

UNIVERSITY OF EDUCATION, WINNEBA

**THE INFLUENCE OF PIDGIN ENGLISH ON WRITINGS OF SENIOR HIGH
SCHOOL STUDENTS: A STUDY OF TEMPANE SENIOR HIGH SCHOOL.**



ABUBAKAR AWUDU BAYORBOR

2018

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**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY
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WINNEBA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND
LANGUAGE**

AUGUST, 2018.

DECLARATION

CANDIDATE’S DECLARATION

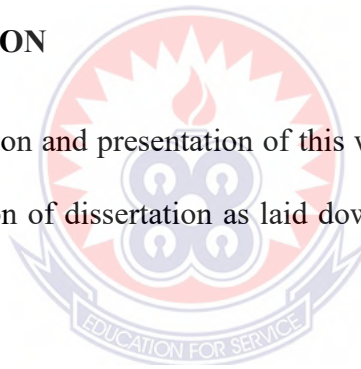
I, Awudu Abubakar Bayorbor, declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR’S DECLARATION

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



NAME OF SUPERVISOR.....

SIGNATURE.....

DATE.....

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I sincerely acknowledge the efforts of my supervisor Dr. Kwaku Ofori, for reading several drafts of this work and giving me very useful corrections and guidance which contributed to its success. I would like to thank a number of people who in diverse ways gave me assistance in the preparation of this project work. To the teachers and students who participated in the interviews and the questionnaires, I say thanks. To God the giver of wisdom, who enabled me to work assiduously towards the success of this work, be the glory and honour forever



DEDICATION

This work is dedicated to my beautiful wife, Mrs Rukaya Yakubu Azuure, my daughter Hira, my siblings and parents Mr. and Mrs. Bayorbor



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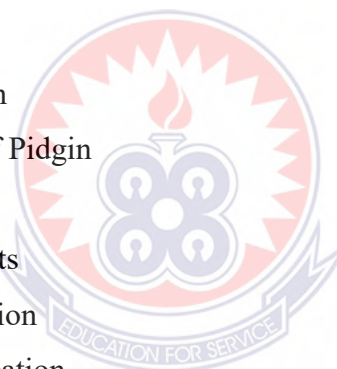


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ABSTRACT

The use of pidgin among senior high school students has engaged the attention of different classes of people, especially educationists, linguists, parents and policy makers in education. The study aims at ascertaining the validity of the perception that pidgin is the cause of deviant Standard English usage among students at the senior high school. It also investigates the domain in which pidgin operates, the purpose for which it is used, whether it is used predominant and influenced by geographical or social factors. Data for the study were collected through students' participation, interviews, observations and documentation. The study is based on data collected from a total of sixty (60) student respondents and twenty (20) teachers, as well as interviews and review of documents. The instrument used for the collection of data was a questionnaire which was pilot-tested for validity and reliability. The responses from both students and teacher respondents were 100%. The data collected were analyzed through a tabular representation using percentages. The main findings were that the use of pidgin is a secondary school culture which is age-related, gender biased and an urban phenomenon. Pidgin is used in different domains for purposes that have no adverse effect on senior high school students' performance in Standard English usage. Since school pidgin is not found to be the main cause of poor performance of secondary school students in Standard English, it has been suggested that a more pragmatic methods be employed to address the problem of poor performance.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

Language in a multilingual society like Ghana has been a matter of concern to educators, educational planners and parents, especially with regard to its appropriate use in effective communication. The English language is the medium of instruction in all Ghanaian educational institutions at all levels. Standard English is used in teaching and learning in all public schools in Ghana and hence it is expected to be used among students. However, some students adopted the non-standard form of the English Language (pidgin) to facilitate communication among them; usually to identify them as “part of the crowd”. Quirk et al (1985:115) say that, “pidgin is essentially a second language used to replace a native language for restricted public purposes.”

This phenomenon is gradually taking a deep root in our school system and rapidly leading to poor communication skills among school leavers. In 2016, some students of Tempene Senior High School were given internal suspension for speaking pidgin. The influence of Pidgin English was evident when I took some English scripts from the English department of my study school-Tempene Senior High School. Some of the grammatical errors on the scripts were clearly the influence of pidgin:

1. “I no talk you”.
2. “I no know”.
3. “You dey like you no dey”
4. “Ino bi now”
5. “I dey searcher for you”

There is therefore a general demand from all quarters for improvement in the standard of both the written and spoken English in Ghanaian public schools. Teachers and management of my study school (Tempene SHS) admitted that something radical be done in a form of a national policy to forbid the speaking of pidgin in public schools in Ghana.

1.1 Background to the Study

Parents, as well as educators and educational planners, are at a loss as to how to address the problem of fallen standards of education and in the use of English Language in particular. To address this problem of fallen standards of education and in the use of English Language in particular, calls for pragmatic measures in dealing with the use of pidgin in our public schools. To solve this problem of fallen standard of education and in the use of English Language in Tempene SHS in particular, I seek to find the causes from five thematic areas:

1.1.1 The Quality of English Teachers

Chomsky (2004) in Mitchell and Myles explains that the logical problem of language learning is caused by the messy and fragmentary input, making abstract concepts based on limited knowledge of the teachers. He said teachers are responsible for an inadequate language input due to their own limited English proficiency. He further points out that where teachers' own L2 (English) knowledge is not on an acceptable standard for the use of English as L2 teacher, their poor knowledge of the language is transferred to the learner.

He concludes that if L2 learners are taught by L2 teachers who had low English proficiency could lead to an inevitably poor English proficiency of the L2 learners. Such L2 learners are left with no choice but to use the non-standard English language (pidgin).

One thing that is clear from Chomsky's article is the poor quality of language teachers and L2 in particular which is not only at the lower primary but even at the SHS level. Out of the twenty (20) teachers at my study school, that I interacted with at the course of this research work, five (5) had English background. The remaining fifteen (15) are non-professional graduates that found themselves in the classroom as L2 teachers. I picked few students marked scripts and teachers teaching notes and realized that there were similar errors on students' scripts and the teachers teaching notes.

Teachers don't know the past participle which should be used with the past perfect and present perfect tense and uses the past tense form of the verb instead. For example, "one of them have went home", because the action has taken place, the past tense has been used a typical error made by someone who has not mastered the third person singular that is used for the past; the teacher was confusing the subject of the sentence as being "them" and not "one".

The poor English proficiency level of the L2 teachers in my study school (Tempane SHS) could have a direct impact in the L2 learners' low English proficiency level and hence their use of non-standard English (pidgin).

1.1.2 Educational Background of Parents

According to Bowen et al (2006), parents with low levels of educational background may be less involved at their children's school activities due to several facts including lack of knowledge of the school activities or their own negative experiences in foreign language acquisition.

The frequency of parent's child reading is one important issue that many educators shed light on since it is associated with children's vocabulary and conceptual knowledge. They concluded that the beliefs about English language learning indicated that, parents' educational background,

motivation, and experience in learning the English language were related to the educational background of parents. Since the educational background of parents is a determinant for higher English language proficiency and hence the speaking and writing of the Standard English language. My preliminary findings at Tempene SHS on the relationship between students' use of Standard English language and their parents' educational background best fit into Bowen findings.

1.1.3 Availability and Use of Relevant and Appropriate Teaching and Learning Materials for Teaching English Language.

Okwara et al (2009) observed that availability of essential and appropriate instructional resources is a condition for effective teaching of the English Language. They further advice teachers to use variety of teaching materials to teach since that is more significant and motivating for the L2 learner. The argument above implies that failure to provide essential and appropriate instructional resources will have negative impact on meaningful teaching and learning of the English Language. Twoli et al (2007) supported this view by arguing that the teacher needs to select and use a wide variety of instructional resources when teaching to take care of the individual differences in the class. This is because the resources (TLMs) make the entire teaching and learning complete and functional. Sadly, the provision of essential and appropriate TLMs in Tempene SHS has received little attention as teachers teach the English Language in total abstract without the use of TLMs. The absence of the use of TLMs in teaching the English Language could be a contributory factor in the wide use of pidgin in Tempene SHS since students hardly understood the lessons.

1.1.4 Peer Group Influence

Roberts (2000), in her study of the history of the creolization of Hawaiian English pidgin, found that in the early days of immigration into Hawaii, children with different native languages tended to learn enough of each other's language to be able to play together. Roberts argues that pidgin became a common language and a symbol of a new kind of locally based social order that it was with the adolescent peer groups, and specifically as a vehicle of common identity separated both from adults and from the dominant white population of Hawaii, that pidgin became elaborated and developed into creole.

Roberts's findings best fit into the cause of the problem (pidgin) in Tempene Senior High School (SHS). As a boarding school, Tempene Senior High School receives students from different native languages background and different English proficiency levels who live together and learn. My preliminary findings on peer group influence in the use of pidgin in Tempene SHS point out to two facts:

1. Coming from different native language backgrounds and different English proficiency levels makes it difficult to communicate in the Standard English language and hence sort to the use of the non-standard English (pidgin) to promote non formal communication among them.
2. To give themselves a common identity as senior high school students to separate them clearly from the larger population.

Upon critical analysis of peer group influence in the use of pidgin, as a life stage, adolescence is generally compared with adulthood, rather than with the life stage that precedes it. As a result, the comparison tends to be negative and adolescents tend to be viewed in terms of the development that they have not yet accomplished rather than seeing the adolescent social order

as a poor version of the adult one, it would be productive to see it as tremendous leap that is from the arrangement of peer group influence.

1.2 Statement of the Problem

Some people argue that pidgin is a variety of English that facilitates communication among students though it is a deviation from the norm. It is an undisputable fact that the Ghanaian senior high school as a formal system of education has its aims and objectives spelt out in the national syllabus that has Standard English as its model. As a result, the medium of instruction in the senior high schools is Standard English. Standard English is the means of communication between teachers and students, and Standard English is expected to be used among students'. However, some students have adopted this non-standard code to facilitate communication among them, identifying them clearly as "part of the crowd". Whether the phenomenon is formally allowed or not, some students continue to use the pidgin.

Many conclusions have been drawn about the use of Pidgin English by students and its impact on the writings of students and examinations in general. These conclusions have been of a mixed nature. Some people concluded that pidgin negatively affects students' performance on their writings, but others think otherwise.

Huber (1998:140) observed that "teachers at both senior high schools and universities are concerned about the harmful effects pidgin may have on the students' Standard English". However, Dolphyne (1995:3) states that; "it has not yet been demonstrated that pidgin impairs the students' command of the Standard English Language".

Most teachers I interacted with at the course of this research spoke vehemently against allowing students to use pidgin in any form and way in the school. These teachers admitted that they try to

use any legal means at their disposal to suppress the use of pidgin among students in Tempene SHS as the use of Pidgin English is increasingly becoming a menace.

Teachers at Tempene SHS are fighting against the use of pidgin though they seem not to have any concrete proof of any negative impact of the usage on performance, on students' writings and they have not succeeded in the efforts to suppress the use of pidgin. Tempene SHS has been chosen for the research because of the students' extensive use of the Pidgin English in their daily interactions. The use of pidgin is serious to the extent that, twenty –eight (28) students were given internal suspension in 2016 for speaking pidgin.

