

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF MOTHER TONGUE ON SECOND LANGUAGE
LEARNING AND PROFICIENCY: AKAN SPEAKERS' EXPERIENCE**

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 stylized blue and white symbol that resembles a traditional Akan symbol. A banner at the bottom of the emblem contains the motto "EDUCATION FOR SERVICE" in blue capital letters.

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Master of Education
(Teaching English as a Second Language)
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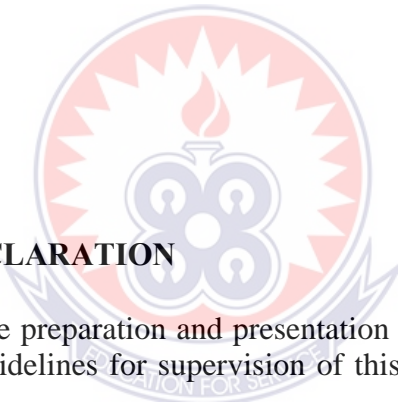
DECLARATION

STUDENT'S DECLARATION

I, Issah Madaniatu Bangah, declares that the project work, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is my own original work, and has not been submitted 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 this project work as laid down by your school.

Prof. Charlotte Fofu Lomotey

Signature.....

Date.....

DEDICATION

This thesis is dedicated to Almighty Allah my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been my source of strength throughout this program and on His wings only I have soared. This work is also dedicated to my parents, Mr Issah Bukari and Madam Laari Mariama, who have always loved me unconditionally and whose good example taught me to work hard for the things that I aspire to achieve. I also dedicate this work to my husband Alhaji Farouk Haruna Jabre who has encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started. To my children Zulfalalu, Basmalah and Rahmatulai who have been affected in every way possible by this quest. Thank you. My love for you all can never be quantified. Allah bless you.



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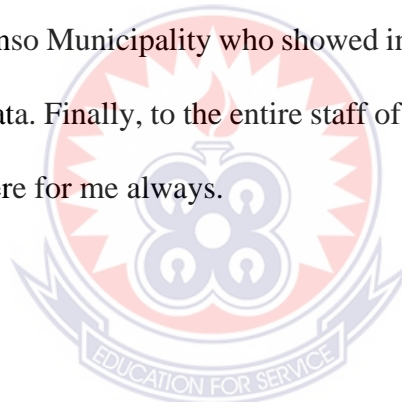


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ABSTRACT

Language is a tool to convey one's thoughts, feelings, and needs. Mother tongue is the language acquired by everyone at birth. A learner encounters mother tongue influence while learning or speaking a foreign language or target language. Mother tongue influence is something that affects a person's thought process in a sense that he thinks in the mother tongue and expresses it in English or a second language. People use incorrect pronunciation of words while communicating in English language as they are influenced by the sound patterns of their mother tongue. A second language learner has an unconscious preference to convey his customs from his first language to the target language. The influence of mother tongue has become a significant region and is generally referred to as language interference. Every language learner comes across this issue. Students sometimes use words from their parents' language while communicating in English. Several factors affect the learning and proficiency of a second language and among them is the culture, age, environment, method of acquisition, nature and structure of the first language and the amounts of efforts invested. This research work investigates the impact of the mother tongue Akan on the learning and proficiency of the target language. The research was carried out using the JSS 1 and JSS 2 students of some selected junior high schools in the Offinso Municipality where Akan is an indigenous language and is mostly used in communication outside the classroom. Written composition/utterances of the students were the instrument for data collection. The findings of the data analysis yielded categories such as vowel harmony/ nasalization, phonemic differences, insertion of vowels between consonant clusters, wrong placement of stress, wrong use of tenses, omission/wrong use of rules of concord and wrong use of prepositions. From the results of the research, it was found out that the mother tongue 'Akan' influences the learning and proficiency of the English language. These findings were discussed and thereafter conclusion and recommendations were made.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Mother tongue is the language that a child imbibes from his mother. Language is used to achieve the creative ideas and to obtain complicated methods pertaining to communication. The scientific study of language is called linguistics (Adam, 2019). Language is used to express one's ideas and share with others. People are capable to exchange knowledge, beliefs, opinions, commands, thanks and feelings by using language. One can express amusement, pleasure, approval, or bitter feelings with the help of language. Many languages are around the world and English language is one of them. Learning a second language has been important to human beings from earliest historical times. The Encyclopedia of Language and Linguistics states that "the Sumerians of the third millennium BC used bilingual tablets in Sumerian and Akkadian to educate their children, and compiled the world's oldest known bilingual dictionaries. Bilingual tablets were used in ancient Egypt, and, in the Ptolemaic period, the upper classes in Egypt received their education in Greek. In the Hellenistic period, the majority of people in Asia Minor who could read and write did so in Greek, their second language.

According to Berman and Cheng (2022), second language learning could arise from a social or political factor. For instance, colonization, trade and commerce could create a conducive atmosphere for development of a second language. He continued by saying that the colonization of Nigeria or Ghana by Britain must be seen as the primary factor that gives rise to the adoption of the English language as the second language in these countries. Multilingualism as well as the desire for social integration could give rise to second language learning too. In support of this view, Brock-Utne, (2017) also

states that it is a historical accident that led to English taking deep roots in Canada, Australia and the United States. He further states that history again has played a part in English being used widely in other countries in Africa and Asia. Those countries were the colonies of Great Britain, and since the day they came under Britain rule, English has been taught and used as a medium of communication there (Brock-Utne, 2017).

Apart from colonization, other possible reason(s) why English is mostly used as a second language is that it “is spoken around the globe and has wider dispersion than any other language. From its earlier home within what is now called the United Kingdom (with 56 million speakers), English has spread to nearby Ireland (three and a half million), across the Atlantic for America (where some 232 million people speak in the United States, with perhaps as many as 24 million additional speakers in (Canada), and across the world to Australia and New Zealand (with about 17 million English speakers between them)” (Desai, Qorro & Pitman, 2018).

Hence, English language “is the sole official language in more than two dozen other countries: Ghana, Liberia, Nigeria, Uganda and Zimbabwe in Africa; Jamaica, the Bahamas, Dominica and Barbados in the Caribbean; and Vanuatu’s, Fiji and the Solomon Island in the pacific and among others (Desai, Qorro & Pitman, 2018). Supporting this view, The Encyclopedia Americana, states that more than half of the world’s scientific research and technical journals, as well as newspapers are printed in English. Three fourths of the world’s mail is written in English, and English is the language of three fifths of the worlds radio station. To take German as an example, between 1762 and 1968 alone, the proportion of articles published in English in *Physikalische Zeitschrift* rose from 2 percent to 50 percent” (Burton, 2021). Beyond its uses as first and second language in ordinary intercourse, Finegan states that English is now established as the lingua franca of much scholarship, particular of a scientific and

technical nature. He further states that 'reflective of the wide spread dissemination of English and perhaps of an extraordinary adaptability is the fact that noble prizes in literature have been awarded to more writers using English than any other language, and that these laureates have been citizens of Australia, Ireland and India, as well as the United States and Britain (Desai, Qorro & Pitman, 2018). Chun *et al.*, (2017) also asserts that English is the acceptable medium in the travel industry and in international communication. There is no doubt that, the English language is a language of communication between the people with different cultures. It is also the language of computers that help people to communicate with the people around the world through internet technology and e-mail. All these reasons given above could result to the learning of a second language.

Several factors affect the learning and proficiency of a second language. Among them are the nature and structure of the first language, culture, environment, age, method of acquisition and the number of efforts invested. The degree of differences and similarity between the mother-tongue and the target language are important factors in the learning of a second language. One crucial feature of L2 learning is that the learner has had experience of another language. An experience which enables him to master, assimilate and internalize the system of learning of the first language. As they learn the new language, second language learners incorporate the new linguistic input into their model of the language. To buttress this point, Lado states that "Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture. A second language learner thinks in his language, tries to express himself in the second language which results to conflicts, and this conflict is as a result of mother tongue interference.

On exposure to a new and different language, that is, English, the individual is now faced with the problem of communicating effectively in his new language as a result of this influence of his native language. The degree of differences and similarities between the mother tongue and the target language are important factors in the learning of second language. As mentioned earlier, other factors could also affect the learning and proficiency of the target language. Civan and Coskun, (2016) state that, in the language learning situation, many such factors have been identified. But in their own article, they focused on two broad classifications of affective factors, namely, language attitude and motivation, and language anxiety and self-confidence. Furthermore, one of the important conditions of learning a second language is abundant exposure to the language. They further state that a very significant factor in language learning is motivation and he pointed out other factors like “the duration of exposure to the language, availability of the right type of teaching materials and aids.

Based on this reason, the theoretical framework of this study is centered on two theories of second language learning, the behaviorist theory which states that “properties of the L1 are thought to exercise an influence on the course of L2 learning: learners transfer sounds, structures, and usages from one language to the other. Contrastive analysis is the name given to the study of the similarities and differences in the morphology and syntax between two languages (Collier & Thomas, 2019). The contrastive analysis hypothesis (CAH) was proposed to account for the role of the L1 in L2 learning. When put to test CAH was not fully supported, it failed to predict errors that learners were observed to make, and it predicted some errors that did not occur.

The main alternative to the behaviorist approach (which is cognitive theory) sees as central the role of cognitive factors in language learning. And this theory makes use of Error Analysis. Crawford, Schmeister and Biggs (2020) state that error analysis

plays a central role in this approach. Errors are likely to emerge when learners make the wrong deductions about the nature of the L2, such as assuming that a pattern is general, when in fact there are exceptions. Error analysis showed that contrastive analysis was unable to predict a great majority of errors.

