do not have reading materials to read apart from reading in the classroom. It has been observed in

the public preschools sampled that the preschools are under resourced in terms of library materials with which learners could enhance their exposure to English , and audio-visual materials like television and radio where learners would be exposed to spoken English by native and educated speakers of the language.

This confirms to the findings of Dickinson etal (2012) asserting that, book reading helps children learn language because ... they are engaging in a language-based activity that yields vocabulary that is even more varied and diverse sentences structures. These structures include Oral Skills, Grammar - nouns, articles, prepositions, pronouns, adjectives, adverbs, verb tenses, as well as subject verb agreement. Others are reading intonation, writing composition and literature. Also subject-verb agreement, writing composition. It was quite clear that most of these learners/learners only get access to standard reading materials and speech practice during contact hours which was inadequate to equip them enough with the proficiency and mastery they needed most of them do not get the chance of practicing what had been taught in terms of speech because there is not one to speak with. Audio-visual gadgets in the house are often turned to any of the local stations where the twi language is used.

The big question then is what happens to the library books the government supplies occasionally? Among the public preschools, they were kept in boxes and brought to classrooms when the library period is up. In one of the preschool's a respondent disclosed that, since they do not get supplies from the government. What happens is that, if a parent is unable to buy a prescribed book for the ward, then, there is no alternative, as a result, parents are most of the times billed to buy them but are kept in the preschool after closing. Indeed, the role of libraries cannot be ruled in the attempt to cut down on the menace of transliteration in the community.

4.3.9 Semi-Literacy/Half-Baked Scholar Activities

During the interview questions, a respondent responded to the question " do you know other cause of transliteration, in this case of the study, it became clear that people, who in one way or the other attempted some form of education but did either not go far or could not do enough to even complete at the Basic preschool certificate level are very much found of using many of the literally translated expressions in their daily communication with the learners/learners and they have ended picking such expressions from them. Such semi-literate speakers include some mushroom church pastors, taxi drivers, "trotro" drivers, and their mates, among others. Expressions such as: where will you drop? - "3he na web3si"? sit my side   - "tena me nky3n" and the likes.

4Research Question 3: What Are The Ways To Reduce L1 Influence In The L2 Learning At The Lower Basic Preschool Level?

Table 11 ways to reduce L1 influence in the L2 learning at the lower basic school
        level

Variables	Frequency	Percentage
Encourage learners to read books And other age-appropriate materials etc.	6	30%
Frequent speaking of English	9	45%
Learners to watch and listen to educative programs on T.v and radio stations.	2	10%
Others	3	15%
Total	20	100.00

The table 11, depicts the suggestion to reduce the negative Influence of the mother tongue. 6 respondents representing 30% agreed that encouraging learners to read extensively, and do private reading with compression is one of the lasting solutions. This is in line with a research finding that when children read extensively, they are engaging in a language-based activity that yields vocabulary that is even more varied and diverse sentences structures (Dickinson etal, 2012)

Table 11 also displays the suggestions to reduce the negative impact of transliteration on the learning of English language by encouraging learners to continue speaking english as much as they can. According to the table, majority of teachers (thus, 45%) suggested that frequent speaking of Engish would help to reduce the impact of Ll on L2. One teacher explains that, "practice makes a man perfect, if the learners do not speak the language, how they will assess themselves of the progress they have made? Remember, it is only when the learner speak that we can get to know their errors and correct them. 40% said learners must be encourage to read books, and other age-appropriate materials etc. to reduce the negative influence of Ll on the L2.

Frequent speaking of English dominated on the part of reading of books, novels. This may be true due to the fact that speaking of English always helps you master the language. This is because interaction with friends in English language will open up their weakness and strength in the language. Learners should be encouraged to communicate in English Language in and outside the classroom. This assertion is in consonance with the findings of (Kolawole & Dele, 2002) that, in the context of second language learning, learners who

Attempt to always use the target language to communicate achieve mastery of the language faster than those who seldom use the target language

Other respondents also asserted that parents should be sensitized to minimize their patronage of the local electronic media stations for the sake of their ward's education. They could also apportion some time for learners to watch or listen to educative programs on radio or TV station that ensure the use of the standard English language.