There is virtually no field of human endeavour that does not depend on effective communication, either verbal or written for its success. This is the main reason why considerable attention and time have been devoted for helping learners to acquire effective communication skills and techniques while they are in school. Despite the importance of pidgin English in effective communication among students, it has adversely affected the use of English language. A great number of times, a student prefers to express his/herself in pidgin English rather than go through the rigours of speaking simple correct English. Sometimes, they use it interchangeably and this results to ungrammatical structures of English and non-standard English. When students resort to any of the above mentioned problems, the importance of the English language teaching is defeated. In the course of this research, it was discovered that majority of students cannot make clear error-free sentences; some cannot even communicate in the English language except they were allowed to express themselves in pidgin English. The situation is really bad and the trend is not good as it lays bad precedence for the university education and indeed questions the credibility of the 'would be graduates'. It is based on this problem that this research seeks to find out the factors influencing the use of pidgin, its adverse effects on students' performance and

pragmatic ways in mitigating its effects on students' performance and hence the purpose of this study.

1.3 Purpose of the Study

The purpose of this study among others is to investigate the reasons students of Tempene SHS use Pidgin English instead of a Standard English and to find out the extent to which pidgin has affected performance on the writings of the final year students.

It will also investigate the domain in which pidgin operates the purpose for which it is use and to make the students know that it has effect on their use of Standard English that is, it hampers proficient use and retards progress in acquiring good English language. The study will also show the way out to students and teachers on how to stop or minimize the use of Pidgin English.

1.4 Objectives of the Study

- 1.4.1 To determine the root cause of the use of pidgin in the Tempae SHS.
- 1.4.2 To determine the effects of the use of pidgin on writings of Tempene SHS students.
- 1.4.3 To determine solutions to mitigate the use of pidgin in Tempene SHS.

1.5 Research Questions

- 1.5.1 What is the root cause of pidgin in Tempene SHS?
- 1.5.2 Does the use of pidgin affect students' writings in Tempene SHS?
- 1.5.3 How will the use of pidgin in Tempene SHS be controlled?

1.6 Significance of the Study

The significance of this study is to reveal to parents, students, teachers and policy makers that Pidgin English usage slows down the pace of efficient use of English Language in effective communication. The background of our upbringing matters a lot, when students use pidgin for instance, there is no way they can have a good command of Standard English anywhere they find themselves. Standard English enhances the children's educational standard because English is a means through which every other subject is taught. In the same vein, a situation where students are allowed to use Pidgin in communication in school, the students will find it difficult to understand their teachers when lesson is going on. Therefore, if a child is trained up with Standard English at school, the child learns easily without any stress or strain to understanding the language used by the teacher. Teachers do not find it difficult to disseminate any information to such Standard English background oriented students.

The findings of this research could also be used as a reference document for further research works on students' use of pidgin.

1.7 Limitations of the Study

This research has not been without constraints. The topic offered some constraints because the respondents, especially the teachers, were reluctant to co-operate. For instance, some of the teachers had to be convinced that the work was purely for academic purposes before they allowed their students to volunteer to be respondents to the questionnaires. This was evident when the teachers who offered themselves as respondents to the questionnaires were not very sure if the outcome of the research would not expose the school and students in a bad light, since this study would become academic material that could be used by others people. This attitude

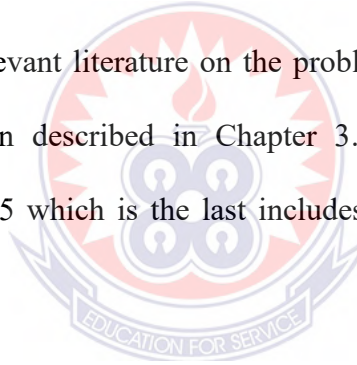
became clear when they learnt that the responses from both the teachers and students would be used as a basis to draw conclusions in the research.

1.8 Delimitations of the Study

The research is limited in scope as it looks at only the effects of Pidgin English on the final year students' writings of Tempene SHS.

1.9 Organization of the Research

The study is presented in five chapters. Chapter 1 contains; introduction, background, statement of the problem, purpose of the study, objectives, research questions, significance, limitations, delimitations and the organization of the research work. Chapter 2 deals with the theoretical framework and the review of relevant literature on the problem. The methodology for the data collection and analysis has been described in Chapter 3. The findings are presented and discussed in Chapter 4. Chapter 5 which is the last includes the summary of the findings and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature on the theories relevant to the study. Issues centred on the use of Pidgin English, its effects and pragmatic ways of mitigating the effects of the use of pidgin on the writings of SHS students.

2.1 Theoretical Framework

The theoretical framework is a theory to explain, predict, challenge and sometimes extend existing knowledge within the limits of the critical bounding assumptions. It forms the basis to hold and support a research study. Based on knowledge, environmental stressor and personality traits which are key to the impact of pidgin on the performance of SHS students.

2.2 Authorities on Students' Use of Pidgin

Amisssah (1996), the then Executive Secretary of the National Council on Tertiary Education on behalf of the then Minister of Education, Mr. Harry Sawyerr, at the Ghana English Studies Association (GESA) Conference held at the University of Education, Winneba, said, “since English is the language of instruction in all institutions beyond the earliest primary years, a good knowledge of that language is essential for academic advancement and for success in the more lucrative professions and occupations after graduation. Unfortunately, it seems that some of our students are not quite as confident in English as we would wish, we had occasion to lament the woeful performance of the Senior Secondary School candidates in English. Before that we were hearing frequent complaints of falling standards of English in the country generally”.

Mr. Amissah apparently shifted the blame of the poor performance of students in English language on to teachers when he said that, “it should be obvious that the level of English language performance among students cannot easily be higher than the level of performance of their teachers”.

At the same conference, Dolphyne, who was president of GESA, expressed similar sentiments on the inability of students to communicate effectively in English. Dolphyne said that, “we, as members of GESA, are particularly concerned or should be concerned about the general complaint, from teachers and non-teachers alike, about the general decline in both the productive and receptive communicative skills in English at all levels of our educational system, including the universities. People often point out that the level of competence in English of Middle School leavers in the 1950s is much higher than that of many secondary school leavers in present day Ghana, a fact which seems to be so obvious that nobody even bothers to question the basis for such comments. What is even more disturbing is the fact that a similar decline in communicative skills among young educated people can also be observed in their use of Ghanaian languages.”

The decline in communicative skills among young educated people cannot be blamed on the general use of a non-standard code of communication. This is because most of the people who cannot communicate well in English language may also not speak Ghanaian languages, especially their mother tongues, well. Could anyone then blame people’s incompetence communicating in English on any single factor?

Fromkin and Rodman (1978:25) wrote on the topic, “The Diversity of Language,” and talked about various aspects of language use, classifying them as pidgin, argot, jargon, creole, and So on. They do not mention student pidgin, but they gave hints on the development of Pidgin when they said; “In areas where many languages are spoken, the people often use one language as a

lingua franca to communicate with each other. In other cases, the languages spoken by two or more groups may be simplified lexically, phonologically, and syntactically to become a pidgin. When a pidgin becomes the language learned natively, it is creolized”.

When one looks at the code used by students and compares it with, or considers it in the light of the above definition of Pidgin, one can say that what the students use is not Pidgin. In this research, however, the word Pidgin is used in relation to the non-standard code that students’ use in their interaction with their peers, as stated earlier.

Brown et al (1992:236) writing on the topic, “Pidgin English: A Way to communicate,” notes :Pidgin is a simplified language devised for communication between speakers of two different languages”. The term pidgin has since come to refer to a similar simplified form of language devised by any two language groups in order to communicate. Pidgin has no native speakers.

Brown and her colleagues continue to write that, “The simplified language form, pidgin, permits communication at the level of a simple predicate. Even today we use a similar sentence structure, a kind of “popular pidgin,” when we use elliptical sentences, such as “You dey go?” “I no talk you!”

These references are going to be the basis for delving into other opinions that may contribute to the decline in the use of Standard English that the nation’s education is suffering. The significance of these references to the study is seen in the fact that each has something to say about the use of English language, especially among students and other people. But none of them completely blames students’ use of pidgin for poor or declining performance. For example Dolphyne said that, “What is even more disturbing is the fact that a similar decline in communicative skills among young educated people can also be observed in their use of Ghanaian languages.”

Several questions arise when one wants to decide where to shift the blame of poor communicative skills among young educated people who use Ghanaian languages. Some of the questions are: Could anyone blame the apparent decline in communicative skills among young educated people in their use of Ghanaian languages on the Pidgin English that they speak? Are there no other factors that have contributed to the decline? Do some of the students who use Pidgin not perform creditably in writing, communication and examinations in general?

People feel uncomfortable when they hear students use Pidgin instead of Standard English. This is quite significant in the Ghanaian situation where some teachers and parents do not want to hear their children speak Pidgin. Some teachers even go to the extent of punishing and harassing students who use Pidgin. For example, in 2016, some students of Tempane SHS were given internal suspension because they used Pidgin. This is a school where some teachers are particular about students' use of Pidgin. The hatred for the use of Pidgin by teachers in Ghana can be looked at in relation to what is happening in other areas such as Hawaii and New England in Australia.

Hawaii has a similar situation to that of Ghana. From a historical perspective, Hawaii was annexed by the United States in 1898; but before this time, in 1893, English instruction had been introduced to the Hawaiian children and by 1896 English had become the sole medium of instruction in public schooling. Davis et al (2005:125) said that, "Hawaii is one of the most linguistically diverse states in the United States where 26.6% speak a language other than English at home. This has been possible because of the many immigrants that moved in as a result of the growing sugarcane and pineapple producing industries there. This constant immigration to Hawaii contributed to an emerging linguistic diversity, and more than 100 languages are currently spoken in Hawaii including Creole".

Though a lot of people seem to feel uncomfortable when they hear students speak Pidgin, the University of Hawaii faculty members said that: “we should let it be spoken if it works in the learning process.” This is the position taken by some educationists in Hawaii. Pidgin and Standard English can co-exist peacefully in Hawaii’s schools; no one should be prevented from using pidgin where it works in the learning process. In its position paper entitled “Pidgin and Education” (1999), which was published by the 13 member Da Pidgin Coup also called for language awareness classes for teachers and students to help foster the understanding of pidgin. “There is nothing wrong with pidgin,” said Da Pidgin Coup member Laiana Wong, a Hawaiian and Indo-Pacific language lecturer.

Though some Hawaiian lecturers think that Pidgin has some benefits in the field of education, there is a level of opposition among people in Hawaii as regards the use of Pidgin. In an article titled “Hawaiian Pidgin” (1999:39) on the internet, the mixed reaction is captured in the following words; “Today, most people raised in Hawaii can speak and understand Pidgin to some extent. At the same time, many people who know Pidgin can code-switch between standard American English and Pidgin, depending on the situation”. Knowledge of Pidgin is considered by many to be an important part of being considered "local", regardless of racial and socio-economic background. While most linguists agree that Hawaii Pidgin is a full-fledged language with its own grammar, pronunciation, intonation, and domains of use, it is viewed by some to be substandard", or as a "corrupted" form of English, or even as broken English. As a result, it is widely believed that use of "standard" English is a key to career and educational success, and that use of Pidgin is a sign of lower socio-economic status. Its role in the schools of Hawaii has been a subject of controversy due to the popular perceptions of the language described above and as a result of critics blaming the language's widespread use for poor results in standardized

national tests in reading and writing. In 1987, the state Board of Education implemented a policy allowing only Standard English (most particularly General American English) in schools; this sparked an intense debate. A group of University of Hawaii faculty and graduate students, Da Pidgin Coup, published a paper, "Pidgin and Education," (1999) rebutting the Hawaii Board of Education chairman's allegation that Pidgin use was the cause of poor standardized test scores among Hawaii's public school students. The paper calls for the recognition and treatment of Pidgin among educators as a language distinct from and linguistically co-equal to Standard English, rather than as a "broken" form of the latter; Da Pidgin Coup contends that the policy and pedagogy resulting from such a recognition and acceptance of Pidgin as an educational language that is useful would ultimately help Pidgin speaking students master Standard English reading and writing and create more successful educational experiences.