However, the analysis of errors turns out to be a highly complex matter, involving other factors than at the cognitive. According to Crawford, Schmeister and Biggs (2020), some errors are due to the influence of the mother-tongue, as contrastive analysis claims. Some come from external link influences, such as inadequate teaching or materials. The researcher believes that the best way to investigate this research is by combining the two theories of second language learning: behaviorist and cognitive theories. Since the influence of mother-tongue seems inevitable in the learning of a second language, the aim of this research is to highlight these influences (its nature, causes and extent) by analyzing the errors made by the JSS I and JSS 2 students of some schools in the Offinso municipality of the Ashanti Region (where Akan is an indigenous language and the sole medium of communication outside the classroom) so as to recommend necessary solutions for eliminating them.

1.2 Statement of the problem

Interference is the influence of one language, dialect or other linguistic features upon another's phonology, grammar and vocabulary (Kagashe & Goodluck, 2015). In the course of using English as a second language, there is inter-lingual interference. That is, the influence of one language upon another's phonology, grammar and vocabulary. The language which a group of people considered to be inhabitants of an area acquired in their early years and which normally becomes their natural instrument of thought and communication may interfere with the second language, and these interferences may manifest itself in any aspect of the language such as phonology,

morphology, syntax and semantics. When a Dagomba man for instance says; “I hear a smell” to mean “I perceive an odour” or when the Hausa man says “I am coming here yesterday” to mean “I came here yesterday; or also when the Akan man says “did you hear me” to mean “did you understand me?”; they transliterate the syntax of their respective mother tongue into English language. It is also a well-known fact that Dagbani learners’ interference problem is different from that of the Hausa and Akan learners’ and vice versa.

A lot of views have arisen with respect to what causes mother-tongue interference (Crawford, Schmeister and Biggs, 2020; Desai, Qorro & Pitman, 2018; Chun *et al.*, 2017). Mother-tongue interference is the linguistic interference of a child’s first language. The controversy is that a child has a biological ability that enables him to acquire a language and depend on factors of his environment during the process of language development that affects the learner-users of English as a second language because a learner transfers some of the features of his language into his second language, which in this study, is English language. These features as earlier mentioned are found in the way the learner pronounces English words and the way he constructs sentences. Although some researchers have carried out investigations on the problem of mother -tongue interference in Ghana, their main focus has been in other languages. Based on this, the researcher seeks to carry out similar research on the Akan language which is one of the languages in Ghana. This research work, therefore, seeks to identify the ways in which the mother-tongue ‘Akan’ influences the learning and proficiency of the target language which in this study is the English language.

1.3 Research Objectives

The following are the objectives of the study

1. To investigate whether the mother tongue (Akan) has any impact in the learning and proficiency of English language in Offinso Municipality.
2. To predict and suggest how the second language can be attained and learned in Offinso Municipality.

1.4 Research Questions

This study seeks to investigate and provide answers to the following questions:

1. Does the phonology of the Akan language affect the learning and proficiency of the English language?
2. Does the syntax of the Akan language affect the learning and proficiency of the English language?

1.5 Significance of the Study

This study will help individuals and groups of people or learner-users of English in Akan land to identify the lexical and speech problems they encounter while learning the second language. This study will urge at least some Akan learner-users of English language to be conscious of the way they speak English and how they pronounce words and construct sentences in English language. It will make them to correct and subdue negative influences of their mother tongue on English and it will also help teachers of English language in Akan land to be aware of the problems facing the Akan learners of English.

1.6 Organization of the Study

The study is organized as follows;

Chapter 1: Introduction

An overview of the research is presented in this chapter, including the background of the study, problem statement, purpose of the study, the scope of the study, research objectives, research questions, and the significance of the study,

Chapter 2: Literature Review

Here, literature related to the study is presented. A discussion on the following is made; mother tongue, second language, second language learning and proficiency, the Akan phonology, the Akan writing systems, the Akan vowels, vowel harmony, tone, tone terracing, consonants, English language in Ghana, the theoretical framework, the behaviorist theory, the cognitive theory and Krashen's theory of SLA.

Chapter 3: Research Method

This chapter seeks to explain the methodology employed in the research. To achieve the objective of the research, the following were outlined; research design, area of study, population, sampling technique, research instruments and method of data analysis.

Chapter 4: Data Analysis and interpretation

This chapter explains how the data collected for this work was analyzed and interpreted. This chapter focuses on the analysis of data generated from the written composition and the tapes which contain utterances-which consist of storytelling, pronunciation of words, reading of comprehension passages and answering questions

from the comprehension passages. The data is divided into two: phonological and syntactical analysis.

Chapter 5: Discussion of Findings, Conclusions and Recommendations

This chapter presents the research findings of the data analyzed and interpreted in chapter four, the conclusions of the findings and measures been recommended to improve upon the findings. Followed by this chapter are the appendix and the references of the work.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

For us to have a better understanding of this research work, we need to define some of the basic linguistic concepts which include, mother tongue, second language, second language learning and proficiency. We also need to know the nature of the target language as well as that of the native language. Hence, the study discusses the following: the origin of Akan people, the culture of the people, the geographical location, and the Akan language, the origin of the target language, English language in Ghana and the origin of English language in Akan land.

2.1 Mother Tongue

According to Kinyaduka and Kiwara (2018), mother tongue is the language which a group of people considered to be the inhabitants of an area, acquire in their early years and which normally becomes their natural instrument of thought and communication. However, mother tongue is also seen as one's native language. In some countries such as Kenya and India, "mother tongue" is used to indicate the language of one's ethnic group, in both common and journalistic parlance (e.g., I have no apologies for not learning my mother tongue rather than one's first language). A similar usage of the term was employed in Ireland in the early-to-mid twentieth century, with Irish being referred to as the "mother tongue" of all Irish people, even of those whose first language was English.

Furthermore, mother tongue refers to the language of one's ethnic group regardless of actual proficiency, while the 'first language refers to the English language, which is the language of instruction in government schools and as a working language despite it not being a native tongue for most Singaporeans (Lantolf, 2016). In this

research work, mother tongue will be regarded as the language of one's ethnic group which is also the language of the linguistic environment of the students.

2.2 Second Language

A second language (SL) is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business. English for example, has foreign language status in Japan, but second language status in Nigeria (Crawford, Schmeister & Biggs, 2020). In support of these definitions by these authors, the term second language is used to describe any language whose acquisition starts after early childhood (including what may be third or subsequent language learnt). The language to be learned is often referred to as the "target language" or "L2" compared to the first language L1".

2.3 Second Language Learning and Proficiency

According to Lee and Heinz (2016), second language learning is a conscious learning activity by a person who has already acquired a first language or mother tongue. The L2 learner may be seen as a "linguistic adult" in the sense that he is already with the knowledge of the working of language and has learned to use language to communicate using the system operating in his mother tongue (L1). It is the process by which people learn a second language (s). Second language learning is what takes place in classrooms when following a structured course with a teacher" (Crawford, Schmeister & Biggs, 2020). Second language learning could arise from social or political factors. For instance, colonization, trade and commerce could create a conducive atmosphere for the development of a second language. The colonization of Nigeria and Ghana by Britain must be seen as the primary factor that gave rise to the adoption of the English language as the second language in these countries (Lupogo, 2019).

Proficiency is the degree of skill with which a person can use a language such as how well a person can read, write, speak or understand language (Mkohlwa & Afungmeyu, Francis, 2015). One group of linguist defines proficiency as linguistic contents. While, until 1970 or so, phonology, vocabulary, and grammar have predominated, the more recent definition of proficiency includes semantic discourse, and sociolinguistic features. Thus, one analysis of proficiency comprises, besides grammatical well-formed, speech act rules, language functions, and language varieties. Proficiency is today emphatically expressed in communicative and not merely linguistic (i.e., grammatical) terms (Mkohlwa *et al.*, 2015). According to Mose (2017), proficiency is usually distinguished from competence, which refers to knowledge: “proficiency refers to the learner’s ability to use this knowledge in different tasks. Because any test of competence is a task of some sort, it may be argued that all measures of competence are in effect measuring some form of proficiency. Both proficiency and competence are internally complex. They do not reflect a single attribute, but many different forms of knowledge in complex interrelationship. As a result of this complex nature of proficiency and competence, Stern said “that knowing a language, competence or proficiency in the first or second language can be summarized as:

1. The intuitive mastery of the forms of the language
2. The intuitive mastery of the linguistic, cognitive, affective and socio-cultural meaning, expressed by the language forms,
3. The capacity to use the language with maximum attention to communicative and
4. The creativity of language use.

2.4 The Akan Phonology

A. Introduction can be described as the study of the organization of speech of sounds, of significant sounds, in a particular language (Stewart 2001: 69). It is the organization of speech sounds (phonology), rather than the sounds themselves (phonetics) that differentiates languages. A central method in the determination of which speech sounds are significant is the identification of minimal pairs. According to Stewart, a “minimal pair is defined as a pair of words with different meaning that are pronounce exactly the same way except for one sound that differs.” By identifying these pairs, one is able to use weather or not sounds can be interchanged in the words of a language to change the overall meaning of the word. If so, this makes the sounds “significant” or contrastive.

Sounds that are interchangeable without changing the meaning of a word are examples of free variation, variations of the same phonetics environment (position in a word) are seen as being allophones of the same phoneme (Stewart 2001: 73,74). A list of minimal pairs will be given at the conclusion of this section on phonology, First, however, it is incumbent upon us to discuss phonological processes and phonological rules of Akan

The Akan dialects contain extensive palatalization, vowel harmony and tone terracing.