Table 12. Teachers Ability to implement ECE policy

Variables	Response	Frequency	Percentage%
Being a professional early grade	Yes	11	55%
teacher	No	9	45%
Comfortable in implementing	Yes	9	45%
the Curriculum methodology.	No	11	55%
TOTAL	-	40	100%

Table 12 displays teachers ability to implement ECE policy According to the table, 16 teachers are professional Early Childhood teachers from KG to class three which represented eighty percent (55%) but also, fifty five percent (55%) did not feel comfortable or confident in implementing the new curriculum. Some complained it is stressful for the teacher as it is so much activity based for the learner. Others complained it is of much technicalities as compared to the former. This means although most teachers may be professional early grade teachers but are not implementing the appropriate methodology in the classroom that will assist learners to overcome their English Language competencies.

In the process of helping learners to overcome this challenge, the preschool authorities must make sure that teachers assigned to teach English language have the prerequisite background to handle English language teaching, and even when there are not qualified ones, they must make sure that those assigned to teach must have at

least some levels of competence. They will sure minimize the phenomenon since there will not be square pegs in round holes. Preschool authorities should also ensure regular in-service training to sharpen skills of these teachers. Preschool authorities should also keep constant monitoring on teachers of English language to ensure they are on the right path in their delivery. Head teachers should also familiarize themselves   with the content of the Early Childhood Curriculum to enable them mount effective supervision.

 Teachers may also combine a number of teaching strategies as suggested by the indicators being used during the lesson to develop children vocabulary and improve communication skills. The teacher must create a conducive environment, where there is minimized anxiety, enhanced personal security and promoted genuine interest through a deeper engagement of the learner's   whole self (Roberts 1975), also in the communicative language teaching, the learner is made the centre of the lesson, and various activities are planned around them, and by this method, the teacher becomes the facilitator, organizer, guide, manager and counsellor to ensure effective communication process where the learner manipulates learning materials and talk about them.   The teacher has a role to plan activities that controls the children language and engages the learners in more than one language which may be necessary for problem solving activities. With the combination of such teaching methods, there can sure be balance between fluency and accuracy.

Early grade teachers should also ensure strict adherence to instructions regarding early childhood education policies and other activities.

In order for learners to be able to overcome this phenomenon, it is very important that all stakeholders involved collaborative efforts. These stakeholders include the government, the parents, the teachers, and the learners/learners as well.

Table 13. Correction of learners' error

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

The result presented in Table 5 shows that all the 20 teachers ensure good use of English language by learners when they are on campus. 15 of the teachers representing 75% of the total number intimate that they always encourage their learners to use English language correctly. 4 (20%) of the total number of teachers self-reported that they sometimes encourage the learners to use English language correctly. One of the respondents asserts that he/she most at time undertake the act of encouraging the learners to learn and use English correctly. With reference to ensuring that learners use the appropriate vocabulary when speaking English, 60% of the teachers self-reported that they do it always. 6 teachers, representing 30% of the total number of the teacher respondents reported that they sometimes ensure that their learners use the appropriate vocabulary when interacting with them. 2 teachers, representing 10% responded that they most at times do ensure that their

Learners use the correct vocabulary when interacting. The results in the table above show that teachers are concerned with kind of English their learners speak. Their sense of responsibility in ensuring that their learners speak good English makes them attentive to the speech of their learners, as they hope to identify errors for correction. Boahemaa (2014) in her study for instance suggest that teachers of English should feel a strong sense of responsibility towards the learners they teach. They should not be only concerned with the success of their learners in both internal and external examination, but these teachers should maintain a good relationship with their learners, as positive teacher-learner relationship improves learners' academic performance.