Pidgin in Hawaii has been regarded as an important element of their language. Eades and Jacobs (1997) wrote an elaborate article on this subject, which they titled: "Pushing the boundaries of 'appropriateness': Pidgin and local identity in Hawaii." In their conclusion to that article they wrote that in Hawaii, where at least half of the population speak a type of Creole that most people call Pidgin, it is now widely (though not universally) recognized that Pidgin is inseparable from local identity. This is a relatively recent public attitude. In earlier years, Pidgin was publicly derided, even by persons of importance and education. Though there is still evidence that Pidgin speakers may be disadvantaged in the employment market and in the courts, in the last twenty years public discourse about Pidgin has matured. Apparently tempered by a dynamic and successful movement of local creative writers, the talk about Pidgin has turned toward a discussion of "who we are." Local identity and those values associated with local identity such as loyalty, connectedness, hard work, and caring are now linked in the minds of

many with the Pidgin language. But even while Pidgin; especially among those who read literary works, is enjoying a respect for its contribution to Hawaii's rainbow of cultures, a cautionary attitude may also be gaining adherents. This is the attitude, now frequently expressed in educational circles, that Pidgin should be used in "appropriate contexts."

It is not only in Ghana and Hawaii that people have shown concern for the use of Pidgin by students. Siegel (1997) of the University of New England in Australia also researched into opposition to the use of pidgin in an article titled "Using a Pidgin Language in Formal Education: Help or Hindrance?" Siegel gave three reasons why Pidgin language is rarely used in formal education as follows:

- It is a degenerate language.
- It is a waste of time to use a pidgin when the standard language is the key to success in education and employment.
- The use of a Pidgin will interfere with students' subsequent acquisition of the standard language.

Siegel is clear in his opposition to the use of Pidgin in formal education, as he refers to such language as "a degenerate language" and considers it "a waste of time to use pidgin when the standard language is the key to success in education and employment."

Ghana is a country of diverse linguistic background, and the multiplicity of her languages has led to the inability of the authorities to select one of the vernacular languages as her lingua franca. So the English language has been adopted for official business and educational pursuits.

Ouadaogo (2000:11) admits "Education and language issues are very complex in Africa because of the multi-ethnic, multi-lingual situation." The situation is even more severe when the official language of the nation is different from any of the indigenous languages. There is always

controversy over which language to use in school especially at the lower primary level in multilingual societies. Sixty-one years after independence, Ghana is still grappling with which language to use as the medium of instruction in the lower primary school (primary one to three). The language policy of education in Ghana has had a checkered history since the colonial era. In May 2002, Ghana promulgated a law which mandates the use of English language (hereafter L2) as the medium of instruction from primary one, to replace the use of a Ghanaian language as the medium of instruction for the first three years of schooling, and English as the medium of instruction from primary four. This new policy has attracted a lot of criticism from a section of academics, politicians, educators, traditional rulers, and the general populace.

Sackey (2002) wrote on the topic: “ENGLISH”? WHAT DO THEY MEAN BY “ENGLISH”?

In that piece of writing, she brought out how parents feel about the use of non-standard English in the following words; “when your parents sent you to school, one of their major aspirations was for you to cultivate the top-notch brand of English speech. Your parents’ aspiration for you was no servile kowtowing to a neo-colonialist authority; theirs was the result of a mature acceptance that an enviable command of Standard English was your surest avenue to material success. Therefore, if you insist on maintaining anything short of this key to success, you are not blighting their aspirations and hopes for you; you are also embarking on a foolhardy rebellion that will do you no good whatsoever. In recent times, to the utter bewilderment of the adults in your world, these being your parents, your teachers and your examiners, you and your peers have switched to the rampant use of Broken English where student-generations before you had used other means of communication. You use Broken English in the informal situations of home, playground and private conversations where previous generations of students had used their

native language. You use Broken English in the formal situation of the school where your predecessors had used Standard English”.

Before she made the above statement, she presented a scenario of a British master and his black servants surviving together on the basis of using a non-standard code of communication because that was the only way the servants could reach their master by way of communication. This is captured in the following words: “Because those servants had not been formally educated, they could not speak the same kind of English as their master did. They recognized, however, that their livelihood depended on their being able to communicate with their master the over-riding need for a means of communication made your ancestors concoct a rough-and-ready, bastardised form of their master’s language to serve the purpose”. Both parties in this colonial drama looked down on this crude form of English, calling it “broken”, they (the black servants) had no choice but to use it because their survival depended upon their ability to use it to reach their master.

Though this is a general comment the professor made about the attitude of using Pidgin, she appears not to be happy with the use of such “broken” English among people but more especially among students, and that is why she referred to that brand of English as “a rough and-ready, bastardised form of language” and “this crude form of English.” People have referred to non-standard English used by students as ‘broken’ English because it does not respect (it literally breaks the correct grammatical use) the rules governing grammar and usage.

Furthermore, Sackey (1997:121), in a paper titled “The English Language in Ghana: A Historical Perspective “and in the sub-topic titled “The Post-Colonial Perspective,” has this to say; “Pidginized versions of English are used in secondary schools and in the universities, typically among male students, and the trend or fashion continues even after school or university when

contemporaries meet. It would seem that a new variety of English has already emerged in Ghana, though research into its form, structure and discourse usage has not gone very far”.

This assertion is supported by Edu- Boandoh (1996:57) of the University of Cape Coast in a paper titled “A Preliminary Report on the study of Error Patterns in the Written Essays of Senior Secondary Students.” This is captured in an article she wrote in contribution to papers presented at the 1996 Ghana English Students Association in which she said; “For some time now, Ghanaian parents, educationists, education policy makers and the general public have been greatly concerned about the level of proficiency in the use of the English language by students in Ghana. Of the greatest concern has been the use of English by students of Senior Secondary Schools in Ghana. The low level of proficiency in English of students of Senior High Schools is visibly manifested in the results of the West African Examinations Council” (WAEC).

The writer is concerned with the inability of students to communicate effectively using Standard English. These concerns are also captured in the Chief Examiners’ Report of July/August 2003 of the West African Examinations Council (WAEC). A cursory look at the Chief Examiner’s Reports on the performance of students in WAEC examinations, especially in English language, shows that the standard of English has fallen below acceptable levels.

For instance, under the section titled “Summary of Candidates’ Weaknesses,” this is what one reads:

- Poor Communication Skills: Inadequate knowledge of the English Language rendered the meaning of certain answers obscure. Poor spelling and grammatical mistakes were rife in papers such as English Language (Core).

The Chief Examiners went on to suggest that these lapses could be corrected if “students take their English grammar lessons more seriously and read extensively to improve on English in

Ghana their communication in English.” The poor communicative competence of students may have given rise to their use of non-standard English that makes it easy for them to interact, and this may affect their performance.

In the “Daily Graphic” of Monday, September 25, 2006, at page 11 on the caption “Decline in Standard of English” by Africanus Owusu-Ansah, we read that “The Ghana Association of Teachers of English (GATE) has attributed the decline in the standard of education to students’ poor understanding of the English language.”

In a report by Benjamin Glover in the Daily Graphic of Monday, September 4, 2006, on the 9th Annual Delegates’ Conference of GATE held at the Bolgatanga Secondary School, the National Secretary of GATE, Doh was said to have lamented the fact that “a good number of students left school unable to communicate fluently in English, write anything intelligible in English and were totally handicapped when it came to using English for any purpose.” Doh continues: “For their (students) convenience they take a detour to the use of Pidgin English where no grammatical mistakes are made; where everything anyone says is always correct.”

Ansah, referring to the presentation of Doh at the GATE Conference said; “As observed by Doh, part of the problem is the lack of effective teaching. Students are not made to write as many essays as we were made to write in our school-days. In our days, we were made to write one essay every week. The teacher would collect them on Fridays, mark them at the weekends and discuss the common problems with us on Mondays; students write: ‘Don’t jealous your friend’ instead of ‘Don’t be jealous of your friend.’ ‘He tried to naked me’ instead of ‘He tried to pull off my clothes’ OR ‘He tried to undo my clothes.’ OR ‘He tried to yank my clothes’”.

There is this school of thought that the type of language used by students is a non-native variety of English. This is so because no one can claim ownership of this type of English. The question

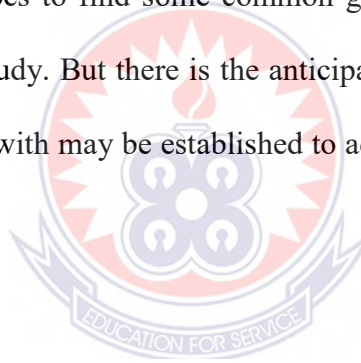
is whether we should accept this type as a variety of English that is used in a peculiar context or we should insist on the use of Standard English in all contexts.

Referring to a publication by the British Broadcasting Corporation (BBC) on “Slang Creeping into English Examinations,” and captured in the Daily Graphic of Monday, October 10, 2005, Ansah said; “The BBC noted the use of slang expressions such as ‘gonna,’ ‘ainn’t’ and ‘shouda’ in General Certificate School Examinations (GCSEs) the year 2005”. The report continued, Markers for the examination board Edexcel said; “almost unforgivable basic errors were made by apparently bright pupils. They have asked candidates not to use the street language or style they use in sending text messages when they are sitting their examinations”. As noted by Edexcel, the verb forms ‘shouda,’ ‘gonna,’ ‘ain’t’ and ‘wanna’ appeared with surprising regularity. Ansah’s concluding plea is that “we must all contribute to help students to communicate fluently in English.”

In a forum on the standard of English held in Accra on Thursday, 21st August, 2008, which had the caption “The Forum on English,” Ansah reported that almost every participant lamented on the falling standard of English. The following are some of the issues Ansah touched on: Mrs Esi Sutherland Addy, who chaired the function, set the tone for the forum. She insisted that there should be no blame-game and that the gathering had met to discuss the problem of falling standard of English and seek ways to ‘fix’ it. Mr. Bannerman Mensah, the Director-General of the Ghana Education Service, gave the welcoming address and hinted the lamentation of the West African Examinations Council (WAEC) about the falling standard of English. In a lead paper, Sackey was at her best. As proof of the falling standard of English, she stated that now almost all the universities have ‘preliminary courses’ in English for students. These courses would not have been necessary if the students could articulate their thoughts well. Some of the

Ghanaian authorities whose works have been referred to are of the opinion that the use of Pidgin by students has a negative impact on their use of Standard English.

Apparently, they see no reason why students who are taught in Standard English should switch to the use of this non-standard code. This implies that the students have failed to use Standard English as they are taught in school and this is why they are not able to communicate meaningfully. But the reference to the educationists in Hawaii makes it clear that they do not harbour any negative feelings as far as the use of Pidgin by students is concerned. This research, is to establish links between the use of Pidgin and students' performance in writing, the findings of the study will finally be able to tell whether the fear expressed about the use of Pidgin is genuine or not. The research hopes to find some common ground with what other researchers have established in the field of study. But there is the anticipation that something different from what other works have come out with may be established to add to the body of knowledge in the field of students' use of Pidgin.