2.4.1 Writing system

Asantefo used Adinkra in daily life, on walls and as a form of written communication. Adinkra Nkyea is a writing system based on the Adinkra symbols. The Akan language and its dialects use the Adinkra Nkyea writing system. The majority of the Adinkra Nkyea is derived from the original Adinkra symbols. Adinkra Nkyea contains some 39 characters, 10 numerals and punctuation marks.



2.4.2 The Akan Vowels

The Akan dialects have fourteen to fifteen vowels; four to five “tense” vowels [advanced tongue root, or +ATR], five “lax” vowels [retracted tongue root, or –ATR] which are adequately but not completely represented by the seven-vowel orthography, and five nasal vowels, which are not represented at all. All fourteen were distinguished in the Gold Coast alphabet of the colonial era. An ATR distinction in orthographic *a* is only found in some subdialects of Fante, but not in the literary form; in Asante and Akuapem there are harmonic allophones of /a/, but neither is ATR. The two vowels written *e* (/ɛ/ and /i/) and *o* (/ɔ/ and /u/) are often not distinguished in pronunciation.

ORTHOLOGY OF AKAN ATR HARMONY (ODOOM, 2011)

Orthog.	+ATR	-ATR
I	/i/ [i]	
E	/ɛ/ [ɛ]	/i/ [ɪ~e]
ε		/e/ [ɛ]

Æ	[æ~e~ə]	/a/ [a]
ɔ		/o/ [ɔ]
O	/ɔ/ [ɔ]	/u/ [ʊ~o]
ɹ	/ɹ/ [ɹ]	

2.4.3 Vowel harmony

Akan vowels engage in a form of vowel harmony with the root of the tongue.

1. -ATR vowels followed by the +ATR non-mid vowels /i ɹ u/ become +ATR.

This is generally reflected in the orthography: That is, orthographic *e e a ɔ o* become *i e a o u*. However, it is no longer reflected in the case of subject and possessive pronouns, giving them a consistent spelling. This rule takes precedence over the next one.

2. After the -ATR non-high vowels /e a o/, +ATR mid vowels /e, ɔ/ become -ATR high vowels /i u/. This is not reflected in the orthography, for both sets of vowels are spelled ⟨e o⟩, and in many dialects this rule does not apply, for these vowels have merged.

2.4.4 Tone

Tone is meant by a phonetic or phonological unit belonging to a set characterized by levels of pitch. Tone is the change in the pitch of the voice that produces a change in the meaning of a word or sentence, even when the consonants and the vowels are the same (Nel & Müller, 2021). The tone language is a language in which the meaning of a word depends on the tone used when pronouncing it. In a tone language the pitch of the voice usually makes the difference to the meaning of words. It is the tone marking that brings out the difference in meaning, based on the

pronunciation of the words (Nel & Müller, 2021). Akan has three phonemic tones, *high* (/H/), *mid* (/M/), and *low* (/L/). Initial syllable may only be *high* or *low*.

2.4.5 Tone Terracing

The phonetic pitch of the three tones depends on their environment, often being lowered after other tones, producing a steady decline known as tone terracing. /H/ tones have the same pitch as a preceding /H/ or /M/ tone within the same tonic phrase, whereas /M/ tones have a lower pitch. That is, the sequences /HH/ and /MH/ have a level pitch, whereas the sequences /HM/ and /MM/ have a falling pitch. /H/ is lowered (down stepped) after a /L/. /L/ is the default tone, which emerges in situations such as reduplicated prefixes. It is always at the bottom of the speaker's pitch range, except in the sequence /HLH/, in which case it is raised in pitch but the final /H/ is still lowered. Thus /HMH/ and /HLH/ are pronounced with distinct but very similar pitches. After the first "prominent" syllable of a clause, usually the first high tone, there is a down step. This syllable is usually stressed.

2.4.6 Consonants

Before front vowels, all Asante consonants are palatalized (or labio-palatalized), and the stops are to some extent affricated. The allophones of /n/ are quite complex. In the table below, palatalized allophones which involve more than minor phonetic palatalization are specified, in the context of the vowel /i/. These sounds do occur before other vowels, such as /a/, though in most cases not commonly. In Asante, /gu/ followed by a vowel is pronounced /g^w/, but in Akuapem it remains /gu/. The sequence /nh/ is pronounced [ɲɲ̃]. A word final /k/ can be heard as a glottal stop [ʔ]. There is also a nasalization of /h/ and of /j w/ as [h̃] and [j̃ w̃], when occurring before nasal vowels. The transcriptions in the table below are in the order /phonemic/, [phonetic], ⟨orthographic⟩. Note that orthographic ⟨dw⟩ is ambiguous; in textbooks,

⟨dw⟩ = /g/ may be distinguished from /dw/ with a diacritic: *ḍw*. Likewise, velar ⟨nw⟩ (ŋw) may be transcribed *ṇw*. Orthographic ⟨nu⟩ is palatalized [ṇu̯].

2.5 English Language in Ghana

English language did not begin to play a significant part in Ghanaian society until the sixteenth century (Ngonyani, 2016). This was the period in which white men began coming to the country in steadily increasing numbers as missionaries and traders and in the latter part of the century, as soldiers and government officials. He argues that the aim of the British was to train selected groups of Ghanaians in English to assist the colonists in trade, going as far as sending a number of Ghanaians to Britain to receive formal education. The main purpose of educating Ghanaians was to make them literate so that they could read the Bible, as the European missionaries came to Ghana to impart religion and morality upon the “pagan” Africans. According to Ngonyani (2016) and Adika (2012), all schools were run by the christian missionaries and those which taught English and did not stress the local languages were funded. English was then used to conduct public business and to interpret the laws and rights of the people. It soon became a symbol of status, as those who were fluent in English held the most of the power. Indeed, the colonial and missionary language policy was behind the consolidation of English in Ghana.

2.6 Theoretical Framework

Theoretical framework for second language learning presents a number of different perspectives or theories of second language learning. This study will review three of these theories, which are relevant to this study. They include behaviourist, cognitive and Krashen’s theory of second language learning.

2.6.1 The Behaviourist Theory

According to Nyaga (2015), the first coherent theory of learning was the behaviourists' theory based on the work of Pavlov in the Soviet Union and of Skinner in the United States. A great deal of language learning and teaching in the 1950s and 1960s was influenced by the tenets of behaviourism (Crawford, Schmeister & Biggs, 2020). Behaviourism was based on the view that all learning – including language – learning – occurs through a process of imitation, practice, reinforcement and habit formation. Behaviourists' claimed that when learners correctly produce language that approximates what they are exposed to in the input, and these efforts receive positive reinforcement, habits are formed. In this view, FLL is seen as a process of imitation and reinforcement: learners attempt to copy what they hear, and by regular practice they establish a set of acceptable habits in the new language (Crawford, Schmeister & Biggs, 2020).

Behaviourist theories attempted to explain how learners can learn the more difficult aspects of the L2, that is, the elements which are least like their first language (L1). For example, *I will buy / j'achéterai* are reasonably similar and stable structures in English and French. By contrast *I gave it to him / je le lui ai donné* are diverging structures in the two languages. Similar structures needed relatively little stimulus – response practice, dissimilar structures needed a lot. Properties of the L1 are thought to exercise an influence on the course of L2 learning: learners 'transfer' sounds, structures, and usages from one language to the other. According to Padilla and Gonzalez (2014), contrastive analysis is the name given to the study of the similarities and differences in the morphological and syntax between two languages. The Contrastive Analysis Hypothesis (CAH) was proposed to account for the role of the L1 in L2 learning. The Contrastive Analysis hypothesis claims that the potential negative transfer from NL

onto FL can be predicted by juxtaposing description of the two-language system in order to identify the dissimilarities ('contrasts') between them (Peterson, 2019). CAH predicted that where similarities existed between L1 and L2 structures, there would be no difficulty for L2 learning, where there were differences; however, the L2 learner would experience problems. To prepare teaching materials, researchers carried out a contrastive analysis of the phonological and grammatical structures of the native and target languages. Thus, they produced a list of morphological, grammatical, and phonological features that could be expected to prove difficult for learners because they differed from those of the first language.

The concept of contrastive analysis relies heavily on the psychosocial theory of transfer. A transfer is the effect of a preceding activity upon the learning of a given task. According to Peterson (2019), transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. Language transfer refers to the learners trying to apply rules and forms of the first language into the second language. The term can also include the transfer of features from one additional language to another (such as from a second to a third language). Contrastive analysis, discussed above, sought to predict all learner errors based on language transfer. Transfer is an important factor in language learning at all levels. Typically, learners begin by transferring sounds (phonetic transfer) and meanings (semantic transfer), as well as various rules including word order and pragmatics. Roy-Compbell, (2015) when put to test CAH was not fully supported, it failed to predict errors that L2 learners were observed to make, and it predicted some errors that did not occur.

According to Peterson (2019), L2 learners from different backgrounds made some of the same errors and that some of these errors would not have been predicted

by a contrastive analysis between learners' L1 and L2. These findings, together with the rejection of behaviourists' learning theories which CAH had been associated with, led a number of second language acquisition researchers in the 1970s and 1980s to argue that there was, in fact, very little L1 influence in second language acquisition (Roy-Compbell, 2015). Exclusive attention to NL-induced errors morbidly distracted attention from the often-facilitative effects of NL/FL similarities, which ought to be emphasized in teaching. There is, in other words, positive as well as negative transfer.