A study conducted by Alexandra (2013) confirmed that if teachers of second languages will be able to educate their learners holistically, their relationship with their learners should be geared toward the learner. Since the teachers life affects the learners in diverse ways, their conversation and any other activities involving the learners should be learner-centred. When the teacher is conversing with the learners he/ she must ensure that the vocabulary used is the one that will help the learners in learning the language. As the teachers have stated concerning their insistence on learners using the appropriate vocabulary, they themselves must also use vocabulary that will improve the learners' vocabulary. This is usually the case because what is taught in the classroom is not necessarily learned by the learners so the language teachers need to be able stir their learners' interest for learning of the target language outside the classroom. To adequately do this, language teachers need to understand that language learning involves skill development, not only knowledge transmission so teachers should focus on ways to develop learners' ability to use language effectively in real-life contexts rather than their ability to simply "reproduce" it. One

of the teacher respondents explained that "when teachers make their conversations with their learners to be centred on vocabulary which will help the learners to learn, the learning process of the second language becomes more effective because it helps the learners in developing the awareness of themselves as learners and enables them to figure out what their best learning strategies are. So I try to make every interaction with a learner an opportunity for the learner to learn something: a new vocabulary, the right pronunciation of a word or a concord rule". This indicates that teachers of the preschool regularly and effectively provide opportunities for learners to construct sentences in the language, correct learners' errors when learners are using the language, ensure that learners use correct spellings in writing, and use appropriate vocabulary. The discussion so far agrees with the observation of Rao (2004) and Varvel (2007) that a competent language teacher is the one with many teaching skills and experience, and possesses the professional qualification which help him to successfully teach and ensure their learners use appropriate vocabulary which reflects their level of mastery in the second language learning.

4.5 Correction Of Learners' Direct Translations

On direct translation from Twi to English, 55% of the teachers confirmed that children always commit transliteration errors and are always corrected, whilst 25 % intimate that, transliteration error is sometimes corrected 20% of the total number of teachers agreed that they do the correction of this kind most at times. From the responses, it is realised that the majority of the teacher respondents of the study agreed that they always correct learners' errors which are caused by the learners' direct translation of sentences and phrases from Twi to English. The responses of the teachers are depicted in Figure 4. It is obvious that most teachers always guide the learners to speak good English and this is considered part of the teacher's

responsibility. One of the teachers explained "the teacher's responsibility is not restricted to the classroom alone, it goes beyond the walls of the preschool, and therefore I try to correct my learners of their speaking errors everywhere the opportunity brings itself." Another teacher also pointed out that she feels very uncomfortable when her learner speak bad English, especially in the presence of other people. "It does not speak well of me as a teacher of the learners; sometimes people take the performance of our learners always alert when my learners are talking hoping to spot errors to correct. In fact this has become part of me that I do it unconsciously".

This result of the responses and the assertions of some of the teachers confirm the revelation of Myers and Myers (1995) that a competent teacher should be able to guide learners to skillfully speak and write good English. As indicated by the teachers, the learners they teach commit errors which are caused by negative L1 transfers, whereby due to direct translation of sentences in the L1 to L2 these errors occur. The finding of the current study, therefore is consistent with the work of Fema (2003) which revealed that a major cause of the errors Ghanaian learners of English as a second language (L2) commit is the interference of the mother tongue (L1).in speaking English as a reflection of the kind of English