CHAPTER THREE

METHODOLOGY OF THE RESEARCH

3.0 Introduction

This chapter basically focuses on the research methodology and design used in the study. This includes; the population, sampling techniques, the research area, data collecting strategies, methods of data analysis, data collection protocol and presentation. These are discussed and showing their justification.

3.1 The Research Design

A research design is a set of decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information to make an informed decision on a study. Owu-Ewie (2012) has it that research design provides the most valid and accurate answers possible to the research question stated. McMillan and Schumacher (1989:82), define research design as “the plan and structure of the investigation used to obtain evidence to answer research questions”.

The study used qualitative method of data collection and analysis. Creswell (1998) defines qualitative research as “an inquiry of understanding, based on clear methodological process that was a social or human problem by building on a complex holistic picture, words analyses, report, detailed views of informants and conducted in natural setting. Holloway and Wheeler (1985), also argue that qualitative research involves deriving information from observation, interviews or verbal interactions and focuses on the meaning and interpretation of the participants’ responses”.

The descriptions above are in line with the purpose of the study since the researcher aims at using interviews, observations in collecting information from the participants.

Qualitative research is preferred for the study of individuals or specific historic events. Again it affords researchers the opportunity to explore and describe a phenomenon in context using variety of data sources. This ensures that the issue is not explored through one lens, but rather varieties of lenses which allow for multiple facets of the phenomenon to be revealed and understood. The use of questionnaires, interviews and participants observation suggest that the topic has been examined from different angles to help build confidence in the findings. The data collected this way permits fuller understanding of the causes, effects and possible mitigating measures to the use of pidgin by Tempane SHS students.

3.2 Population of the Study

Population as defined by Best and Kahn (2006) and cited by Owu-Ewi (2012:123) “as a group of individuals that has one or more characteristics in common which is of interest to the researcher. These characteristics are normally determined by the purpose of the study. The population may be all the individuals of a particular type or more restricted part of that group”. The population of this study is therefore a sample of final year students of Tempane SHS, sampled teachers of the school and sampled parents of the school.

3.3 Sample Techniques

A sample is a small population of the population that is selected for observation and analysis (Tuckman, 1999) and cited in Owu-Ewie(2012). Owu-Ewie further states that sampling is the act, process or the technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. This understanding guided the researcher to use

proportional stratified random sampling technique. This helped to ensure a fair representation of the various forms.

3.4 Sample Size

One hundred respondents consisting of sixty (60) students; twenty (20) from General Arts department, twenty (20) from Agric.Science department and twenty (20) from Business department. Twenty (20) teachers teaching in all the classes of the final year students. Twenty (20) parents with their children in the school; four (4) from Tempene, three (3) from Garu, three (3) from Meliga, three (3) from Pusiga, four (4) from Bawku and three (3) from Mesiga. The population is made up of sixty-nine (69) males and thirty-one (31) females. The researcher should have used all the students, teachers and parents in the school, but believed the sample size will give a fair representation. This idea supports Sullivan (1976), and Best and Kahn (1999:14), “that it will be impracticable to study a whole population to arrive at a generalization”.

3.5 The Research Site

This research work was conducted in Tempene SHS in the Garu-Tempene District of the Upper East Region. Tempene SHS is three miles from Garu the District capital. The school is located very close to the Tempene chief palace. The school was established in 1998 by the government of Jerry John Rawlings as a mixed- day school with its first headmaster as Mr. Braimah Amidu. In 2012, the government of Prof. Attah Mills gave the school a full boarding house status. The school currently runs three programmes; General Arts, Agric. Science and Business. All the three programmes have three classes for all the three forms. The total population of the school is one thousand, eight hundred and ninety-two (1892) students. Twenty-five percent (25%) are day students and seventy-

five percent (75%) are boarders. The school has eighty-four (84) teaching staff and twenty-one (21) non-teaching staff. The predominant Ghanaian language spoken is Kusaal. The school enrolls students from every part of the country. The researcher chose Tempene SHS for proximity reasons and also for the fact that it is considered one of the poorly performed schools in the region.

3.6 Data Collection Protocol

In every qualitative research, it is important for the researcher to visit the research site in person. In this research, the researcher happens to live very close to the school. The researcher therefore sought verbal permission from the headmaster who is personally known to the researcher for the school, the students and teachers to be used for the research and a verbal permission was given. The researcher gathered the teachers teaching the final year students and briefed them on the objectives of the study. The final year students were also gathered and briefed by the researcher on the objectives of the research and how the researcher intends to use the study to help them come out of the use of pidgin.

3.7 Instruments Used for the Study

This refers to the tools that the researcher uses to elicit information or tools that will enable the researcher to draw conclusions for the research work. Questionnaires, interviews, observations and documentations are the tools used to collect data for the study.

3.8 Data Collection Strategies

The researcher used qualitative research design to explore and describe the phenomenon under study in real life situation. The data-collection strategies employed included direct observations, interviews, questionnaires and documentations. The researcher prepared structured questionnaires for the students, a structured interview questions for the teachers and unstructured interview questions for parents. Unstructured interview questions were prepared for the parents because of their varying educational backgrounds.

3.8.1 Observation

Owu-Ewie (2012:125) defines observation as “the primary technique of collecting data on non-verbal behaviors. The researcher used observation because of its enormous advantages stated by Patton (2002):

- a. It helps the researcher learn about things participants will not want to talk about.
- b. It helps the researcher to draw on personal knowledge during the interpretation stage of the analysis.

The researcher observed students speak during meals at the dining hall to help the researcher to gather the needed information from the students. The researcher observed many of the students speak the non-standard version of the English Language especially the male students. The teachers were also observed on different occasions during English lessons. This helped the researcher to understand the context in which teachers and students interact in the classroom. The researcher observed that the methodologies the teachers used during the English lessons were more of lectures than child-centred approaches. It was also observed that, all the teachers delivered their lessons without

using relevant and appropriate Teaching and Learning Materials. It was further observed by the researcher that, even though students speak Pidgin English outside the classroom, students were asking and answering questions in the Standard English. The researcher had first-hand information and experience from the observation exercise.

3.8.2 Interviews

Interviews were the major instruments used to elicit information from the teachers and parents. The researcher used structured type of interview questions so that the respondent does not deviate from the questions asked. The researcher asked respondents series of questions in which the responses were recorded by writing. A total of ten (10) well-structured questions were used for the teachers to answer. Interviews according to Owu-Ewie (2012:126) “are powerful conversations with subjects to obtain information to answer a research question. Frey and Oishi (1995:89) defines interviews as “a purposeful conversation in which one person asks prepared questions (interviewer) and another answers them (respondent). Jensen (1991:23), states that, “interviews are useful tools which can lead to further research using other methodologies such as observations and experiments”.

According to Fontana and Frey (2005), there are forms of interviews, namely; structured (standardized), semi-structured (semi-standardized) and unstructured (unstandardized). The purpose of using interview was to find out from teachers how they teach the English Language especially the grammar, the kind of problems encounter in the course of teaching, the cause of pidgin in the school, effects and pragmatic ways of mitigating the influence of pidgin on the writings of the final year students. Where there was the need to

reframe the questions to the understanding of the interviewees, the researcher did so. (See appendix A).

3.8.3 Questionnaire

A questionnaire can be paper-based or electronic based questions used to gather information for a study. Cohen et al (2000), defined questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Cohen et al identified three forms of questionnaires, namely; structured questionnaires which are based predominantly on closed questions which produce data that can be analyzed quantitatively for patterns and trends. The agenda is entirely predetermined by the evaluator and provides little flexibility for respondents to qualify their answers.

Unstructured questionnaires, whilst still having a structured sequence and focus predetermined by the evaluator, are based on open questions allowing respondents the freedom to answer in their own words and therefore to provide greater qualification in their response. Semi-structured questionnaires take a mixed approach.

The researcher used the unstructured form of the questionnaires for the study. This form of questionnaire is flexible, allowing for the collection of both subjective and objective data using unrestricted forms of questions allowing respondents to give their opinion about the information requested. Sixty (60) and twenty (20) copies of questionnaires were administered to students and teachers respectively to ascertain the causes and effects of pidgin on the writings of SHS students.

3.8.4 Documentation

These are records that are used to prove something or make something official. The researcher used documents as instruments for data collection during the course of this research. I went through students learning materials; their exercise books and their marked exams scripts to ascertain the level of influence of pidgin on their writings. I used this method because it helped me with authentic information for my work since I didn't need to make any transcription during the compilation of the data provided by the participants.

3.9 Data Analysis

Patton (2002) mentions different forms of data analysis, which includes; unique case orientation, holistic perspectives, context sensitivity, voice perspectives and reflexivity. Others data analysis strategies are inductive analysis and creative synthesis. Owu-Ewie (2012) describes inductive qualitative analysis as the type where the researcher group responses based on his/her judgment that the responses are similar. The researcher describes similarity conceptually and created domains into which responses could be grouped. The researcher look at themes emerging from the data as he codes them and then put them in conceptual categories in a way which describes what is happening.

3.10 Data presentation

The narrative logic approach was used to present data from this study. Chemail (1995) states that, the narrative logical approach helped the researcher to use quotes from the participants effectively. Again, in this approach the data presentation makes it possible to move from one subject to another easily.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

The chapter presents the analysis of the data which was collected from Tempene Senior High School where the researcher did the study. It focuses on the responses from the respondents on the questionnaires distributed, the interviews conducted and observations made concerning SHS students use of Pidgin English which has engaged the attention of different classes of people, especially educationists, linguist, parents and policy makers of education. The analysis done was based on information gathered on the individual respondents.

4.1 Profile of Students

The analysis would be based on the personal information about respondents and these comprise the gender distribution of the respondents, age distribution, residential status and linguistic background of respondents.

Table 1 Gender Distribution of Respondents

Sex	Number	Percentage (%)
Male	48	80%
Female	12	20%
Total	60	100%

Field data

In the course of the study the researcher interacted with both genders in the school. The interaction showed that the males were more accessible and more open than the females. This

indicates why the table is showing a higher percentage for males (80%) than females (20%). The gender distribution indicates that the highest number falls within the male category. The values of the table show that, more male students speak pidgin and very few females speak pidgin. It reinforces earlier findings by Huber (1999) and Dako (2002) that pidgin is usually used among male students. Most male students even find it weird to be addressed by friends or people of their age group in Standard English. It is not surprising to find a group of male students studying English in University speaking pidgin instead of the Standard English out of classroom situation.

Table 2 Age Distribution of Respondents

Age	Number	Percentage (%)
Below 15 years	4	6.67%
16-20 years	39	65%
21-25 years	10	16.67%
Above 26 years	7	11.67%
Total	60	100%

Field data

The researcher used a total number of sixty (60) students (respondents) in this study. The group of the ages below 15 years was the lowest (6.67%) and the group 16-20 was the highest (65%). With the age brackets 21-25 constituting 16.67% and the group above 26 years representing (11.67%). The age ranged between (21-25), are the youth, active and vibrant; very energetic and restive. As a result, they are very innovative and creative in all things, including language. It is very amazing to imagine how new words are being innovated, coined and created by the youths of the study area on a daily basis, with such ease and speed. The pidgin they use is inherent in them, their linguistic repertoire or store house is limitless and ever-evolving.