According to Rugemalira (2013), an important reaction to behaviourism was the interlanguage studies. Interlanguage scholars seek to understand learners' language in its own terms, as a natural language with its own consistent set of rules. Interestingly enough, apart from appreciating the problems of interference from the learner's native language, "later research has tended to re-establish the importance of L1 influence, but it has also shown that the influence is complex and that it changes as the learner's competence in the second language develops.

2.6.2 The Cognitive Theory

In recent years, cognitive psychologists have begun to challenge the basic tenets of behaviourist theories of learning. Their theories rest upon neuro-psychological bases of thought and language, and as such are said by mentalist. Learning is not viewed as an array of conditioned responses to previously met stimuli, as the acquisition and storage of knowledge. Behaviourist psychologist focus on the individual's response while cognitive physiologist emphasized the mental process underlying that response (Skutnabb. Kangas, 2018). The main alternative to the behaviourist approach sees as central the role of cognitive factors in language learning. In this view, learners are credited with using their cognitive abilities in a creative way to work out hypothesis about the structure of the F.L. They construct rules, try them out, and alter them if they

prove to be inadequate. Language learning, in this account proceeds in a series of transitional stage as learners acquire more knowledge of the L2. (Crawford, Schmeister & Biggs, 2020). They further state that “error analysis plays a central role in this approach. Errors are likely to emerge when learners make the wrong deductions about the nature of the L2, such as assuming that a pattern is general when in fact there are exceptions.

According to Wilson and Komba (2019), error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the error made in the target language (TL) and that TL itself. Error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language”. And the applied object serves to enable the learner to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes. However, the analysis of errors turns out to be a highly complex matter, involving other factors than at the cognitive. Some errors are due to the influence of the mother tongue, as contrastive analysis claims. Some come from external influences, such as inadequate teaching or materials. Some arise out of the need to make one self-understood by whatever means possible (e.g., replacing words by gestures). Above all, error analysis is complicated by the fact that it is often unclear what the learner intended to say, and thus how to identify the errors that have been made (Crawford, Schmeister & Biggs, 2020). Moreover, in support of this view, Corder also states what “we should be aware that different types of written materials may produce a different distribution of error or a different set of error types...the recognition of errors depends crucially upon the analyst making a correct interpretation of the learner’s intended meaning of the context. Despite the difficulties, research into errors continues to provide a fruitful way of investigating the processes

underlying FL acquisition. However, as with contrastive analysis, the approach cannot provide a complete explanation (Crawford, Schmeister & Biggs, 2020).

2.6.3 Krashen's Theory of SLA

According to Wright and Taylor (2017), the most controversial theoretical perspectives in second language acquisition is based on a set of five interrelated hypotheses that are listed below.

1. The Acquisition – Learning Hypothesis

Krashen (2002) claims that there is a difference between acquisition and learning.

Acquisition is 'a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to 'pick up a language'. Learning is a conscious process in which 'learners attend to form, figure out rules, and are generally aware of their own process

2. The Monitor Hypothesis

The monitor has nothing to do with acquisition but with learning. The learned system acts only as an editor or 'monitor', making minor changes and polishing what the acquired system has produced. However, three conditions are necessary for monitor use: 1 sufficient time, 2. focus on form, 3 knowing the rules.

3. The Natural Order Hypothesis

The hypothesis states that we acquire the rules of a language in a certain order that is predictable. The natural order hypothesis is based on research findings which suggested that the acquisition of grammatical structures follows a 'natural order which is predictable. However, this does not mean that every acquirer will acquire grammatical structures in exactly the same order. It states rather that, in general, certain structures tend to be acquired early and others to be acquired late.

4. The Input Hypothesis

This hypothesis states that it is important for the acquirer to understand language that is a bit beyond his or her current level of competence. This means, if the learner is on level i , the input he gets should be $i + 1$. This means that the language that learners are exposed to should be just far enough beyond their current competence that they can understand most of it but still is challenged to make progress.

5. The Affective Filter Hypothesis

Finally, the fifth hypothesis, the affective filter hypothesis states that a number of 'effective variables' play a facilitative, but non-casual role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition

According to Vuzo (2012), performers with optimal attitudes have a lower effective filter. A low filter means that a performer is more open to the input language. This assumption has been hotly disputed. Furthermore, second language learning is a process in which varying degrees of learning and of acquisition can both be beneficial, depending upon the learner's own styles and strategies. Furthermore, the $i + 1$ formula that is presented by Krashen raises the question how i and 1 should be defined. Moreover, what about the 'silent period'? Krashen states that after a certain time, the silent period speech will 'emerge' to 'the learner', which means that the learner will start to speak as a result of comprehensible input. Nevertheless, there is no information

about what will happen to the learners, for whom speech will not ‘emerge’ and for whom the silent period might last forever.

2.7 Related Studies

The ultimate goal of any research into second language learning is to achieve an understanding of the events itself. The issue of mother-tongue influence or interference has received a larger attention over time. Empirical research has attempted to account for variables detailed by SLL (second language learning) theories and provide an insight into L2 learning processes, which can be applied in educational environments. Recent SLA investigations have followed two main directions: one focuses on pairings of L1 and L2 that renders L2 acquisition difficult, and the other investigates certain aspects of language that may be maturationally constrained. The empirical study in this work is divided into foreign based studies and the Nigerian based empirical studies.

A study by Wright and Taylor (2017) focused on identity and the language of the classroom. They found out that ‘a Yoruba – English bilingual stresses every syllable in the utterances he produces in English, e.g., cha 1ra 1cher instead of character or ma1ry instead of Mary. At the level of intonation, because all the syllables are stressed, there is a carryover effect from the dialects of Yoruba language, and it becomes difficult to understand what part of an utterance a Yoruba – English bilingual is trying to emphasize. In the areas of syntactic and discourse problems of Yoruba learner of English, he states that “the syntax of English and Yoruba language has recognized problem areas such as the nominal system (such as number, quantifiers, pronoun) gender, embedded structures relative pronouns, complements) and the expression of passives. According to him, “the discourse level is ‘more pronounced at the level of greeting. For instance, the system of greeting in Yoruba differs considerably from that

of English. And a Yoruba English bilingual transfer the system of greeting in Yoruba into English. The system of greetings is also observed via the production of language greetings in place of casual greetings which characterize the English discourse.

Similarly, Padilla and Gonzalez (2014) give instances of interference common among the Yoruba speakers of English. Their examples were taken from the primary school level. In English, all nominals with the exception of pronouns are not inflected in the nominative or accusative cases. There is inflection in most common nouns only when they change from singular to plural forms thus: (a) “I see a man” (b) “men are kind”.

Here, the problem of the primary school learner of English lies in his inability to use the correct inflected plural forms of nouns and also to use the article with nouns in English. It is common to read from exercises of these learners, such deviant sentences as: (a) “mans are kind” ‘Awon Okunrim ni aanu (b) “mens are nice” ‘Awon Olurin dara’. Anke (1996) also carried out research on the influence of mother tongue on English language and found out that a number of elision errors are derived from mother tongue interference. Some of these include consonant clusters. Most of West African languages have no consonant clusters and this affects pronunciation of English words. Thus, words like ‘look’ for ‘looked’ or ‘pack’ for ‘packed’ appears normal. Also, in specific language like the Yoruba or Ijaw language /h/ is also introduced where there is none as in /hɔgz/ for egg.

Nel and Müller (2021) did some detailed work on the impact of teachers’ limited English proficiency on English second language learners. It was found that most Igbo dialects, with regards to the vowels [e] and [ɛ] are allophones of one phoneme. This is why most Igbo speakers who tend to use [e] for the English diphthong /ei/ do not clearly distinguish between such words as ‘gate’ and ‘get’. Also, the central vowels /ʌ/, /ɜ:/

and /ə/ are difficult for Igbo speakers because there are no Igbo vowels that are similar in quality. Hence, the inability to express the English norms, culture and thoughts as the native speakers does, and imposing one's way of expressing one's native language on English is the source of semantic interference. To make this point clearer, he illustrates with words/expression's 'sorry' and 'well done'. 'Sorry' is used in Nigerian English as an expression of sympathy, for example when somebody coughs. While 'well done' is used as a greeting to anyone at work.

Padilla and Gonzalez (2014), also studied effects of schooling in Mexico and bilingual/English language instruction. They looked at vocabulary processing and representation in Spanish – Catalan bilinguals exposed to both languages simultaneously from birth in comparison to those who had learned L2 later and were either Spanish – or Catalan – dominant. Findings showed 'from birth bilinguals' had significantly more difficulty distinguishing Catalan words from non-words differing in specific vowels that Catalan – dominants did (measured by reaction time). They examined grammatical abilities of deaf and hearing adults who had their initial linguistic exposure either early childhood or later. They found that, on L2 grammatical tasks, those who had acquired the verbal or signed L1 in life showed near-native performance and those who had no early L1 experience (i.e. born deaf and parents did not know signed-language) performed weakly. Mayberry and Lock concluded early L1 exposure is vital forming lifelong learning abilities, regardless of the nature of the exposure (verbal or signed language). This corresponds to Chomsky's UG which states that while language acquisition principles are still active, it is easy to learn a language, and the principles developed through L1 acquisition are vital for learning an L2 (Online Wikipedia, the Free Encyclopedia).