fig 4. regular correction of errors
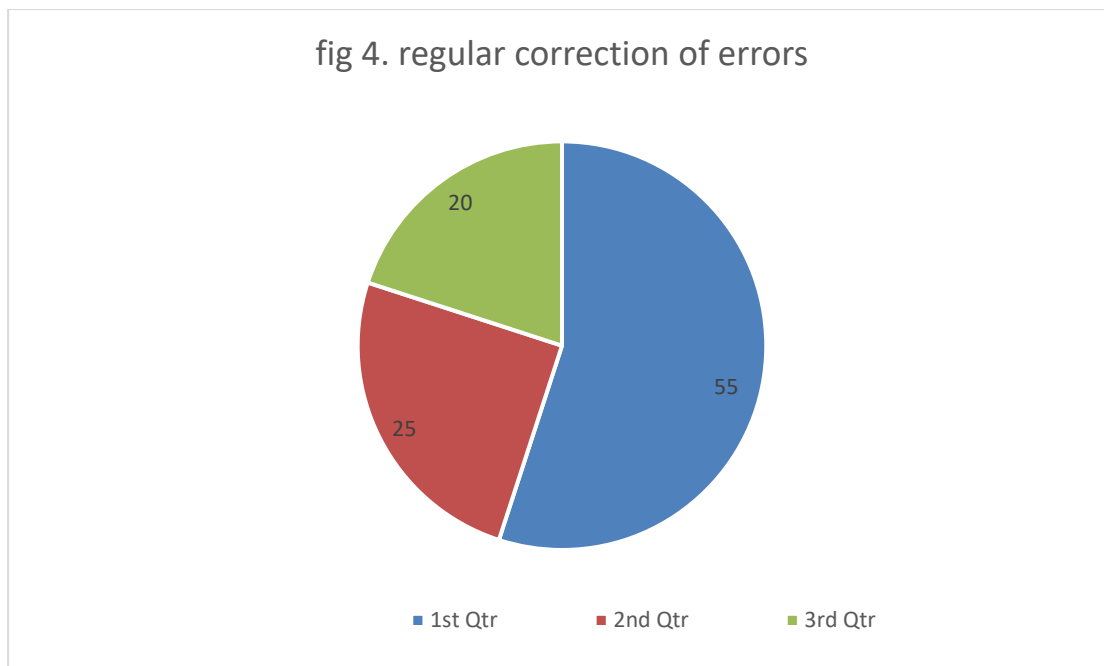
4.5 Conclusion

The chapter has explored the possible causes of the transliteration menace among the basic preschool learners/learners in the Onwe community of the Ejisu Municipality of the Ashanti Region of Ghana. The central aim of the chapter was to establish why the L1 (Twi) has such a strong influence on the usage of the English language among the learners /learners especially from basic one to three. In the research, a number of causes were identified which were graphically presented and discussed in detail. In addition to the transliteration errors, other type of errors was identified and categorized. Discussions, however, centred on the transliteration with a brief touch on a few of other errors mentioned since that was the main concentration of the study. Also in the chapter, the two main research questions were answered in which the second question outlined some possible remedy to address the causes of the transliteration as identified in the study. The main aim of this research has been to unravel the causes of the strong influence of the Twi language on the speaking and writing of the English language among the basic preschool learners/learners and to

come up with positive suggestions on corrective measures. This study made use of the contrastive and errors analysis approach in the collected data discussed in this chapter. Through the qualitative methods of the research, broad spectrums of instruments were used to collect and analyse the data that was discussed in this chapter for analytical expediency. The errors identified were stratified and tabulated which obviously, had the transliteration errors having the highest frequency on the chart.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter represents the summary of the entire study with the key findings as well as the conclusion and recommendations. The main discussion of that study focused on errors of transliteration among the learners/learners of the Onwe community basic preschools in the Ejisu municipality of the Ashanti Region of Ghana. This menace is primarily influenced by the L1 (Twi), even though the Onwe community is not a community made up Twi speaking citizens only.

The research was based on three major research questions as follows.

1. Which areas are L1 (Twi) influencing the learners' usage of the English Language at the lower Basic Preschool level in Onwe with concentration on transliteration?

2. What are the major causes of learner's inability to communicate in the English language without a direct translation from Twi to the English Language?