They make up their own vocabulary to reflect their own world. This assertion of the researcher was supported by Androutsopoulos (1998) that age affects the phonological and morphosyntactic features of language, and argued that the way they are used, including the slang and argot all function as social markers of ‘youth’ leading to the inevitable use of pidgin.

Table 3: Status of Birth Place of Respondents

Place	Number	Percentage
Rural	18	30%
Urban	42	70%
Total	60	100%

Field data

The table above indicates that 18 out of the 60 respondents constituting 30% of the total respondents were born in rural areas and 42 respondents representing 70% of the total respondents were born in urban areas. According to Huber (1999), pidgin is an urban phenomena...it is spoken in towns especially district, regional and the national capital. It is true from the data on the table that pidgin is an urban phenomenon since majority of the respondents (70%) were born in urban areas.

Table 4: Residential Status of Respondents

Location	Number	Percentage
Rural	10	16.67%
Urban	50	83.33%
Total	60	100%

Field data

The data on the table indicates 16.67% representing 10 respondents lived in rural areas and 50 respondents constituting 83.33% of the respondents lived in urban areas. The above statistic on the table is very conclusive one, that pidgin is an urban phenomenon since these urban cities attract different people with different linguistic background from their environs.

4.2 Sociolinguistic Analysis of the phenomenon

The analysis examines the source of the use of school pidgin, locational predominance in school environment, the language preference, period of active acquisition, scope of acquisition and motivation for the choice made by respondents.

4.3 Sources of the phenomenon

This analysis would be based on different contact situations influencing respondents' language development.

Table 5: Language Used at Home

Language	Number	Percentage
Kusaal	35	58.33%
Guruni	9	15%
Kasem	7	11.67%
English	5	8.33%
Others	4	6.67%
Total	60	100%

Field data

The data presented on the table shows that 35 out of the 60 respondents speak Kusal at home constituting 58.33%. Five respondents representing 8.33% speak English at home, nine speak Guruni at home representing 15%, seven constituting 11.67% speak Kasem, 4 respondents representing 6.67% speak other native languages. Majority of the respondents (58.33%) live with their parents and speak the native language which is Kusaal. This is an indication that there is no linguistic barrier between respondents and their parents which could promote the rise of pidgin at home. This support the observation made by Boadi (1971) that the vernacular is expected to play a less important as people move to a higher grades with the introduction English.

Table 6: Respondents First Exposure to English Language

Respondents	Number	Percentage
Before school	9	15%
At school	51	85%
Total	60	100

Field data

A glance at the above table gives an impression that, 9 respondents were exposed to English Language before school (pre-school) representing 15% and 51 constituting 85% were exposed to English Language when they were in school. It was observed by Huber (1999), that pre-school children could be heard speaking Pidgin. The findings however do not reflect this since no figure was recorded for either speaking or hearing Pidgin during informants' kindergarten school days.

Table 7: Respondents First Source of English

Language	Number	Percentage
Parents	21	35%
Siblings	7	11.67%
Teachers	28	46.67%
Playmates	5	8.33%
Total	60	100%

Field data

Out of the 60 respondents, 21 representing 35% first source of English is from their parents and guardians. 7 respondents constituting 11.67% had their first source English from their siblings, 28 representing 46.67% had their first source of English from teachers and 5 respondents representing 8.33% had their first source from their playmates. 12 respondents constituting (20%) had their first source of English from their siblings and playmates which are a potential sources of pidgin. Pidgin is usually carried from school to homes where it is spoken among siblings with secondary education of a considerably close age difference (Huber 1999), thereby exposing younger siblings to Pidgin.

Table 8: Choice Language used to Address Parents

Language	Number	Percentage
Pidgin	00	00
English	15	25%
Ghanaian Language	45	75%
Total	60	100%

Field data

The values on the table show that, respondents do not address their parents using pidgin. Fifteen (15) out the 60 respondents representing 25% address their parents using English and 45 constituting 75% address their parents using Ghanaian Language. Pidgin recorded 0% which means at home the conditions that promote the rise of pidgin do not exist.

Table 9: Choice of Language used to Address Playmates

Language	Number	Percentage
English	31	51.67%
Pidgin English	14	23.33
Ghanaian Language	15	25
Total	60	100%

Field data

A total number of 31 respondents, representing 51.67% use pidgin to converse with their playmates outside the classroom. The use of English for communication with playmates is 23.33% representing 14 respondents and 15 respondents constituting 25% used pidgin to converse with their friends. Those data show that pidgin is acquired and use outside home.

Table 10: The Use of Ghanaian Language at school

Responses	Number	Percentages
Yes	18	30%
No	42	70%
Total	60	100%

The values on the table indicate eighteen (18) of the 60 respondents constituting 30% of the total respondents use Ghanaian Language at school, while forty-two (42) representing 70% do not use Ghanaian Language at school.

Table 11: Language Preferred in class

Language	Number	Percentage
Standard English	55	91.67%
Pidgin	5	8.33%
Total	60	100%

Field data

Eleven (55) out of the total of sixty (60) respondents constituting 91.67% preferred using Standard English in class and five (5) representing 8.33% of the total respondents preferred using pidgin in class.

Table 12: Motivation for Choice of pidgin

Responses	Number	Percentage
For effective communication	11	18.33%
Peer group influence	22	36.67%
It is a secret code	4	6.67%
It has no rules	10	16.67%
It is easier to use	9	15%
Ignorance	4	6.67%
Total	60	100%

Field data

The table illustrates eleven (11) respondents constituting 18.33% use pidgin for effective communication, twenty-two (22) respondents representing 36.67% use pidgin because of peer group influence, four (4) representing 6.67% use pidgin because it is a secret code use in group, ten (10) constituting 16.67% use pidgin because it has no rules, nine (9) representing 15% use

pidgin because it is easier and four (4) constituting 6.67% said they use pidgin because of ignorance.

Table 13: Period of Active Acquisition of Pidgin

Period	Number	Percentage
Primary	0	0%
Junior High	0	0%
Senior High	60	100%
Total	60	100%

Field data

The table indicates that all the respondents acquired pidgin while in SHS. Primary school and junior high school recorded zero percent and SHS recording 100%. Using the educational periods as bases for a timeline, to find out when respondents started speaking Pidgin, were influenced the most or first came into contact with Pidgin. One major difference is that, even at the JHS many people have already heard and known what Pidgin is, but because of the circumstances, they do not use it or do not get the opportunity to use it till they get to the secondary school. These SHSs are mostly boarding schools where students get to spend not only their classes hours but also their non-classes hours with colleagues and friends. Pidgin is mostly used among friends, serving not as a means of communication as already mentioned, but as an expression of solidarity

4.4 Background and Analysis of Teachers Responses to Interview Questions

This session would look at the background of the teachers interviewed. Their background will include their sex, age, academic and professional qualifications. The responses to the interview questions were analysed by the researcher.

Table 14: Sex Distribution of Teachers'

Sex	Number	Percentage
Male	18	90%
Female	2	10%
Total	20	100%

Field Data

The table presented eighteen (18) male respondents out the twenty (20) respondents constituting 90% and two (2) female respondents representing 10%. Therefore, the researcher considered the gender of the selected teachers so as to get the right information for this project.

Table 15: Age Distribution of Respondents

Age	Number	Percentage
25-30	4	20%
31-35	3	15%
36-40	5	25%
41-45	6	30%
Above 46	2	10%
Total	20	100%

Field Data

The age bracket used was from 25-46 years. The group of the age from 41-45 was the highest with six respondents constituting 30% and the lowest was the age above 46 two (2) respondents representing 10%. The age of the respondents could inform the researcher whether the right information could be gathered.

Table 16: Teachers' Academic Qualification

Qualification	Number	Percentage
Diploma	00	00%
H.N.D	2	10%
Degree	14	70%
Post Graduate Certificate	00	00%
Post Graduate Diploma	1	5%
Masters' Degree	3	15%
Total	20	100%

Field data

The least academic qualification was an H.N.D and the highest was a degree. Two (2) respondents constituting 10% use H.N.D, fourteen (14) respondents representing 70% use a degree, one (1) respondent holds a Post Graduate Diploma constituting 5% and three (3) respondents constituting 15% use a master's degree for teaching. First degree is the basic academic qualification accepted at the senior high school level for a teaching staff. From the academic qualification of the respondents, they would come out genuinely to give responses that would help find out the causes of the use of pidgin and offer the necessary remedies. Therefore, the selected teachers were the right participants for this project.

Table 17: Teachers' Professional Qualification

Qualification	Number	Percentage
Certificate 'A'	0	0
Diploma	0	0
Degree	16	80
Post Graduate Certificate	0	0
Post Graduate Diploma	1	5
Master's Degree	3	15
Total	20	100%

Field data

The data on the table indicates that sixteen (16) out of the twenty (20) of the respondents had Degrees as qualified professional teachers representing 80% of the respondents, one (1) respondent representing 5% is a holder of Post Graduate Diploma as a qualified professional teacher and three (3) respondents constituting 15% were holders of Master's Degree as qualified professional teachers. This implies that most of the teachers have upgraded themselves professionally and for that matter they are in a better position to vary their methods and strategies of teaching so as to assist the students.

Table 18: Teachers' Rank

Rank	Number	Percentage
Senior Superintendent II	0	0%
Senior Superintendent I	0	0%
Principal Superintendent	14	70%
Assistant Director II	4	20%
Assistant Director I	2	10%
Deputy Director	0	0%
Director II	0	0%
Director I	0	0%
Total	20	100%

Field data

Teachers with the rank of Principal Superintendents were fourteen (14) constituting 70%, the teachers with the rank of Assistant Director II were four (4) representing 20%, two (2) representing 10% had the rank of Assistant Director I and none of the teachers was in the other ranks. This could mean that the respondents have taught for long and have passed through the ranks or could also mean that the respondents just completed university and joined the profession as principal superintendents without any proper teaching experience. There was therefore the need to find out the number of years these respondents have taught. The number of years the

teachers interviewed had been teaching ranged between six (6) and twenty (20) years. This means that the teachers are not new in the teaching profession and therefore should have the necessary experience to handle their students professionally. This however does not indicate the level of education where these teachers have gained their experience. This could also imply that the respondents need in-service training to refresh their methods of teaching and abreast with current methods of teaching.

4.6: Teachers' Responses Analysis

These responses include; teachers responses on the use of pidgin in school, domain of the use of pidgin, official rules on the use of pidgin, encouraging the use of Ghanaian Language, views on the use of school pidgin and reasons for students using pidgin.

Table 19: Teachers' Responses on the Use of pidgin

Responses	Number	Percentage
Pidgin	17	85%
Standard English	3	15%
Total	20	100%

Field data

Seventeen (17) out of the total of twenty (20) respondents constituting 85% indicated that, students use pidgin in their interactions and three (3) of the respondents representing 15% indicated that, the preferred language of students is the Standard English. The information on the

table shows that teachers are aware of students' use of pidgin and can provide mitigating measures to the problem.

Table 20: The Domain of the Use of Pidgin

Domain	Number	Percentage
In class	2	10%
Out of class	15	75%
No response	3	15%
Total	20	100%

Field Data

Four (3) teachers representing 15% did not respond to the question. Two (2) respondents constituting 10% indicate that students use pidgin in class when teachers are out of the classroom and fourteen (15) constituting 75% of the total respondents were aware that students use pidgin out of the classroom.

Table 21: Rules on the Use of Pidgin

Response	Number	Percentage
Yes	20	100%
No	0	0
Total	20	100%

Field data

All the twenty (20) teachers constituting 100% admitted that there were official rules disallowing the use of pidgin by students, but liked students' use of pidgin to lack of implementing rules on the use of pidgin by school authorities.