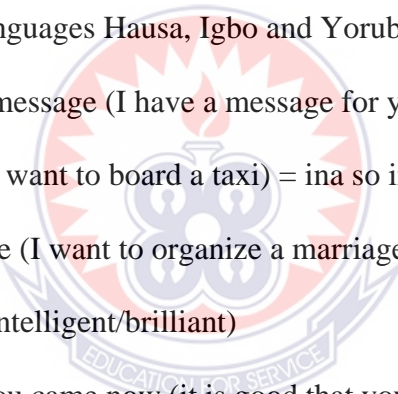
Some researchers have focused exclusively on practical applications of SLA research. Padilla and Gonzalez (2014) insist teenagers and adults rarely successfully learn an L2, and attributes this to teaching strategies. He presents an L2 teaching strategy based on infants' L1 acquisition, which promotes listening as central in language learning: listening precedes, and generates a readiness' for, speaking, assumptions. Padilla and Gonzalez (2014) show that in L2 acquisition, and in this case, German, listening fluency is achieved in around half the usual time if the teaching is based on L1 acquisition, and that learners taught in this way still develop reading and writing proficiency comparable with those whose training emphasizes literacy skills.

Furthermore, Mose (2017) also carried out research on Proficiency-in-language education policy in Nigeria. He found out that the segmental feature of the student's mother tongue (Igbo) interfered with their responses to the oral tests. She gave an instance of most of them pronouncing the English language vowel numbers five /a:/ and diphthong number thirteen as Igbo vowel /a/. The inability of the students to distinguish the long vowels from the short ones is a major factor responsible for their deviation in pronouncing English long vowels.

All the students deviated in pronouncing the English sound segments that were not available in Igbo phonology also constituted pronunciation problems to the students tested.

Similarly, Berman and Cheng (2022) carried out research on perceived difficulties by undergraduate and graduate students in language skills. They found out that "of all the three major tribes in Nigeria, Hausa seems to be the least that attaches great importance or exerts pressures on itself in speaking standard English. This underscores the value attached to the duo factors of ethnicity and religion. The Hausa people do not only regard their language as a *primus inter pares* among Nigeria

languages but also sees the language as a language of christianity. The English language is also seen as a language of foreigners who have come to subdue our cultural and religious institutions. However, all the major tribe's nurture different varieties and are mostly proud of them because of what "core values" have come to represent in socio-political system in Nigeria. He observed that ethnic influences are inevitable, and indeed necessary. According to him, "one must equally recognize the influence of the mother tongue which serves as the pioneer language thoughts: feels and experience; the English language, against this backdrop, is then viewed as not having enough expressive resources that can match any of the native languages. Based on these findings, he gave some common expressions in the Nigerian English as regards to the three major Nigerian languages Hausa, Igbo and Yoruba genesis respectively,

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- i. I want to give you a message (I have a message for you) zan ba da sako
 - ii. I want to enter taxi (I want to board a taxi) = ina so in shiga mota
 - iii. I want to do marriage (I want to organize a marriage ceremony) =in a so in yi aure
- (i) He has brain (He is intelligent/brilliant)
 - (ii) It is good the way you came now (it is good that you have come /it is good that you are present) = o di nma etu isiri bia ugbua
 - (iii) My stomach is paining me (I have stomach upset) =Afo na ahim
 - (iv) My mother bought me market things (my mother bought me some things (items) from the market) = Nem zurulam Ihe ahia.
- (i) I came down from the motor (I alighted form the motor) = mo so kale ninu oko naa.
 - (ii) Call me Jide (call Jide for me) bami pe jide
 - (iii) They are calling you (you are called) won npe O.

2.8 Conclusion

The literature review was divided into three sections or subheadings, which were the theoretical framework, the conceptual framework and related empirical studies. Under the theoretical framework, three theories of second language learning were reviewed which includes the behaviourist theory which is based on the view that all learning – including language learning – occurs through a process of imitation, practice, reinforcement and habit formation. The behaviourist theories attempted to explain that properties of the L1 are thought to exercise an influence on the course of L2 learning and that learners ‘transfer’ sounds, structures, and usage from one language to the other. As a result of these transfers, the contrastive analysis hypothesis (CAH) was proposed by the behaviourist to account for the role of the L1 in L2 learning. The cognitive theory believed that learning is not viewed as an array of conditioned responses to previously met stimuli, as the acquisition and storage of knowledge. They believed that language proceeds in a series of transitional stages, as the learners acquire more knowledge of the L2. They came up with error analysis which is a type of linguistic analysis that consists of a comparison between the errors made in the target language (TL) and the TL itself the last theory reviewed was that of Krashen’s input hypothesis which was based on a set of five interrelated hypothesis that are listed below: the acquisition – learning hypothesis, the monitor the natural order, the input and the affective filter hypothesis. Krashen’s input hypothesis “claims that exposure to comprehensible input is both necessary and sufficient for second learning to take place. His monitor theory states that learners develop two language systems, one, the acquired system, is established through the operation of inherent language learning capacities on language experienced through the process of communication, this being an almost wholly unconscious process, the learned system, is established in an

instructional environment in which attempt is drawn to the regularities of the language system and the learners remain conscious of the language system in both learning and using the language.

In spite of some differences in the theoretical accounts offered, there are two things on which most researchers would agree. First, the learner does not approach the task of learning a language on a tabula rasa, on the contrary, learners have complex cognitive attributes which enables them to interact very positively with the language environment. Secondly the situation which places the greatest demands on the learner's language system is that of attempting to use the spoken language for spontaneous communication.

Under the conceptual framework, some linguistic terms were examined in order to have a better understanding of the research work. These terms included mother-tongue which was defined as the child's first language as well as the language of the child's immediate linguistic environment. It was also defined as the language of one's ethnic group. Second language was defined as a language which is not a native language in a country but which is widely used as a medium of communication and which is usually used alongside another language or languages. Other concepts which were also examined included second language learning and proficiency, the former has to do with 'a conscious learning activity by a person who has already acquired a first language or mother-tongue. While the latter goes beyond the simplistic views of good pronunciation, correct grammar and even mastery and control of a large number of interdependent components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place.

Finally, under the related empirical studies, which were divided into foreign and Nigerian based studies, various researches conducted by different researchers were

reviewed. From these findings, the researcher was able to draw the conclusion that the influence of mother-tongue on second language learning and proficiency seems to be strongest in “acquisition poor” environment and that first language influence is not proactive inhibition, but simply the result of the performer being “called on to perform before he has learned the new behaviours”. The result is “padding”, using old knowledge, supplying what is known to make up for what is not known. The researcher, through the above-mentioned theories, conceptual framework and review of related empirical studies decided to base this research on two particular theories: the behaviourist and cognitive theories of second language learning as they provide the basis on which the research work operates.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter seeks to explain the methodology employed in this research. To achieve the objectives of this study, the outline of this chapter will include the following: research approach, research design, area of study, population, sampling technique, research instrument and method of data analysis

3.1 Research Approach

In this study, the researcher used a qualitative research approach. The use of qualitative method helped the researcher to be well-grounded in the study; it provided broader perspective and enabled the researcher to avoid biases. Besides, the qualitative method enabled the researcher to get different answers from participants and respondents and helped the researcher to learn and apply multiple methods effectively (Creswell, 2014).

3.2 Research Design

A research design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed. It provides the procedures for the conduct of any given investigation. (Mugenda & Mugenda 2016). For the purpose of this research, the researcher decided to use the descriptive case study design. The descriptive case study design is suitable for this study because the study is on the impact of mother tongue on second language learning and proficiency: the Akan native speakers' experience. The descriptive case study will therefore be suitable to ascertain to an extent the impact of the mother tongue 'Akan' on the learning and proficiency of the target language (English) of the students of junior secondary schools (JSS1 and JSS 2) in the Offinso municipality where 'Akan' is an indigenous language.

3.3 Area of Study

Offinso is one of the forty-tree districts in Ashanti Region, Ghana. Originally created as an ordinary district assembly in 1988 when it was known as Offinso District, which was created from former Offinso District council; until the northern part of the district was later split off to create Offinso North District on 29th February, 2008. And the remaining part was elevated to municipal district assembly status in the same year. The municipality is located in the northern part of Ashanti Region and has Offinso as its capital town.

The indigenous people of Offinso are Ashanti's, hence the large cultural presence in the area. About 85% of the population are Ashante, while the remaining 15% comprise other ethnic groups, the majority of whom hail from the Northern, Upper West and Upper East regions.

The district has 96 kindergartens, 136 primary schools and 67 junior high schools from both private and public schools.

The area covered by this study is schools in Offinso Municipal, where Akan is an indigenous language and is mostly used as the medium of communication outside the school environment.

3.4 Population

Population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Adam, 2019). Ordinarily, the term population refers to all the people in a given geographical area. In research “the term is used in a more general sense to include all members or elements, be they human beings, animals, trees, objects, events etc. of a well-defined group. The population of this study comprised JSS1 and JSS2 students of junior secondary schools in Offinso Municipal.

These schools were: Bishop Sarpong R/C Basic School, Maasi R/C Basic School, Kokote JHS, Watania English and Arabic JHS, and Offinso State A JHS.

3.5 Sampling Procedure

The process of selecting a portion of the population to represent the entire population is known as sampling (Creswell, 2014). A number of JHS students of the Offinso Municipality were selected. Time and money were saved by selecting a sample to be studied rather than the entire population of JHS 2 students of the Offinso Municipality. Obtaining data from the students as well as analyzing and interpreting vast amounts of data would have been impossible to accomplish within the time constraints and with the limited financial resources which were available for conducting the research.

In this study, the simple random sampling technique was used. This is the basic sampling technique where we select a group of subjects (a sample) for a study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample.

Through simple random sampling, five schools in the municipality were selected for this study. The students of JSS1 and JSS2 were used for this study. In case of schools with large population of students in JSS1 and JSS2, an arm of the class was selected. The total population for this study was hundred (100) students comprising ten (10) students from each class and twenty (20) students from each school.