3. What are the ways to reduce L1 influence in the L2 learning at the lower Basic Preschool level?

5.2 Summary of Findings

The first research question sought to identify which areas the L1 (Twi) is influencing the learners' usage of the English Language at the lower Basic Preschool level in Onwe with concentration on transliteration. The data obtained were categorized in various strata of errors for discussion. The errors identified fell into ten categories of which the discussions centred on the error of transliteration which formed the majority of the errors generally by the sampled group of participants. Other errors were briefly touched on because the focus of this study was on the errors of

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transliteration. It was noticed that in addition to the transliteration errors, learners/learners committed other errors such as induced spelling errors, wrong word use, omission errors and wrong pronoun use. The study revealed that the most frequently committed errors was the error of transliteration which formed the basis of the study, followed by error of tenses, wrong-pronoun-use errors, spelling errors, subject verb agreement, article errors, omission, preposition errors, wrong-word usage, addition errors. This agrees with the findings of Owu-Ewie and Lomotey (2016) that transliteration error is the most frequently committed error because almost every error committed can be assigned to this category.

The second research question finds out the major causes of learner's inability to communicate in the English language without a direct translation from Twi to the English Language. The findings of the causes of the influence of the mother tongue over usage of the English Language. Among the causes of this negative influence of the mother tongue on English Language include teacher induced cause, Twi being the most widely spoken language in the community, Twi being the most widely used language on most electronic media station , the desire for parents to help their wards acquire fluency in the English language, unavailability of libraries in the community and in preschool, Lack of personal remedial work plan, the social media and semi-literacy/half-baked scholar activities, and level of vocabulary of learners were identified as the key causative factors behind the menace.

The third research question tried to find out ways that the difficulties faced by Onwe early grade learners in transferring from L1 to L2 be minimized. From the findings, the following suggestions were made;

In the first place, the children should be exposed to the learning of L2 early in life both at home and in preschool with the right models. This doesn't suggest in any way that the L1 should be neglected since it has its own advantage.

Again, teachers should adhere to the pedagogical policies laid down for the early childhood education.

Also, there should be effective communication between teacher and learners as the teacher also motivates effective learner to learner communication.

Furthermore, finding from the teachers in the research revealed the teacher should always make the lesson learner-centered and the learners' capacity on listening must be built, then to speaking, followed by reading and when these steps are followed, effective writing would be produced by the learners, thereby avoiding negative influence of the mother tongue on the English language usage transfer.

Moreover, another view from the finding was that, learners should not be punished for any negative transfer in that, the two languages have lots of structure in common so the teachers should capitalize on the similar elements and guide the learners to identify the distinction among the L1 and the L2 to aid positive learning.

Another way in which negative influence of L1-L2 transfer be reduced as found by the research was to provide textbooks and adequate teaching and learning materials for the teaching and learning of Ghanaian language and English. The learning Centres in the ECE classrooms should be effectively used. These can assist with the mastery of the structures of English Language. As Maria (2007) posits that when enough T.L.M are used the children can easily understand the meaning of new words whose referents are concrete, such as table, tree, and dog. In this way, it is also useful to introduce words whose meaning can be deduced with an action, body language, flashcards, photographs, drawings, and other objects.

5.3 Conclusion

In conclusion, it is obvious from the study conducted that the error of transliteration has really become endemic in the Onwe community among the Basic preschool learners/learners as far as the usage of the English language is concerned. A number of causative factors were identified in which each and every stakeholder has a role to play in order to help solve the problem. The errors as they manifested in the written essays and oral interviews as well as observations were discussed with the teachers and heads of the preschools concerned. The preschools promised the researcher positive news if he were to visit again. The researcher intends to follow up and confirm promise in the near future. From the researcher, it is clear that boys commit more transliteration than girls in their classes due to their much engagement with the social media, the boys being able to get access to the social media earlier than the girls. Also the boys committed more transliteration errors since they resort to the use of pidgin language and unstructured forms of the English Language.

Finally, it is the researcher's desire that readers find these useful documents in their arrangements.

5.5 Recommendations for Further Research

The study recommends that further studies should be done on pre-teachers knowledge of content in L1-L2 transfer and the relationship between English grammar and L1-L2 transfer.