Table 22: Reasons for Using School Pidgin

Reasons	Number	Percentage
Peer Influence	16	80%
To hide incompetence	1	5%
As a secret code	3	15%
Total	20	100%

Field data

Sixteen percent (16%) of the respondents said students use pidgin because of peer pressure, five (5%) said students used pidgin to hide their incompetence and fifteen ((15%) said pidgin is used as a secret code.

4.7: Discussion of Findings

The discussion of the findings of the study covers the source of school pidgin, period of acquisition, scope of acquisition, locational predominance, preference and motivation for the use of school pidgin.

4.8: Sources of School Pidgin

The findings of the study revealed that school pidgin is aged-related. The age brackets 16-20 are in their teens “the youth” at that level (SHS), active and vibrant; very energetic and restive. As a result, they are very innovative and creative in all things, including language. It is very amazing to imagine how new words are being innovated, coined and created by the students of the study school on a daily basis, with such ease and speed. The pidgin they use which is inherent in them, their linguistic repertoire or storehouse is limitless and ever-evolving. They make up their own vocabulary to reflect their own world. For example “den do dem wan, wan wan” which means “then do them one at a time”. This assertion of the researcher falls in line with Androutsopoulos’ (1998) findings that age affects the phonological and morphosyntactic features of language, and argued that the way they are used, including the slang and jargon all function as social markers of ‘youth’ leading to the inevitable use of pidgin (Table 6). Non-occurrence of the use of pidgin at pre- school stages makes it evident that the development of the phenomenon is age related. This is supported by Ahulu (1994) who argues that in Ghana, the use of pidgin coincides with the age of secondary school students.

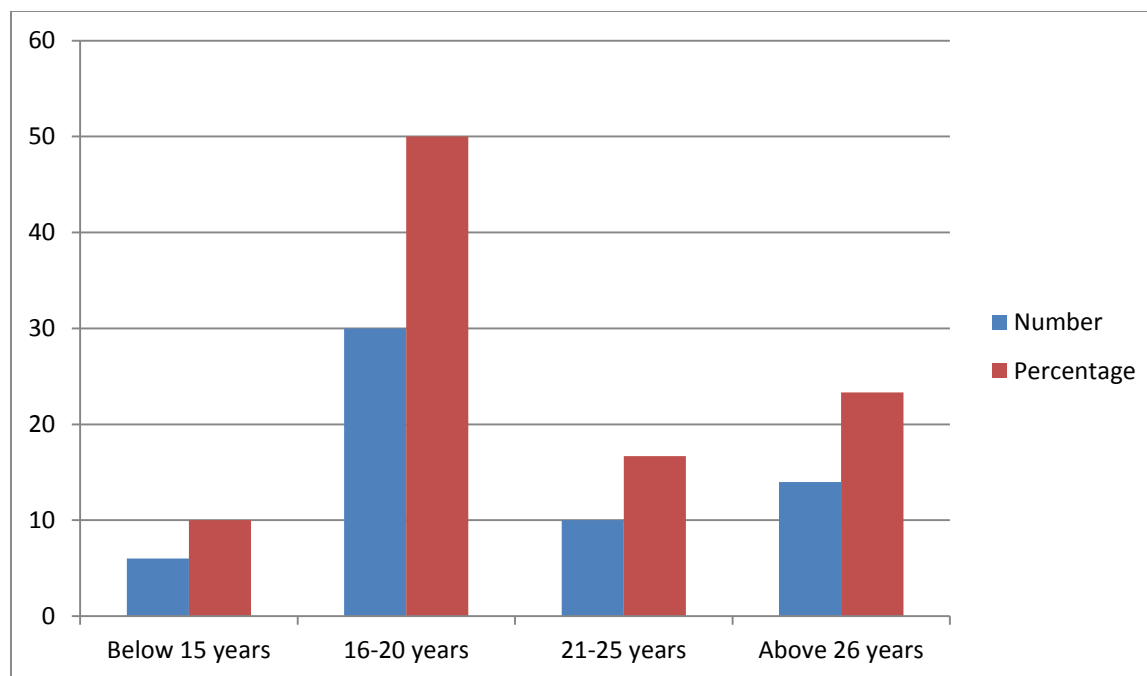


Fig.1: Showing the Age Distribution of students

It is therefore evident from the chart above that this particular age group is very vulnerable to the development of the phenomenon. At this age peer group pressure is a factor in the development of attitudes towards roles and models (Table 12).

The study also revealed that the phenomenon is used in urban schools in different domains. According to Huber (1999), pidgin is an urban phenomena...it is spoken in Southern towns especially the capital, Accra. It is true that Pidgin is an urban phenomenon, but recent development indicates that there is an increasing use of Pidgin in rural parts of Northern Ghana. This is confirmed by the values presented on (Table 3).

The study further revealed that, majority of parents, constituting 75% (Table 5) living with their wards spoke the same native language, being the Kusal, the language of the catchment area of the study, and for that reason, respondents shared the same linguistic background with their parents. This is an indication that there is no linguistic barrier between most students and their

parents. The Ghanaian Language (L1) was therefore, a strong factor. At home the conditions that promote the rise of pidgin did not exist. This happened because, the interaction was mainly on parents and relations who did not use school pidgin.

The study also revealed that Standard English and L1 were the means of communication before secondary school (Table 6) constituting 15% and 85% respectively. This indicates that in addition to the students' pre-school background, the primary school also did not promote the development of the sub-standard language or pidgin. It is also significant that students became familiar with pidgin only in secondary school. One major difference is that, even at the JHS many people have already heard and known what Pidgin is, but because of circumstances described in (Table 6), they do not use it or do not get the opportunity to use it till they get to the secondary school. This is proved by the drop in the use of L1 from 75% to 15% (Table 8, 9). This supports the observation made by Boadi (1971) that, the vernacular is expected to play a less important role as the pupils move to higher grades with the introduction of English. To Forson (1996), in bilingual and multilingual context, the choice of language varieties is determined by the social context. However, the significant drop in L1 could be related to Kachru's (1992) assertion that the local varieties are often barely accepted in their own environment where it seems that the interaction between language and that environment is not seen as an adequate reason for deviation from the metropolitan norm.

The finding is also supported by Pratt (1987) when he expresses the view that the school and the classroom establish a situation of language contact which provides an opportunity to uncover the ideologies at play in academic settings.

The significant rise of pidgin from 0% (Table 8) to 23.33% (Table 9) signifies a grasp of standard English against the background of the L1 (25%) and exposure to English through parents at 25% (Table 8), teachers 81.67% (Table 6), and playmates 51% (Table 9). This is an indication that while students in the classroom appear to be speaking the same language, that is Standard English, very diverse manifestations of the language are present outside (Table 9). The drop in L1 therefore, only enhances the use of Standard English as well as pidgin. The development of students' pidgin under normal circumstances should have been redundant because students' understanding of Standard English is expected to have been enhanced.

Forson (1996) verifies the enhancement of pidgin in that context by stating that there is the tendency in the speech habit of a bilingual for one of his language varieties to dominate the other in a particular speech context based on relative proficiency, mode of use, order of learning, age and usefulness in communication, emotion and involvement.

4.9: Locational Pre-dominance of School pidgin

Significant differences were observed among three key variables, namely; geographical, institutional and gender pre-dominance of school pidgin in the study.

The choice is pidgin, according to Forson (1996), lies between the domain expressed in terms of physical setting and stylistically alternative. Halliday (1968) also views the choice of a language variety as deliberate and goal-oriented, based on domain, as expressed in the study (9-11).

Evidence from the analysis showed that the ratio of students from urban setting as indicated, based on domain, as indicated on (Table 4) is 5: 1. This shows an urban dominance over rural, and that has socio-linguistic implications in the choice of language variety.

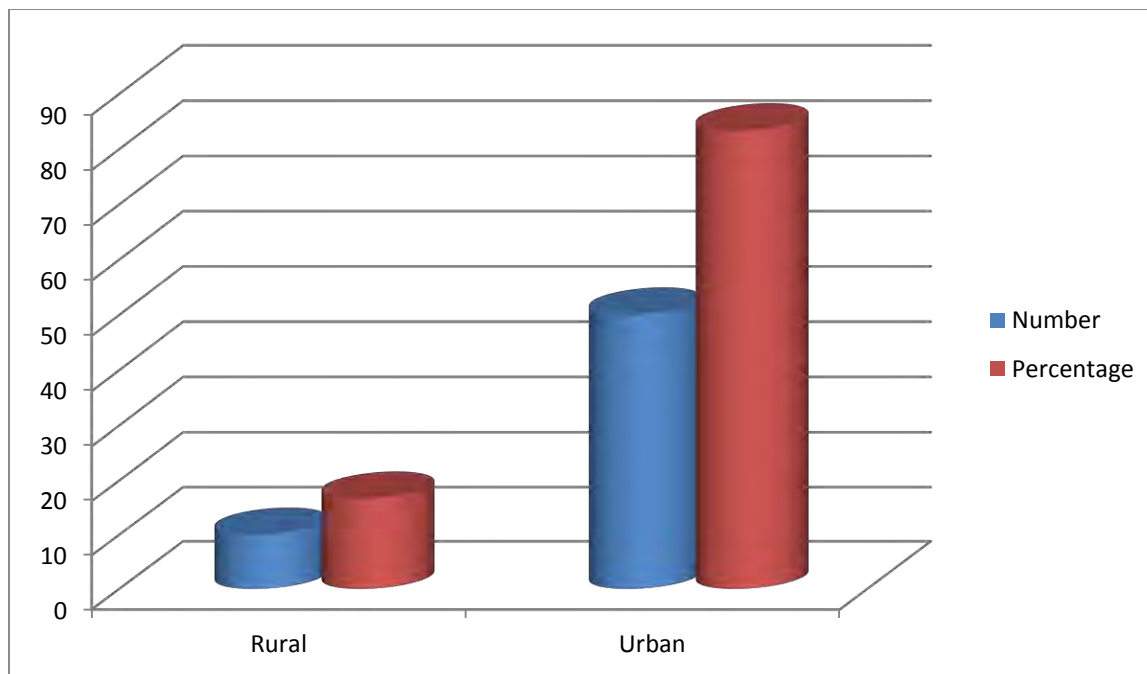


Fig.2: Showing the locational pre-dominance of school pidgin

In an ethnically mixed urban environment, many Ghanaian have grown up in situations encouraging the acquisition of a local variety of English outside the classroom. Also, in the multilingual situation, a more neutral language is expected and that is English or, students' Pidgin English.

Lack of social facilities in rural areas may influence the linguistic development of the students in rural secondary schools. Considering the ratio 5: 1, it could be deduced that school pidgin was more prevalent among respondents of urban setting than those of rural setting. The other demographic explanation is that the rural population is relatively stable, and interpersonal communication is likely to be done through the dominant local language.

An urban population on the other hand is highly cosmopolitan, which is likely to be reflected in the population of the school. It is therefore possible that, students would choose a code for

interacting with other people. This could account for the rural-urban dichotomy; for there is a comparatively limited access to modern facilities, (television, radio, video centre, theatres) in the rural areas while urban areas have greater access to modern facilities which are possible influences on the linguistic development of their users. Cosmopolitan culture may cause variations in the use of language to meet different needs which can influence students' language habits. Thus, students' from diverse linguistic background in urban areas show a relatively high use of school pidgin than their rural counterparts.