3.6 Data Collection Instrument

In this study the instrument for data collection was through: tapes (which consist of storytelling, pronunciations of words, reading of comprehension passages and answering questions from the comprehension passages) and written composition.

3.7 Method of Data Analysis

Data analysis is the most crucial part of any data. It summarizes collected data. It involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships or trends.

The data were analyzed by the use of tables and percentages. Percentage scores for the questions were computed by multiplying the number of correct answers by hundred and then dividing the sum with the summation of frequency of the total number of respondents in a given or particular section. Further analyses of the data were done by the percentages of the total number of deviant answers.

$$\text{Formula \%} = \frac{T}{FR} \times \frac{100}{1}$$

T = Total number of correct words pronounced or total number of sentences.

Fr = Frequency of the total number of respondents in a particular section i.e., total number of respondents multiply by the total number of words pronounced in a particular section or total number of sentences.

3.8 Validity and Reliability

The validity of a study is very important in every research. In qualitative research, there are some techniques that can be used to make the research data valid. In this research, the researcher used “triangulation to check the validity of the data. However, there are four kinds of triangulation techniques: (1) source triangulation, (2) methodology triangulation. (3) investigator triangulation and (4) theoretical triangulation.

From those types of triangulation methods, the researcher used the methodology triangulation method because to check the validity of the data the researcher used different methods to get the same data. It meant that, to get the validity of the data in

this research, the researcher not only conducted interview but also did observation, made documentation so that by using those methods, the same data could be gotten.

Since the researcher works in one of the schools with one of the larger percentage of students within the demographic area, it is possible that her name was known to the participants and generated more participation from that school. However, all participating students were informed that their responses would not be known to the researcher, which lessens the probability of response bias. Additionally, the responses of the participants were analyzed as one whole group without breaking down the analysis per school, which would also lessen the issues with reliability. However, since the researcher does not know what percentage of students attended each school, then the overall results may be unintentionally skewed. Even though the researcher took every opportunity to make sure the data collected did not have issues with reliability and validity, they are not completely neglected. This combined with the small sample size will limit the generalizability of the results.

3.9 Ethical Consideration

The researcher ensured that the participants of the study were safe from any harm that they would be facing while participating in the study. Likewise, this research study was safe from plagiarism since the researcher mentioned the references of all cited materials. The researcher briefed students and the teachers about the study and then consent was taken from the participants. The data obtained from the participants were only for its analysis the participants were made aware of their rights to both withdraw and participate in the study.

3.10. Conclusion

This chapter has outlined the methodology of the study. The research approach has been explained. The rationale for approaching this research as a descriptive case

study was given. The research design was laid out, including the methods for data collection, the methods for data analysis, issues with validity and reliability and a research time line for the research.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter focuses on the analysis of data generated from the written composition and the tapes which contain utterances - and consist of storytelling, pronunciations of words, reading of comprehension passages and answering questions from the comprehension passages. The data is divided into two: phonological and syntactical analysis.

The aim of this chapter is to answer two research questions which have guided this investigation. These research questions are: How does the phonology of Akan affect the learning and proficiency of the English language? And, how does the syntax of Akan affect the learning and proficiency of the English language? The results were presented in tables and figures after which interpretation and discussions of data were given.

4.1 Data analysis and interpretation on research question no. 1

Simply put, data analysis is changing the collected raw data into meaningful facts and ideas to be understood either quantitatively or qualitatively. It is studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simple parts and putting them together in new arrangements for the purpose of interpretation.

RQ1: How does the phonology of Akan affect the learning and proficiency of the English language?

The data collected from the tapes which consist of the pronunciation of some English words, reading of comprehension passages and answering the questions from the passages sought to find out if the phonology of the Akan language affects the learning

and proficiency of the English language. Table 1 presents the statistics of JSS1 students' responses to the pronunciation of some English words. Table 2 also presents the statistics of JSS2 students to the response of some English words. Tables 3 and 4 give the statistics of the percentage of the causes of the errors. Below each table is the interpretation of the data collected.

Table 1: The statistics of the responses of JSS1 students to the pronunciation of words.

Total no. of words pronounced	Total No. of respondents	Frequency of total No. words	Total No. of deviant responses	Total No. of correct responses	%	% of deviant responses	% of correct responses
104	50	5200	3700	1500	100	71%	29%

From the table above, 104 words were pronounced by 50 JSS1 students which gives a total of 5200 words, only 1500 words were correctly pronounced out of the 5200 total words representing 29% of the total words while the deviant words pronounced were 3700 out of 5200 total words representing 71% of the total number of words. The analysis shows that a great number of the student encounter problem with the pronunciation of some English words.

Table 2 presents the statistics of JSS2 students' responses to the pronunciations of some English words.

Table 2: Statistics of JHS2 students' pronunciation

Total No of words pronounced	Total No of respondent	Frequency of total No words	Frequency of total No of deviant responses	Frequency of total No of correct responses	%	% of deviant responses	% of correct responses
96	50	4800	3000	1800	100	62%	38%

From the table above, 96 words were given to 50 JSS2 students to pronounce, only 1800 words were pronounced correctly out of the 4800 total words representing 30% of the total number of words while the deviant words were 3000 out of the 4800 words representing 62% of the total words pronounced.

From the percentage of the deviant pronunciation of words in the two tables, it is glaring that the phonology of Akan language hinders the effective acquisition of the English language.

Further analysis is given on the causes of the deviant pronunciation of these English words. As observed by the researcher these causes range from phonemic differences between the two languages, vowel harmony, wrong placement of stress, effect of the system of nasalization in Akan, and insertion of vowels between consonant clusters. The percentages of each of these causes are presented in the tables below.

Table 3 below presents further analysis of the causes of the deviant pronunciations in JSS1 students using the percentage of the deviant errors in table 1.

Table 3: Causes of deviant pronunciations among JHS1 students

Total No of deviant responses	Phonemic differences	Vowel harmony of Akan	Insertion of vowels between consonants	Wrong placement of stress	Nasalization system of Akan language	%	%phonemic differences	% vowel harmony of Akan	%insertion of vowels between consonants	%wrong placement of stress	%nasalization of Akan language
3700	1500	500	500	700	500	71	28%	9.6%	9.6%	13.4%	9.6%

This table above shows that the total number of deviant words is 3700 and 1500 deviant words from this figure occurred as a result of the phonemic differences between the two languages representing 28% of the number of deviant words pronounced. 500 deviant responses were as a result of the interference of the Akan vowel harmony system into that of the English language representing 9.6% of the total number of deviant words pronounced while the insertion of vowels between consonant clusters and the effect of the system of nasalization in Akan has a number of 500 each, and each of them is representing 9.6% of the total number of deviant words pronounced. Finally, 700 out of the total number of deviant pronunciations are as a result of wrong placement of stress representing 13.4% of the deviant words.

Table 4 below also presents further analysis of the causes of the deviant pronunciations in JSS2 students using the percentage of the deviant errors in table 2.

Table 4: Causes of deviant pronunciations among JHS2 students'

Total No of deviant responses	Phonemic differences	Vowel harmony of Akan	Insertion of vowels between consonants	Wrong placement of stress	Nasalization of Akan language	%	%	% Vowel harmony	% Insertion of vowels	% wrong placement of stress	% Nasalization
3000	1500	300	400	500	300	62	31%	6.2%	8.3%	10.3	6.2%

Table 4 shows the statistics of the causes of deviant pronunciation by JSS2 students. As observed in the table above, 1500 deviant pronunciation of words occurred as a result of phonemic differences between both languages representing 31% of the total number of deviant words. Deviant responses caused as a result of Akan vowel harmony system and the process of nasalization in the language is 300 each and each of them is representing 6.2% of the total number while 500 deviant pronunciations occurred as a result of wrong placement of stress representing 10.3 % of the total number of deviant words.

In conclusion, the sum of the findings in tables 4.3 and 4.4 shows that the major causes of the deviant pronunciation of some English words were as a result of the phonemic differences between the two languages. This fact is supported by Ngonebu (2008) when she states that “phonological interference occurs when the speech patterns – phonemes, intonation, stress, or the bulk of the phonemic system – of the first language (L1) adversely affects the use of second language (L2). This particularly occurs when a phoneme in English does not exist in the speaker’s first language or when the second language user finds it difficult to articulate a particular configuration

of speech pattern believe that errors produced by second language learners are as a result of interference from the learner's native language and that learners' behaviours and difficulties could be predicted.

Next to this problem of phonemic differences is the wrong placement of stress on words which represents 10.3% and 13.4% in the two tables above. This also shows that part of the problem encountered by the Akan learners of English as second language is the stress patterns of the English language.

Also, the application of the Akan vowel harmony and nasalization system into the English language also constitutes part of the problem responsible for the deviant pronunciation of some of the words by the students. As shown in the tables above, each factor is responsible for 9.6% of the errors in JSS1, and 6.2% for JSS2 representing the total percentage of 71% for JSS1 and 62% for JSS2.

In chapter two of the literature review, it is stated that "nasalization is a very typical feature of the Akan language and its presence or absence makes a difference to the meaning of words in the language". This is because the alveola nasal does not occur in word-final positions in all the dialects of Akan except Fante (Abakah, 2005). As a result of the constant use of this factor in the Akan language, the students tend to transfer it to the English language.

Finally, the insertion of vowels between consonant clusters also constitutes part of the reason for the deviant pronunciation of some of the English words, as 8.3% for JSS1 and 9.6% for JSS2 of the deviant pronunciation is as a result of this factor. The insertion of these vowels between these consonant clusters could be attributed to the absence of consonant clusters in Akan language. Conclusively, the phonology of Akan language affects the learning and proficiency of the English language.