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APPENDICES

Appendix A

A1

QUESTIONAIRE FOR HEADTEACHER AND TEACHER IN THE ONWE

COMMUNITY BASIC PRESCHOOLS

Dear participants

The questionnaire is part of a study designed to elicit information from basic preschool headteachers and teachers in the ONWE community. This questionnaire is to solicit data on the cause of transliteration among the basic preschool learners/learners within the community. The definition of transliteration in this study is any expression in the English languages which constitute a direct translation from the Twi language. The questionnaire also seeks to find out reasons why the Twi language has such a strong influence on the usage of English language among learners/learners in the community. All answers provided in the questionnaire are strictly intended for academic purposes. I therefore urge all respondents to kindly respond to all items sincerely. Responses will sure be kept confidential.

Names of preschool and respondents will not be published.

SEATION A

Background of Teachers

Please answer the following questions

1. Gender

1	2
Male	Female

2. Age in years

1	2	3	4
Below 30	30-39	40-49	50-59

3.Class/Form Taught

1	2	3	4
KG	BS1	BS2	BS3

4. Which language are you most fluent in?

English or Twi. (Choose one)

5. How many years of Early Childhood Level teaching experience?

1	2	3	4
>3 years	3-5years	*6-8years*	9 years and Above

5. What is your highest qualification in Early Childhood Education?

1	2	3	4	5	6	6	7	8	9
SSSCE	WASSCE	O-LEVEL	A-LEVEL	CERTA-POST SEL	DIP	BA	BEd	Masters	Other-Specify

SECTION B:

Areas where the twi (L1) interferes with English Language

Tick 'Yes' or 'No' to show which errors you think your learners frequently do.

a. Translation Yes [ ] No [ ]

b. Omission Yes [ ] No [ ]

c. Addition Yes [ ] No [ ]

d. Pronoun-use Error Yes [ ] No [ ]

e. Spelling Yes [ ] No [ ]

f. Wrong-word use Yes [ ] No [ ]

g. Tense Yes [ ] No [ ]

h. Tense Yes [ ] No [ ]

i. Subject-verb-Agreement   Yes [ ] No [ ]

j. Subject verb agreement Yes [ ] No [ ]

k. Reading intonation Yes [ ] No [ ]

l. Article Error Yes [ ] No [ ]

e. Preposition Yes [ ]
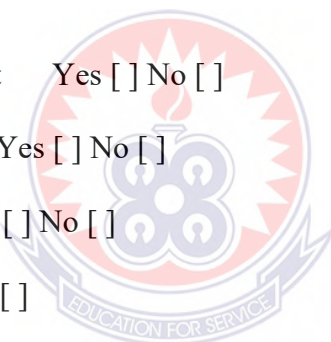
SECTION B.

Causes of the influence of L1 on L2

1. How well can you communicate competently in the English Language? (Please tick

one below)

Excellent	Very good	Good	Average	Below average	Poor
1	2	3	4	5	6

2. Do you mix Twi with English language when teaching or communicating with children?

Most times	Sometimes	Always	Never
4	3	2	1

4. Does your preschool have a library or enough supplementary readers for kids?

1	
Yes	No

5. Which learning centres do you have in your classroom?

6. Do you think the learning centers in your classroom have enough materials to develop children vocabulary and improve upon their English Language usage?

6. Do you suspect the electronic media as possible avenue by which the Twi Language dominate over the English language?

Yes	No

7. Do you think that the activities of semi-literates Eg. Mushroom church of who usually do their preaching in English irrespective of how correct or otherwise it might be, taxi drivers, way-side carpenters, ghetto boys most of whom happen to be preschool dropouts also can lead to the menace as witnessed ?

1	2	3	4	5	6	7
Strongly Agree	Agree	Not that much	Disagree	Strongly Disagree	Not quite	No Idea

SECTION C

Ways of reducing the negative impact of the negative influence of the Mother tongue on English

1. Do you encourage learners to use English Language correctly ?

2. Do you ensure that learners use appropriate vocabulary when speaking Engllsh?

3. Which ways do you suggest would be the appropriate means to reduce the negative transfer of the mother tongue especially transliteration?