Evidence from the study showed that most of the students (58.33%) came from Kusal speaking background (Table 5) and could therefore communicate in that language but the results showed that English had a very high esteem among respondents and it was even preferred in most cases as a means of communication among them (Table 9). With such a high motivation for the use of English and the fact that Kusal was a common language for the majority of the students; it is, therefore, worth noting the essence of the existence of the phenomenon in secondary schools.

4.10: Gender Dominance

The findings showed that the gender dominance ratio was about 4:1 for boys and girls respectively. The findings, therefore, showed that school pidgin was more prevalent amongst boys than girls. This shows that girls were more conforming in their use of language than boys in academic setting, if available. Girls may also be seen as regarding pidgin as unattractive to them based on public criticism or its association with negative connotations.

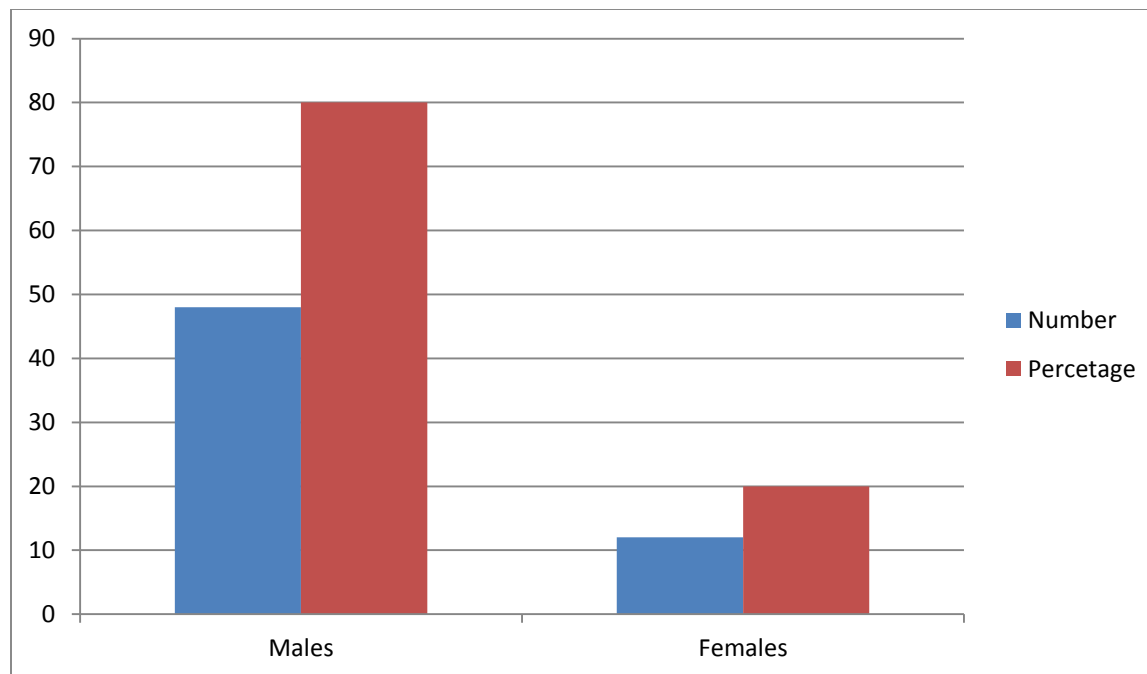


Fig.3: Showing the distribution of the gender.

The values on table 1 show that, more male students speak pidgin and very few females speaking pidgin. It reinforces earlier findings by Huber (1999) and Dako (2002) that “pidgin is usually used among male students. Most male students even find it weird to be addressed by friends or people of their age group in Standard English. It is not surprising to find a group of male students studying English in University speaking pidgin instead of the Standard English out of classroom situation”.

4.11: Language Preference and motivation for the Use of school pidgin

The emergence of pidgin as a strong linguistic force in secondary school can be related to the role and motivation for it. The abilities of the individuals to exercise free choice in the selection of a language variety is determined to a great extent by that individual's conception of the functions, purposes and use of that variety within the larger socio-cultural context. This is also an indication that language choice does not only depend upon social occasion but also on the role of the individual as expressed by Gal (1978).

The culture of boarding school life and the associated school regulations in both day and mixed schools which are the basis of conflict between students and authority could create problems of group identity or interest. This has great potential for creating loyalty groups based on special interest among students. It is possible then in the school situation for group loyalty to spring up during school functions, competitions and excursions. Students at these times are identified by institutional identity.

Considering, the secondary school as a speech community which draws its population from a wide catchment area through a national qualifying examination, it is worth noting that loyalty groups develop among inmates who may not necessarily share the same linguistic background. This could be the basis for using a common code generating from imitation, role modeling, fashion and solidarity. Halliday et al (1968) see the speech community as "a group of people who regard themselves as using the same language". There is, therefore a share norm of interaction and interpretation within the group, be it mono-lingual which varies according to identified social and linguistic needs.

The study indicated that school pidgin was used by students for informal language needs among peer (Table 9). The above statistic is a very conclusive one. Pidgin among students is used not out of communicative necessity, but as a means of expressing solidarity and intimacy among peers (Huber, 1999). It signifies a badge of identity in opposition to non-members, especially teachers and adults (Huber, 1999). As a peer group binder, Pidgin is acquired and used in an in-group which accounts for the results above. Pidgin is acquired from friends and to a relatively lesser extent classmates and older brothers.

Out of three modes of interpersonal communication in the secondary school, the most popular choice by the students was Standard English which was used in different domains that is out of class and in class (Table 9, 11). School pidgin came after Standard English and its use was mainly informal and limited to out-of-class domains. It became evident that the media of expression in secondary school were Standard English and school pidgin with the drop in L1 as students moved from the primary school to the secondary school.

The absence of pidgin at the pre-secondary school was due to the fact that there was no real linguistic basis for its emergence at that level. The fall of L1 and emergence of school pidgin could be attributed to the loss of the status of L1 as a medium of instruction in basic school, giving way to standard English to assume a central role on the curriculum of the secondary school as a compulsory subject for qualification to higher levels of studies and employment.

However, this had its own problems, probably because of the formal way in which it was introduced, with correctness as a requirement for use. School pidgin could be more attractive because it has not rigid, and could be used in more relaxed manner. Dako (2003) refers to this as performance pressure. This is a dominant motif in the literature. The secondary is more

cosmopolitan in outlook for drawing its population from a wide catchment area through a national qualification examination. The secondary school life therefore, entails the forging of closer links and loyalty groups developing among inmates from different linguistic backgrounds. A common code therefore becomes necessary to forge strong bonds of socialization coupled with role modeling which gave rise to imitation among students, and language used based on fashion as a strong source of attraction.

4.12: Domains of Usage

The findings indicate that although school pidgin was relatively less popular than standard English, it was more widely used outside the classroom (Table 9). This is supported by the response from teachers (12, 13). Although a few boys (8.33%) preferred the use of pidgin in class against 0% from girls (Table 11), it can be inferred that because of its popularity, few boys would venture to display their competence in pidgin especially in mixed schools.

In spite of public outcry against the use of pidgin by students in Ghanaian secondary schools, data from the study showed that as individuals, teachers' attitude to the phenomenon showed an incredible lack of consensus on the negative connotations associated with school pidgin and its influence on students' performance in standard English especially in writing (Table 23). Teachers' attitude towards school pidgin was tolerant, for no specific punishment was linked to the use of school pidgin, though there was low level acceptability for it (Table 21). 55% of teachers said it was a way of self-expression and agreed that it did not pose a serious threat to students' academic work (Table 23).

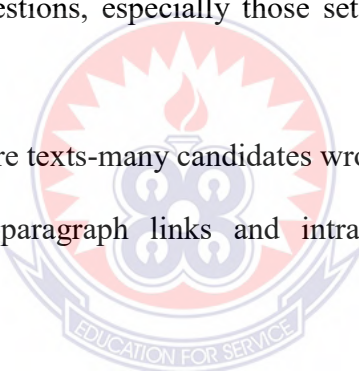
4.12: The correlation between Standard English and Pidgin

The allegation that Senior High School students' poor performance in Standard English is due to the use of school pidgin by students, lacks empirical evidence as revealed by the study. The main findings of the study are that the use of pidgin is part of secondary school culture which is aged-related, male dominated and urban based. Over 87% of the students were in their teens, which is period of adolescence (Table 2). Incidentally, this age coincides with the age of secondary school students. It is therefore evident that a particular age group is more is more prone to the use of pidgin. Besides, out of the sixty (60) respondents, 81.67% were boys while 18.33% were girls (Table 1). From the data, more respondents were born in urban areas (70%) while 30% were born in rural areas (Table 4). Also, more respondents lived in an urban area (83.33%) while 16.67% lived in rural areas (Table 4).

Fifty-five (55%) of the teachers interviewed said although there were traces of pidgin in students' written exercises, they were insignificant to be viewed as the major cause for poor performance in Standard English. This view is supported by the West African Examination Council (WAEC) Chief Examiner's Report of 2001 and 2003 on Senior Secondary School English language (core) which stated the weakness of candidates as:

“The following are some of the weakness observed in the scripts of candidates:

1. Wrong spelling of words. Eg. “soo” for “so”, “sun” for “son”, “been” for “being”.
2. Wrong amalgamation of words. Eg. “infact” for “in fact”, “inspite of” for “in spite of”.
3. Wrong subject-verb concord. Eg. “He have two wives” instead of “he has two wives”.
4. Wrong word-division (breaking up words wrongly). Eg. “Apart” for “a part”, “there fore” for “therefore”.

5. Wrong sentence structure particularly in the construction of the indirect speech and indirect question. Example:
 - a. “She asked me that when did I come” instead of “She asked me when I came”
 - b. “She asked Kwame that did he want to eat” instead of “She asked Kwame whether he wanted to eat”.
 6. The use of unaccepted words/phrases. “boy lover” for “boy friend”.
 7. Intrusion of the vernacular in expressions and inability to words and expressions (limited repertoire of vocabulary).
 8. Mixing present and past tense.
 9. Poor understanding of questions, especially those set on comprehension and summary passages.
 10. Poor knowledge of literature texts-many candidates wrote facts on the text (2001).
 11. Poor paragraphing, inter-paragraph links and intra-paragraph cohesion were often missing.
- 
- The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in white and red. Below the starburst is a banner with the motto "EDUCATION FOR SERVICE" in blue capital letters. The entire emblem is set against a light blue background.

It is evident from the eleven weakness raised that only three (Tables 5, 6, and 7) had some bearing on language variety. However, in the summary of candidates' strengths, it was stated that “most of the candidates paid attention to the requirements for the length of the essay (and) generally, candidates paid attention to the rubrics”.

It is therefore, not surprising to note that no mention was made of the influence of pidgin in the suggested “suggested remedies” in the report which dwelt on the following:

- I. Students should be taught the correct use of punctuation marks.

- II. English words that should not be broken up and those that should not be amalgamated should be pointed out to candidates.
- III. Candidates should be encouraged to more story books, especially in their leisure time....this exercise would be help extend candidates' repertoire in vocabulary, expression and improve their spelling.
- IV. Candidates should be taught how to answer the various types of questions, especially those of literature (section D) which demands analytical answer.
- V. Generally the quality of teaching should be improved.