4.2 Data analysis and interpretation on research question no.2

RQ2: Does the syntax of Akan affect the learning and proficiency of the English language?

The written essay and the stories contained in the tapes sought to find out if the syntax of Akan affects the learning and proficiency of the English language.

Table 5 below shows the statistics of JSS1 and JSS2 students' errors in making a grammatical sentence.

Table 5: Statistics of students' grammatical errors

Total No. of sentences	Total population of students	Frequency of the total No. of sentences	Total No of grammatical sentences	Total No. of ungrammatical sentences	%	% of grammatical sentences	% of ungrammatical sentences
2	100	200	50	150	100	75%	25%

The table above shows that 2 sentences were collected from 100 students in JSS1 and 2. This gives a total frequency of 200 sentences. 50 sentences were grammatically correct out of these 200 sentences and represents 25% of the total number of sentences while 150 sentences were incorrect grammatically. This also represents 75% of the total number of sentences.

To further illustrate the causes of these ungrammatical sentences, the researcher decided to concentrate on three aspects of syntax which were the major causes of these errors, they are: wrong use of tenses, omission/ wrong use of the rules of concord and wrong use of prepositions.

Table 6 below shows the statistics of the causes of the ungrammatical sentences made by the students.

Table 6: Statistics of causes of students' ungrammatical sentences

Total No. of ungrammatical sentences	Wrong use of tenses	Omission /wrong use of the rules of concord	Wrong use of preposition	%	% wrong use of tenses	% Omission /wrong use of rules of concord	% wrong use of preposition
150	100	30	20	75	50%	15%	10%

From the table above, 100 sentences out of the 150 incorrect sentences were as a result of wrong use of tenses, which represents 50% of the total number of incorrect sentences. Meanwhile, 30 sentences out of the 150 ungrammatical sentences were as a result of omission/wrong use of the rules of concord which represents 15% of the total number of ungrammatical sentences. The remaining 20 ungrammatical sentences were as a result of wrong use of tenses which also represents 10% of the total number of sentences.

This result shows that the major problem encountered by the students in making grammatically correct sentence is as a result of wrong use of tenses which according to the table forms about 50% of the total number of sentences. This could be attributed to the fact that “the Akan verb is not inflected in any way; be it for tense, aspect, mood or whatever.

However, when talking about temporal relationships, the message is not confused. Actions are completed or non- completed. Furthermore, although the verb is not inflected, there are isolated preverbal elements that indicates the completeness of an action” (Enyia, 2008:74). While in English language “verbs change/forms by the use of inflections, such as –ed as in form – formed; -d as in use – used; -s as in run – runs; and –es as in go – goes” (Ngonebu, 2008: 34). This could be the major reason inhibiting the student from using their tenses correctly. This wrong use of tenses is not only attributed to the negative influence from the mother tongue but could also be traced to how

English language forms its tenses, for instance “some irregular verbs have the same form for past tense and past participle. They further stated that “there are some irregular verbs that are often used incorrectly. The error in usage stems from the fact that one verb may be used in place of the other. So, these inconsistencies in the rules of the target language could also be responsible for the wrong use of tenses.

Secondly, the complicated nature of the rules of concord (which is the agreement between words in gender, number, case and person) also contributes to the difficulties the students encountered in making a grammatical sentence. This accounts for 15% of the ungrammatical sentences out of the 75% of the total percentage of ungrammatical sentences.

Preposition poses a very great difficulty for second language learners since there are various prepositions in English language. As a result of this, the students tend to use the English language prepositions indiscriminately. An example is seen in the sentence “I am schooling on Bishop Sarpong R/C Basic School” (see appendix). Based on these findings, we can conclude that students make ungrammatical sentences because of the mother tongue interference; however, their biggest number of syntactical errors emanates from the inconsistencies in the rules of the English language.

4.3 Conclusion

This chapter has included all findings and thorough analysis of the findings. The results show that a great number of students encounter problems with the pronunciation of some English words. It also shows that the phonology of Akan language hinders the effective acquisition of the English. Because of the absence of consonant cluster in Akan language, there is a problem of insertion of vowels between consonants. The phonology of the Akan language affects the learning proficiency of the English

language. Students also make ungrammatical sentences because of the mother tongue interference as a result of inconsistencies in the rules of English language.



CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter is represented in four sections. The first section contributes to the overall summary of findings, followed by their conclusions. Subsequent to these are the pedagogical implications of the study, and the corresponding recommendations for future research.

5.1 Summary of Findings

This study sought to examine impact of the mother tongue on second language learning and proficiency: Akan speakers' experience. In view of the data analysis presented in chapter four and its interpretations, the following were the findings of the research work based on the two research questions. They are as follows:

5.1.1 Phonological Effect of the Akan language on the English language

Under this phonological aspect, the following factors were observed as being responsible for the deviant pronunciation of words: they are phonemic differences, wrong placement of stress, interference of Akan vowel harmony, interference of Akan vowel nasalization system, and insertion of vowels between consonant clusters. This result is in line with Berman and Cheng, (2022) findings. In their study, they found out that there were phonemic differences among undergraduate and graduate students which makes it difficult in the pronunciation of words.

5.1.2 Phonemic differences between the two languages

From the data analysis in chapter four, it was observed that about 28% of the pronunciation problems encountered by JSS1 students and 31% of the pronunciation problem encountered by JSS2 students were as a result of the phonemic differences between the Akan language and the English language. As a result of these differences,

the Akan learners of English tend to substitute the English dental fricative and /ð/ for either /t/ or /d/. This result is in agreement with the findings of (Lupogo, 2019). In his study, he found that phonemic differences between L1 and L2 were the major problem students encounter while pronouncing words. Also, this result is supported by Ngonebu (2008) when she states that “phonological interference occurs when the speech patterns – phonemes, intonation, stress, or the bulk of the phonemic system – of the first language (L1) adversely affects the use of second language (L2).

5.2 Conclusion

The impact of the mother-tongue ‘Akan’ on the learning and proficiency of the target language was the research problem that prompted this research work. The problem was formulated in chapter one as follows: What impact does the mother-tongue Akan have on the learning and proficiency of the target language. Throughout the investigation the guiding factor was this problem. Thus, by means of a detailed literature review and an empirical investigation into other studies related to this were reviewed. The data collection, analysis and interpretation supported the evidence that the research problem has been solved. That is to state that the mother-tongue Akan actually influences the learning and proficiency of the target language. This is seen in the cases of phonological interference discussed above, but the syntax of Akan language to an extent does not interfere with the learning of the English language, rather the inconsistencies in the rules of the second language contributed to hindrances in the effective learning of the language.

5.3 Pedagogical implications

In view of these findings by the researcher, the following measures are hereby recommended. They are as follows:

5.3.1 Organizing seminars on Akan language for teachers within the region.

The introduction of Akan language and English phonology to both the newly employed teachers and the old ones should be done regularly through organizing seminars and workshops. This seminar should not be for language teachers alone, but teachers from other disciplines should also be included so as to create awareness on the problems encountered by the Akan learners of English, and to also make them become a good model to the students.

5.3.2 Allotting more time to teaching of Oral English as English is a second language in Ghana

The study suggests that enough time should be given to the teaching of oral English. Adequate time is one way the goal of effective communication in the language will be achieved. Emphasis should also be laid on stress and intonation right from the primary school.

5.3.3 Motivation of students by teachers

Teachers' motivation of the students' is necessary, especially in encouraging the students to use Received Pronunciation even when they are being made jest of by their fellow students. They should be made to understand that English is not just a subject to be passed during examinations but that the ability to express oneself clearly and to be understood by the native speakers of English is the ultimate goal.

5.4 Recommendation for further studies

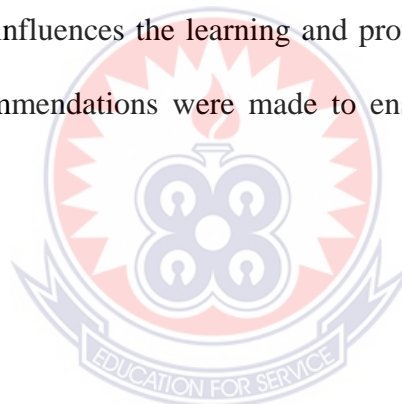
The sampled population that was used for this study was the JSS1 and JSS2 students from Offinso Municipality, which is just one of the areas that use the Akan language as its medium of communication outside the classroom. In view of this, the researcher suggests that another research could be carried out in this area of study using

other areas where Akan is used as the medium of communication outside the school environment.

Secondly, the researcher also suggests that researches could be carried out in this field using the senior secondary school students or the undergraduate students from these areas to ascertain if the problems encountered by the junior secondary school students are the same with those of the senior secondary schools.

5.5 Summary

The objective of this research has been identified and the findings of the data collected discussed. The data collection, analysis and interpretation supported the evidence that the research problem has been solved. That is to state that the mother-tongue Akan actually influences the learning and proficiency of the target language. Suggestions and recommendations were made to ensure some improvement in the situation.



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APPENDICES

Appendix I: List of Deviant Pronunciations as a Result of Phonemic Differences

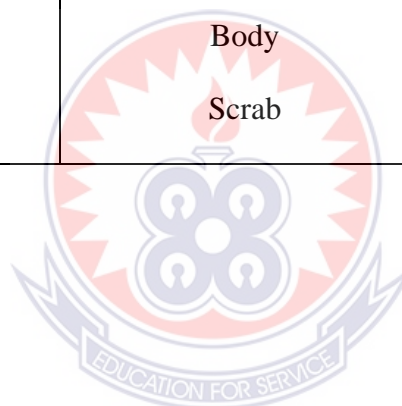
The following are deviant pronunciations of JHS1 and JHS2 students as a result of phonemic differences.