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

B1

This interview is intended to cross check the information that is provided on the questionnaire and to confirm some suspicions of the researcher in regards to the topic under investigation.

1. Thoughts on the possible causes of the transliteration phenomenon (from your experience as a head teacher, a teacher, an English teacher, etc in the ONWE community,

(i) what do you understand by transliteration?

(ii) Do you notice the learners/learners commit such errors?

(iv) What do you think are the possible causes of transliteration among the learners/learners in the lower basic preschool in the community?

2. In your opinion do you believe one's mother tongue has any influence on one's acquisition of another language, particularly the English language in this context?

3. Do you think the absence of community and preschool library as well as enough supplementary readers affect the learning and acquisition of the English language in any way?

4. To what extent do you believe the problem could also be teacher induced thus inappropriate method of teaching, wrong use of expressions in L2, etc?

5. To what extent do you think the electronic media and social media contribute to this phenomenon?

7 Kindly suggest some possible solutions to the problem under investigation.

APPENDIX C

C1 QUESTIONS TO LEARNERS (QUESTIONAIRE/INTERVIEW GUIDE

WHERE APOPPRIATE)

SECTION A

LEARNERS BACKGROUND

1. Gender

1	2
Male	Female

2. Age in years

1	2	3	4	5	6
Under 12	12	13	14	15	16+

3. Class/Form

1	2	3	4
KG 1&2	BS1	BS2	BS3

SECTION B

Research question 1. Areas where the influence of the mother tongue on the English Language occur

1. Do you make mistakes and are corrected when speaking and writing?

2. Can you tell the kind of mistakes you make and people correct you?

Research question 2. Causes of the influence of the mother tongue (transliteration)

1. How often do you visit the library or read other books in addition to your textbooks?
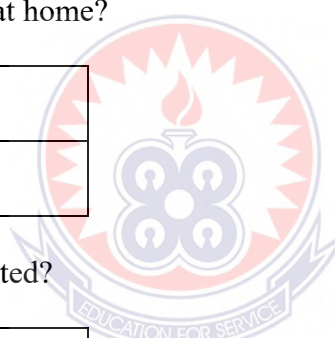
106

....

2. How useful are the learning centers in your classroom to you?

Excellent	Very good	Good	Average	Below average	Poor
1	2	3	4	5	6

3. How often do you listen to or watch Radio/TV programs in English?

…………………………………………………………………………………

…………………………………………………………...........................……

4. Do you speak English at home?

1	2
Yes	No

5. Are your parents educated?

1	2
Yes	No

6. Do you read after preschool at home?

1	2
Yes	No

7. How often do your parents encourage you to speak English at home?

1	2	3	4	5
Never	Once in a while	Often	Very often	Always

Research Question 3 Ways to reduce L1 influence on the L2

1. How often do you speak in class?

2. What do you do when you forget or don't know the correct word to use in a sentence?

3. How do you feel when you are corrected when you couldn't construct the correct sentences or words when you speak?

APPENDIX C

LEARNERS' OBSERVATION GUIDE.

Research question 1 and 2

SECTION A.

Research question 1. Areas where L1 influence the L2

1.

a. Translation Yes [ ] No [ ]

b. Omission Yes [ ] No [ ]

c. Addition Yes [ ] No [ ]

d. Pronoun-use Error Yes [ ] No [ ]

e. Spelling Yes [ ] No [ ]

f. Wrong-word use Yes [ ] No [ ]

g. Tense Yes [ ] No [ ]

h. Tense Yes [ ] No [ ]

i. Subject-verb-Agreement   Yes [ ] No [ ]

j. Subject verb agreement Yes [ ] No [ ]

k. Reading intonation Yes [ ] No [ ]

l. Article Error Yes [ ] No [ ]

e. Preposition Yes [ ]

2. Composition Essay (for class 2 and 3)

Write about any one of the following

      1. My self

      2. My preschool