The general comments in the 2003 Chief Examiner's Report stated that the standard of the English paper was comparable to the previous year; however, the general performance of candidates was not encouraging because the performance of candidates in summary and literature was poor. Under the summary of candidates' weakness, it stated that "the mechanics of the English language continued to be the main problem facing the majority of candidates. Weakness in spelling, concord and collocation were observed in all but a few answers (Pp6a:3).

It went further to state that "candidates encountered problems in their use of punctuation marks.....There were instances where paragraphs were written with only a full stop at the end (Pp6a:3).

Although the suggested remedies were not different from that of 2001 report, the summary of candidates' strengths stated that 'there was improvement in candidates' approach to paragraphing.....the answers to questions on vocabulary items indicated that a fair number of candidates understood the passage.....candidates scores showed some improvement in their performance in the comprehension test (Pp6a:2).

These reports which are not different from the subsequent ones, nullify the impression that the poor performance of students in standard English is the result of the use of school pidgin English. Thus, the attitude of people towards the pidgin seems to be based on value judgment rather than empirical evidence as indicated by Foeson (1996).

According to Sey (1973), “if pidgin forms occur in usage of an educated Ghanaian, this must be seen as code-mixing”. Sey also observed that “the educated Ghanaian would not accept anything than British Standard English which supports the students’ choice of the phenomenon outside classroom as a code of identification of their age group and the Standard English in the classroom as a medium of expression.

Fasold’s (1984) functional distribution of (H) and (L) illustrates students’ use of Standard English and school pidgin appropriately in formal and informal situations. It is therefore not surprising for Forson (1996) to assert that the use of non-standard English by students of secondary schools is not an accidental happening in the linguistic culture of students and that, it has a theoretical legitimacy in the sociolinguistic of students used of language.

4.13: Conclusion

This is the final chapter of the research carried out and findings as well as suggestions made to help improve teaching and learning in senior high schools in Ghana. Next is the references and the appendices of the various activities used during the study.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter is a summary of the findings of the researcher presented and analyzed in chapter four. The chapter also deals with the recommendations and conclusion of the study.

5.1 Summary of findings

The data presented and analyzed revealed a lot of findings about the sources of school pidgin, its locational pre-dominance, its preference and motivation, its gender dominance its domain of usage and the correlation between Standard English and pidgin.

The following findings were arrived at:

- i. School pidgin was aged-related, with a strong base among teenagers.
- ii. School pidgin did not feature in basic school.
- iii. School pidgin served the informal needs of students outside the classroom for the purposes of solidarity and socialization.
- iv. School pidgin was male gender bias.
- v. School pidgin was prevalent mostly among Senior High School students.
- vi. There was no negative correlation between students' performance in Standard English and school pidgin.

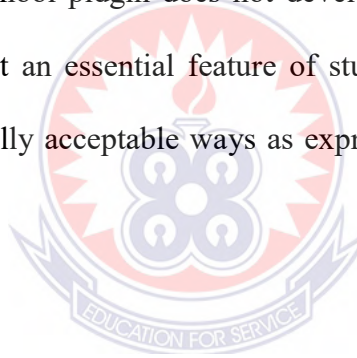
The phenomenon is seen to be gaining grounds among the present generation of students.

The general situation is one of idealization by its users or condemnation, especially among

the older generation representing a purist attitude that seems to preclude the implications of the variable in language use as expressed by Strevens (1977) and Keleve (1995).

It cannot be accepted that the phenomenon of school pidgin is an accidental happening in linguistic culture of students. The prevalence of the phenomenon at the secondary level has theoretical legitimacy in the sociolinguistic sense as depicted in the findings and supported by Forson (1996). It is encountered at a certain level of students' linguistic development with the age, gender, location and status being strong indicators of its development of the problem.

It could be concluded that school pidgin does not develop amongst students as a result of communicative deficiency but an essential feature of students' bilingualism. They use the pidgin in a unique and mutually acceptable ways as expressed in the findings supported by Bloomfield (1933).



5.2 Recommendations

The study became necessary as a result of the public outcry against students' use of non-standard English; especially school pidgin which they fear has adverse effects on students' performance in Standard English, the key subject in the secondary school curriculum. Genuine though these concerns may be the attitudes of the people towards pidgin depend in most cases, on value-judgment rather than empirical evidence.

The findings proved that Standard English and pidgin are kept to specific domains of use and that there was no negative correlation between the two to merit the fears that the pidgin has

generated. This is because it is not likely to develop into a major linguistic culture. Based on these developments, it is worth making a few recommendations for consideration:

1. Since it was clear from the study that there was no negative correlation between Standard English and school pidgin, there is the need for the adoption of more pragmatic methods of teaching Standard English as suggested in (WAEC) Chief Examiner's Annual Report.
2. It is necessary for students to be given appropriate orientations on the contexts of language use and the choice of codes to suit different language needs and purpose. This calls for the introduction of "variety of languages" in the secondary school English language curriculum.
3. Since the students' subjects recognized the need to use Standard English in certain contexts it is important for the English language to be accorded its proper role in our school curriculum.
4. The Curriculum Research and Development Division (CRDD) should extend the periods for speech work so as to help students use more oral activities to prepare them orally.
5. The present attitude of open hostility towards pidgin should be related. Public and school debates to create reading habits in students should be promoted.
6. The findings should generate more research into the phenomenon in other districts and regions of the country to ascertain whether the issues raised by the findings apply in those areas.

5.3 RECOMMENDATIONS FOR FURTHER RESEARCH

One of the reasons why research is usually conducted in education is to establish some theories and methods of teaching and learning. I wish to recommend that any future research work relating to Pidgin English should consider the following:

- ❖ Conduct comparative studies on the structure of the English language with the structure of the L1 learners.
- ❖ Conduct a study on the structure of sentences in English oral communication.
- ❖ Examine the methods of teaching grammar in the senior high school in Ghana.
- ❖ Explore the level of Ghanaian education where the teaching and learning of English grammar would be most appropriate.

5.4 Conclusion

The study investigated the nature, source, domain, use and effect of school pidgin on Standard English usage of students in Tempene SHS. The study adopted the survey approach, using the questionnaires as the instrument of data collection. The study covered data supplied by students and teachers. A total of sixty (60) students and twenty (20) teachers responded to questionnaires and structured interviewed questions respectively.

The data collection in the survey was analyzed through tabular representation using percentages and charts.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

STUDENTS' QUESTIONNAIRE ON THE USE OF PIDGIN ENGLISH

TOPIC: THE INFLUENCE OF PIDGIN ON THE WRITINGS OF SENIOR HIGH SCHOOL STUDENTS

MED TEACHING ENGLISH AS A SECOND LANGUAGE

Please, kindly fill the form as carefully as you can. Your information must reflect your personal experience.

Do not write your name or that of your form. Information you give about yourself will be treated as confidential. Please tick []

1. Age: 15-16 [] 17-18 [] Above 18 []

2. Sex: Male [] Female []

3. Birth Place: (write the name of the community)

i. Rural [] ii. Urban []

4. What is your current place of residence? (Tick)

i. Rural [] ii. Urban []

5. What is the common language spoken in your community?

.....
.....

6. What language do your parents speak?

.....
.....

7. What language do you speak with your parents?

i. English []

ii. Pidgin English []

iii. Ghanaian Language []

8. What language do you speak with your playmates?

i. English []

ii. Pidgin English []

iii. Ghanaian Language []

9. When did you start to speak English?

i. Before school [] ii. At school []

10. Who did you start speaking English with?

i. Parents []

ii. Teachers []

iii. Siblings []

iv. Playmates []



11. Are you allowed to speak a Ghanaian Language in school?

i. Yes

ii. No

12. Do you know that a language called pidgin English exist?

i. Yes

ii. No

13. Do you speak Pidgin English?

i. Yes

ii. No

14. What language do you communicate with your friends outside the classroom?

- i. English language []
- ii. Pidgin English []
- iii. Ghanaian Language []

15. Why do you choose to communicate in that particular language?

- i. It is easier to use []
- ii. Most friends use it []
- iii. It has no rules []
- iv. For effective communication []



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF APPLIED LINGUISTICS

**TEACHERS' QUESTIONNAIRE ON THE USE OF PIDGIN ENGLISH IN TEMPANE
SENIOR HIGH SCHOOL**

**TOPIC: THE INFLUENCE OF PIDGIN ON THE WRITINGS OF SENIOR HIGH
SCHOOL STUDENTS**

M.ED. TEACHING ENGLISH AS A SECOND LANGUAGE

Please, this questionnaire seeks to solicit your view as a teacher on students' use of pidgin non-standard English-pidgin.

Information provided will be treated as **confidential**. Do not indicate your name or the name of your school on this form. Write or tick [] where necessary.

1. Sex

i. Male []

ii. Female []

2. Age

i. 25-30 []

ii. 31-35 []

iii. 36-40 []

iv. 41-45 []

v. Above 46 []



3. Teachers' academic qualification

- i. Diploma []
- ii. H.N.D []
- iii. Degree []
- iv. Post Graduate Certificate []
- v. Post Graduate Diploma []
- vi. Masters' Degree []

4. Teachers' Professional Qualification

- i. Certificate 'A' []
- ii. Diploma []
- iii. Degree []
- iv. Post Graduate Certificate []
- v. Post Graduate Diploma []
- vi. Masters' Degree []



5. Teachers' Rank

- i. Senior Superintendent II []
- ii. Senior Superintendent I []
- iii. Principal Superintendent []
- iv. Assistant Director II []
- v. Assistant Director I []
- vi. Deputy Director []
- vii. Director II []
- viii. Director I []

6. What subject do you teach?

.....
.....

7. Where is your school located?

i. Rural []

ii. Urban []

8. What dominant Ghanaian language is use in the school community?

.....
.....

9. Do students speak non-standard English (pidgin) in school?

i. Yes []

ii. No []

10. If 'yes', in what domain?

i. Out of class []

ii. In class []



11. Are there any official rules in school regarding the use of pidgin?

i. Yes []

ii. No []

12. Does the school officially encourage the use of Ghana language in school?

i. Yes []

ii. No []

13. Do you find traces of pidgin in students' written exercises?

i. Yes []

ii. NO []

14. What in your view could be the basic reason for the use of pidgin by students?

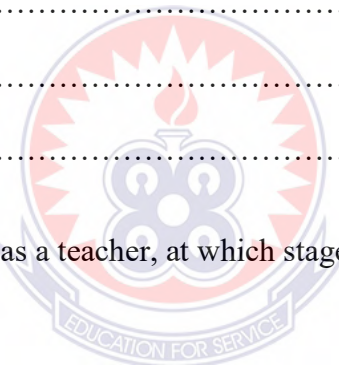
- i. To hide incompetence in the use of Standard English []
- ii. Effective communication []
- iii. Peer group influence []
- iv. It is a secret code []
- v. It has no rules []
- vi. It is easier to use []
- vii. Ignorance []

15. Under what circumstances, if any, would you allow the use of pidgin among students? (Give only one)

.....

.....

.....



16. From your personal experience as a teacher, at which stage in school life is the phenomenon common?

- i. Pre-school []
- ii. Primary []
- iii. JHS []
- IV. SHS []

17. Have you encountered students' using pidgin outside class?

- i. Yes []
- ii. Non []

18. If 'yes', what was your reaction?

.....

.....

.....

19. Do you think pidgin affect the Standard English usage of students?

i. Yes []

ii. No []

Give reason(s) for your answer

.....

.....

.....

20. If 'yes', in what ways?

i. Spoken []

ii. Written []



APPENDIX C