S/no	English words	Students' pronunciation
1	Then	Den
2	Thin	Tin
3	Birth	Birf
4	Above	Abouv
5	What	Wat
6	Another	Anoda
7	Follow	Folo
8	House	Hause
9	Aloud	Alawd
10	Hurt	Hert
11	Rub	Rob
12	Throw	Trow
13	Mother	Moda
14	Three	Tiree
15	Thought	Tought
16	Threat	Tret
17	They	Dey
18	Comfort	Comfot
19	Teacher	Teacha
20	North	Norf
21	Through	Trough
22	That	Dat
23	Ring	Ling
24	Bread	Blead
25	Body	Bordy

Appendix II: List of Deviant Pronunciation as a Result of Akan System of Vowel Harmony

The following are the JSS1 and 2 students' deviant pronunciation as a result of Akan system of vowel harmony

S/No	English word	Student Pronunciation
1	Table	Tabur
2	Tomorrow	Tumuoro
3	Operation	Opiration
4	Comb	Comp
5	Bucket	Barket
6	Body	Bordy
7	Scrab	Sicrab



Appendix III: List of Students' Direct Pronunciation of Words

S/NO	English Language	Student Pronunciation
1	Delay	/dilee/
2	Milk	/mi'lk/
3	Book	/'buk/
4	Yellow	/jelo/
5	Follow	/folo/
6	Delete	/dili:t/
7	Finish	/'fini's/
8	Telly	/teli/
9	Pretty	/priti/
10	Woman	/wuman/
11	Remove	/rimu:v/
12	Argue	/ægju/
13	shoddy	/fodi/
14	Dignity	/dignity/
15	Delude	/dilu:d/



Appendix III: Ungrammatical Sentences as a Result of Wrong Use of Tenses

The following ungrammatical sentences were made as a result of wrong use of tenses.

1. I go to farm and work with my parents
2. I help them do other thing at home
3. I enjoy myself very well
4. We cook rice
5. I spend my holiday in Accra.
6. We go back to our various houses
7. I enjoy myself over there
8. I help my parent
9. We follow and go to beach
10. God has bring us to a new year
11. We eat and drink
12. I am there during my holiday
13. I went to my friends house and we play together because we Jehovah witness
14. I enjoy it because nobody die in my family
15. I spend my charismas holiday with my aunty at Konongo
16. He buy a cloth for me
17. I help her in the farm to weed the grass
18. When we get to our uncle house
19. We help him to wash his machine
20. I spend my Christmas holiday at Kumasi
21. She care for me



22. During the holiday, I help my parents and I read my book
23. I enjoy myself by eating rice, bean, banana, ndomic ,yam, egg, plaintain etc
24. We enjoy our self in the Christmas time
25. We have a carnival that is party.
26. This is how I spend my last Christmas holiday
27. My sister buy a cloth for me
28. When I was ready to returned she gave me some gifts
29. My father take me to Mr. Bigs
30. I help her to sell the tablets
31. My holiday was so fantastic that I even go Takoradi
32. We prepare some delicious food for them
33. I am very happy in that day because we eat and enjoy ourselves
34. This was how I spend my holiday
35. My sister take me to Accra
36. We are there the first day
37. I watch a football match
38. I was first position in my school
39. As we get there....
40. My uncle tooks me to the village
41. I enjoy my holiday with my ground mother
42. My father used to bought cloth for us during holiday
43. This is how I spend my holiday
44. When school has open my aunty send message to my grandmother
45. My grandmothers sister who is 34yrs give birth to twin girl
46. In my home I see my brother, sisters, and everyone was happy to see me

47. I go to farm during my holiday
48. I help my mother at Abofour on her farm
49. We go back to our various houses
50. Kwaku run after the boy, the boy begin to cry, slap and push him
51. Kwaku tell me what happen
52. His aunt become angry with Kwaku
53. Ama help her aunt in the market and Kwaku help his father on the farm
54. She did well in the school
55. John was the only first son
56. When they reach the sky
57. When they reach there
58. Tortoise beg eagle for another wing, eagle refuse
59. As they was eating...
60. The policemen asked who kill this man
61. They go market and bought bananas
62. The rabbit come and checked the banana
63. The next day coming the banana are ripe
64. The girl do as if she is died
65. Both of them go to uniport
66. The mother love the one that is poor
67. Because the town boy want Kwaku to get out of his way
68. The town boy slap and pushed him
69. Because he think that Kwaku was the one that pick the quarrel
70. All of them refuse her to go
71. The bird fly away

Note: most of these sentences were repeated by some of the student and that was what gave rise to the 100 sentences.



Appendix IV: Ungrammatical Sentences made as a Result of Omission/Wrong

Use of the Rule of Concord

The following ungrammatical sentences were made as a result of omission/wrong use of the rule of concord

1. The one that is rich went there with the one that are poor
2. I spend my holiday in my sister house
3. I saw many thing-like animals
4. My youngest brother are in my primary school
5. The Christmas day are the happiest days of my life
6. My father bought me and brother cloth to wear
7. She care for me
8. Kwaku prefer hunting and fishing
9. Because he was farm boy and like the activities of the farm
10. No the twins were not alike, Kwaku look like the father and Ama look like the mother
11. I also likes going out with my friends
12. I also likes reading my books every night
13. I was with my parent, my brother and sister and other too numerous to mention
14. My grandmother sister who is 34years give birth to twin girls
15. The person I saw in the masquerade was friend brother
17. The two foolish goat
18. The one that is rich went there with the one that are poor
19. one day, two men are dragging onething, one are reach and one are poor

Appendix V: Ungrammatical Sentences made as a Result of Wrong Use of

Prepositions

The following ungrammatical sentences were made as a result of wrong use of prepositions

1. I am schooling on community secondary school Rumuji
2. The animals will be having the meeting there on the farm
3. As he was waiting on the airport
4. We can be more serious to our studies
5. We enjoy our ourself in the Christmas time
6. My brother bought me a cloth in the Christmas time
7. I am very happy in that day because we eat and enjoy ourself
8. I help my mother at Rumuewhor on her farm
9. I came back to Rumuji and continued by education
10. My name is Beauty Otena from JSS1
11. They have never spoken English since their life
12. She was hoping on God
13. Ama help her aunt in the market and Kwaku help his father on the farm

Appendix VI: Sample of Students' Exercises

My NAME IS OLUKUN FLORENCE
my School NAME is State A J.H.S
I ~~am~~ SO happy to because I LOVE
my family and my friend and my
brother and my sister and I enjoy my
holiday with my Grandma Ther.
and my Grandfather and my Grandfather
love me very much much and I
love them too

and my ~~also~~ ~~elder~~ sister love me so
much and love her too my mother sis
ters body run to ^{me} and I hug them their
is The end of my story.

not real time

HOME WORK

How I spent my Christmas holiday was at Accra, when my brother took me down to Accra. I was very delighted, when I saw my brother. I was at Accra, I was very delighted, and I told him to provide one room for me and he gave me the one room, when I told my brother at village my brother said that I am not.

Saying truth one of my friend came to that where we are, and told that he has bought a new ball, very lucky there is one field behind us. Some of our friends were in the playing football and that time ~~was~~ ^{was} are just coming back from message they told us that we should be very fast, that they are having a football match against Hoja Kumasi people on Sunday. reaching Sunday, they told us that we should get of that match, why we are playing the match on the field, there is delicious short that we play against them and very lucky short was entering inside the goal post and it was goal we were very delighted and finally the football match was won by Accra people for that glory be to the almighty name of Jesus Amen.

By my name Ernestina Oduro

Class J. H. S. 1

Composition: about how I spend my Christmas holiday

~~Dear Comradely Lurto Secondary School
and Legon~~

Dear anty

How are you I hope all is well my Purpose
of writing this letter is to tell you how I
spend my last Christmas holiday with my
anty I spend my Christmas holiday with
my anty because she care for me because
she treated me very well she took me to
many places like Zoo, Mr Biggs, Beach etc

Thanks
Yours faithfully

NAME Toufic Sulemana
 AGE 12 YEARS OLD
 SCHOOL Bishop Sarpong R/C Basic School
 TOPIC How I SPEND MY Christmas holiday
 COMPOSITION

MY NAME IS Toufic Sulemana

My Christmas holiday was very interesting because my uncle that I have never seen but had his name. It was very interesting and my father hosted a party because I was 1st position in my school that Christmas period.

On 28th we ate fried rice, stew rice, gari and soup with goat meat and the chicken. I was also taken to Samis and fatalizing hotel and they brought new beautiful clothes for me. On the first January there was a street carnival and every body was happy and we shot bounges, we knock out, Rocket,

the Christmas day are the happiest days of my life. Conclusion on the 31st we all assembled in the Village Square and celebrated our new year festival.

Thanks

Bishop Sarpong R/c Basic
P.O. Box 85
Offinso - Ashanti
15-09-2021

Dear Peace

Compliment of the seasons. How are you I hope all is fine.

My reason of writing this letter to tell you how I spent my holiday on 18th of Feb 2021 that day my daddy take me to Mr Bigs to enjoy my self there and I help my mummy and daddy in the farm on that day, my journey back home was safe and interesting although, and my mummy sister come to carry me back to school on 11 of Feb 2021, they buy me school uniform and rest books for me too read in house I would be very happy because my daddy did well for me and my brother and sister. Teach me how to read and write very well on that day I read some thing in that text book, my daddy give me some money

your faithfully
Kwame Isaac
Thanks Kiseu